NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

Thursday, December 21, 2023
AGENDA

Regular Business Meeting
SAU 106 Boardroom

Justin Krieger, Interim Superintendent
Katie Knutsen, Chair
Kristin Savage, Vice Chair

1. **7:00 PM Call to Order – Chair**
2. **Roll Call – Minute Taker**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Student, Staff & Family Share**
6. **Delegates and Individuals**
7. **Student Representative**
8. **Current Business**
   a. **7:15 PM 2024 Jazz & Classical Music Department Student Trips – ACTION**
   b. **7:20 PM TRHS Program of Studies (Second Read) – ACTION**
   c. **7:25 PM TRMS ELA Curriculum Edit (First Read) – ACTION**
   d. **7:30 PM TRMS Math Curriculum Edit (First Read) – ACTION**
   e. **7:35 PM TTA Tentative Agreement Ratification – ACTION**
   f. **7:40 PM TAAM/Technology Tentative Agreement Ratification – ACTION**
   g. **7:50 PM 2024-2025 School Calendar (First Read) –ACTION**
   h. **8:00 PM Policies – ACTION**
   i. **8:05 PM FY2025 Default Budget (Presentation 3)– ACTION**
   j. **8:20 PM Phase II $25 Million Lease – ACTION**
   k. **8:30 PM FY2025 CIP Recommended Projects – ACTION**
   l. **8:40 PM Draft Warrant Articles (Presentation 5) – INFORMATIONAL**
9. **8:45 PM Administrator's Report**
10. **8:50 PM Personnel Report**
11. **8:55 PM Committee Reports/Reports of the School Board**
12. **9:00 PM Other Business**
13. **Nonpublic Session**

DATE	TIME	LOCATION	TYPE OF MEETING
January 4	7:00 PM	SAU Boardroom	Regular Business

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
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1-3. Open Meeting
4. Approval of Minutes (2 sets: December 7th regular meeting minutes and nonpublic meeting minutes)
5. Student, Staff, & Family Share (Presentation by Katie Murphy on TRHS Health/PE)
6. Delegates and Individuals
7. Student Representative
8. Current Business

a. Jazz & Classical Music Department Trips
-Motion to act on the request for the 30 students who auditioned for the NHMEA's Jazz All-State Music Festival to attend the Festival and miss class on February 8, 2024.
- Motion to act on the request for the 28 students who auditioned for the NHMEA's Classical All-State Music Festival to attend the Festival and miss class on April 5, 2024.

b. TRHS Program of Studies (Second Read/Adoption)
Motion to act on the second read/adoption of changes to the TRHS Program of Studies. No changes have been made since the first read.

c. TRMS ELA Curriculum Edit
Motion to act on the first read of the TRMS ELA Curriculum edit.

d. TRMS Math Curriculum Edit
Motion to act on the first read of the TRMS Math Curriculum edit.

e. TTA Tentative Agreement Ratification
Motion to act on the TTA Tentative Agreement for 2024-2027.

f. TAAM/Technology Tentative Agreement Ratification
Motion to act on the TAAM/Technology Tentative Agreement for 2024-2026.

g. 2024-2025 School Calendar (First Read)
Motion to act on the first read of the 2024-2025 School Calendar.

h. Policies
Motion to act on the first read of Policies JKAA and JLCA.

i. FY2025 Default Budget
Motion to act on the FY2025 Default Budget.

j. Phase II of $25 Million Lease
Motion to act on the revised recommended items for Phase II of the $25 Million Lease.

k. CIP Recommended Projects
Motion to act on the revised recommended CIP projects for FY2025.

l. Draft Warrant Articles
Changes since Presentation 4 of the Draft Warrant Articles include:
-Added language to Article 8
-Added Article 10

9. Administrator's Report
Mr. Krieger and Mrs. Allaire to present.
10. Personnel Report (No Personnel Report)
-Review the Vacancy Report as of December 15, 2023.
11. Committee Reports/Reports of the School Board
12. Other Business – Board members to provide agenda items for future meeting consideration.
13. Nonpublic Session – If needed.

Upcoming Agenda Items

Description	Month
SAU Organizational Chart	July/August
Audit Update	September/October
Draft Warrants	October-January
NESDEC	January/February
Presentation of School Goals	December
Facilities Update	Every other meeting
Final School Calendar	1st meeting in January
School Board Goals Review	January
Public Hearing	January 11
Attestation of Warrant Articles	January 18
Deliberative Session	February 8

DRAFT NOT APPROVED

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: https://vimeo.com/trsd
Materials presented at the board meeting may be viewed at: School Board Meeting Agenda Materials

Timberlane Regional School Board
Meeting Minutes

Regular Board Meeting
December 7, 2023
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present
Donald Woodworth, Jack Sapia, Brienna Woodworth, Kim McCormick, Katie Knutsen, Paul LeCain, Mark Sherwood, Shauna Manthorn Excused absence: Kristin Savage

Seated at the Board Table
Justin Krieger, Interim Superintendent
Sandra Allaire, Acting Assistant Superintendent
Armaan Anthony, Student Representative

Administrators Present
Mark Pedersen, Director of Secondary Education
Karl Ingoldsby, Director of Plant Operations
Maria Watkins, Business Administrator/CFO
Kelley Brooks, Director of Special Education
Fran DeCinto, Director of Human Resources
Dr. Campbell, Assist. Principal Alternative Programs
Christopher Snyder, Principal Danville School
Ginger Drechsel, Director of Student Services

APPROVAL OF MINUTES

MOTION: Mrs. Woodworth motioned to accept the November 16, 2023 public minutes as amended. Seconded by Mrs. McCormick Motion passed: 8-0-0

MOTION: Mrs. Manthorn motioned to approve the November 16, 2023 non-public minutes as written. Seconded by Mr. Sapia. Motion passed: 8-0-0

STUDENT, STAFF & FAMILY SHARE

Principal Snyder from Danville Elementary introduced students who are on the Danville Student Council to talk to the Board about things they have done so far and what they have planned coming up. Members of the student council talked about how they organized a bus safety assembly and a Fall Festival. The Council had put together a Kindness Spirit Week. The students also described an upcoming winter gear drive. They also plan to have more options for the students during recess.

DELEGATES AND INDIVIDUALS

MOTION: Mrs. Manthorn motioned to move the remaining 30 minutes to the end of the meeting. Seconded by Mr. Sapia. Motion passed: 8-0-0

STUDENT REPRESENTATIVE

Armaan Anthony presented his report highlighting the events and activities throughout the schools in the District. The winter music concert season is underway at all the school levels. Sandown North staff have been bringing in items for the Sandown Giving Tree. Danville PTA is hosting a holiday shopping and movie night. Atkinson Academy students are learning about the U.S. Government and how it works. Dr. Preble's student leadership team at the middle school has officially named themselves the Student House of Representatives. Mealey Meals basket winners have been announced. Proceeds go to families in need in our district. The high school Business Honor Society held their induction ceremony. The middle and high school submitted 701 cards to the military challenge this year. Winter sports at the middle and high school are underway.

CURRENT BUSINESS

a. ELO Update

Dr. Campbell presented his ELO update to the Board. This year they have over 30 ELO opportunities. Two students spoke on their experience with their ELO at Parkland Hospital and plan to go into nursing. Another student spoke on her experience working with the Special Education Department at the middle school with hopes of getting into Special Education. Another student is interested in becoming a meteorologist and a video was shown of him giving a weather report.

Dr. Campbell explained the ELO program is student driven and the program offers elective credits to students who choose to participate in an ELO program.

b. TRHS Harvard Model Congress Trip

Mr. Pedersen is requesting that the Board approves an overnight trip in February. This is an annual trip that has been offered for years. It is a great learning experience for those students. It allows high school students to participate in the prestigious model congress simulation.

MOTION: Mrs. Manthorn motioned to approve the overnight Harvard Model Congress Trip. Seconded by Mr. Woodworth Motion passed 8-0-0

c. Program of Studies – First Read

Mr. Pedersen presented the Program of Studies to the Board for review and approval as the First Read. He would like for it to be approved so it can go to print over Christmas break. He referred to his Executive Summary which outlines the changes that were made and includes the proposed Program of Studies for the 24/25 SY. He explained the biggest change that was made was the archiving of some programs which are low enrollment courses. This will enable them to bring those courses back at some point in the future.

MOTION: Mrs. McCormick motioned to approve the Program of Studies as a First Read. Seconded by Mrs. Manthorn. Motion passed 8-0-0

d. Water Service Agreement

Mr. Ingoldsby presented this proposal. Pennichuck Water is the company that provides monitoring and testing services for our water system. He is requesting a new 5- year agreement with Pennichuck Water. Their cost is increasing 17%, however, they are still lower than the other companies they solicited bids from. The last agreement they had with them was a 5-year agreement.

Mr. Woodworth said he feels comfortable going with Pennichuck.

MOTION: Mrs. Manthorn motioned to approve the water service agreement with Pennichuck Water. Seconded by Mr. Sapia. Motion passed 8-0-0

e. Phase II of $25 Million Lease

Mr. Ingoldsby presented Phase II of the $25 million lease. The Construction Committee had a meeting on October 23, 2023 and there were multiple discussions about different items that we could move forward. They are starting to look at the third phase of the lease as well. He referred to his Executive Summary which describes the projects that are nearing completion and the items that are being recommended for the second phase of the lease by the Construction Committee. The total of $8,568,425 is for recovering the high school roof.

Mr. Sapia stated, in light of some different ways of looking at this, he would like to revisit this and send an invitation to the Construction Committee for one day so we can sit down to drill into some of this stuff. He wants to make sure the Construction Committee takes a second look at this. Information and data is valuable to us and he stated they have new data and there is the need to obtain some more data before we move forward. Mr. Sapia said they don't really lose time on this, maybe only two weeks to a month. He believes it is worthy of a deeper look. He would like to do this on Monday and move forward in a very strategic way.

Mrs. Knutsen agrees with Mr. Sapia. She stated that she heard from a couple members on that committee asking the Board to wait and have that meeting on Monday and then have it come back to the Board at their next meeting in December. She asked if another Board member would be interested in being on the Construction Committee so they have two Board members on it. Mr. LeCain said he would like to be on the committee.

It was the consensus of the Board to have this meeting on Monday.

f. CIP Recommended Projects

Mr. Ingoldsby reviewed the recommended FY2025 CIP projects and their associated costs that were provided in his Executive Summary. The total cost of the projects is $1,578,396.00. They have $1,892,000.00 slated for CIP this year.

Mr. Sapia doesn't believe the masonry walls at Danville and Sandown Central are critical. He wants to make sure that we are strategically allocating our resources to where things are critical. He would like to take this list, and the list with the lease projects, and review them collectively Monday night with the Construction Committee and banter some stuff around.

Mr. Woodworth asked about the windows at the high school. He said they had talked about them and Mr. Ingoldsby was going to let them know about how much money they are losing in terms of heat loss through those windows and if they should be moved up in our long-term planning.

Mr. Ingoldsby believes the windows are important, however, the windows in the high school is a massive undertaking. The estimates he has received are around $500,000 which is a rough estimate because they haven't done any engineering or architectural work. The energy savings, being that the building is a gas building, the savings would be anywhere between 15% to 50%.

Mrs. Watkins stated the Construction Committee has requested a study be done on the windows which will be coming forward to the Committee in January.

Mrs. Knutsen agrees with taking these projects back to the Construction Committee. She asked if the Board is willing to approve the HVAC so they can move ahead and let the rest of this list go to the Construction Committee on Monday. The Board was in agreement.

Mrs. Woodworth asked if the HVAC at the middle school should also be part of the motion since they are in the same timeframe.

MOTION: Mrs. McCormick motioned to approve the roof project at the high school and the HVAC projects at Atkinson Academy, Timberlane Middle School and Timberlane High School pending the Construction Meeting outcome on Monday. Seconded by Mr. Sherwood. Motion passed: 8-0-0

g. Facilities Update

Mr. Ingoldsby talked about the two new high school boilers. They are online as of Monday and are fully operational now. They will be upgrading the controls and the valves. The old boilers will be ripped out on Monday.

Mrs. Woodworth stated that Sandown Central is still requesting a fence and asked how many children are running while at recess. Mr. LeCain said that he and Mr. Sherwood met with Mr. Krieger and Mrs. Allaire and the educators at Sandown Central today. They discussed the need to have a fence installed for the students while at recess. The fence will go behind the playground. Mr. Ingoldsby believed the cost of the fence to be approximately $23,000.

MOTION: Mr. LeCain motioned to install a fence at Sandown Central. Seconded by Mr. Sherwood. Motion passed 8-0-0

h. Tractor bids

Mr. Ingoldsby is requesting the approval of the purchase of a John Deere 4066R 55 hp tractor from Rosencrantz. This would include a 6 year extended warranty and includes some attachments. He explained that used equipment goes to the State Auction.

MOTION: Mr. Sapia motioned to approve the purchase of a John Deere 4066R tractor with the extended warranty. Seconded by Mr. Sherwood Motion passed: 8-0-0

i. FY2025 Default Budget

Mrs. Watkins presented the default budget to the Board for review.

Mr. Sherwood said the way this packet was put together was invaluable for him to understand and then to be able to present it in a way that would make sense to the average person and it was well put together.

Mr. Sapia said there is a fine line between some things that are considered to be in the Capital budget and in the Maintenance budget. Mrs. Watkins explained how both budgets are very well defined.

Mr. Sapia asked for a breakdown of what the impact would be on $500,000 to the taxpayers in each town.

Mrs. Watkins said the first draft of the proposed budget was almost $600,000 over the default budget. She explained the Budget Committee has tasked us with an exercise of trying to come up with $2.5 million of items that could be taken away from the budget. She said this is an exercise for us, not that they want to take away $2.5 million.

Mr. Sapia asked what percentage of the budget is discretionary and was informed it is about 30%. Mr. Sherwood stated the salary and benefits are 70.6% of the budget.

j. Special Education Budget Transfer

Mrs. Brooks presented her Executive Summary to the Board which explains the reason for her requesting budget transfers. Mrs. Brooks explained the Special Education Department has been unable to fill positions and they have had to hire staff from multiple agencies in order to meet legal obligations. She is requesting those salaries to be moved from the vacant positions to the contracted services lines.

MOTION: Mrs. Manthorn motioned to approve the budget transfer requests for special education services in the amount of $588,857.00. Seconded by Mrs. McCormick. Motion passed 8-0-0

k. TTA Tentative Agreement Ratification

Mr. Krieger stated they were hoping to bring this to the Board tonight. The Executive Summary they have still stands but they are still in conversations with the Board attorney and administrative team about generating that exact number for the warrant article. He stated they are going to need a little bit more time to do that. The intention is to bring it back to the Board on December 21, 2023 and to have that same Executive Summary stand but to have a really clearly defined number. He explained we want to be careful when we report that out that it is the number that stays.

l. Draft Warrant Articles

The warrant articles have gone from 14 down to 9. Mr. Krieger explained the feedback from the Board has been to prioritize the warrant articles. They had talked about some to be removed and they will seek either alternative means to pursue them or they will be put off for a year in terms of making that request at a later date in time.

9. **ADMINISTRATORS REPORT**

Mrs. Drechsel described the partnership they are entering into with the Center for Life Management (CLM). She described the supports they will be able to provide to families and will have an MOU written. This will be a useful partnership for us and she is looking forward to it growing over time. CLM is a mental health agency and it is for local community mental health care.

Mrs. Allaire was at the high school last Friday. She explained that many of them in their roles as directors, principals and school leaders, are affiliated with regional groups they can connect with colleagues across the state. Last Friday, the high school hosted the Regional High School Principals meeting which meets once a month. They had approximately 15-16 principals attend from other high schools across the state. Through that forum, they had about 15 students who are involved in the Life of an Owl program present to those principals about this student leadership program. The program is designed to support quality peer interactions. About a month ago, this group hosted five other regional high schools and student groups who would like to start a similar program unique to their own school. Mrs. Allaire commented that we have great leadership opportunities in our school and we have become a model for other schools and districts across the state.

Mr. Krieger updated the Board on the RFP process. There are two open RFP's. One is for the irrigation with a closing date of December 16, 2023 and they recently posted an RFP for the pond dredging and expansion with a closing date of December 16, 2023.

Mr. Krieger recognized two sophomore students at the high school from Atkinson and Plaistow. They have been selected as the 2024 Hugh O'Brian Youth Leadership representatives for Timberlane. Mr. LeCain commented on the many opportunities this program offers.

10. **PERSONNEL REPORT**

MOTION: Mrs. Manthorn motioned to accept the professional nomination of Meaghan Guanci as Media Specialist at the high school. Seconded by Mr. Woodworth. Motion passed 8-0-0

MOTION: Mrs. Manthorn motioned to accept the professional resignation of Mandy Schisler, Grade 5 teacher at Pollard Elementary. Seconded by Mrs. Woodworth. Motion passed 8-0-0

11. **COMMITTEE REPORTS**

Mrs. Woodworth – She gave an update on the Strategic Planning meeting and the next meeting will be on December 21, 2023.

Mr. Sherwood – Reported on the Budget Committee meeting and the items that were discussed.

Mrs. McCormick – Curriculum assessment met on Tuesday and some changes to the middle school will be coming to the Board at their next meeting.

Mrs. Manthorn – Policy met and they got through the entire agenda. Several policies will be coming to the Board at the next meeting for a First Read.

Mrs. Knutsen – Safety Committee will meet next Tuesday.

Mr. Sapia – Recognized Pearl Harbor Day.

Mr. Woodworth – Commented on the time that was spent on the Program of Studies.

There was no other business before the Board.

12. **NON-PUBLIC SESSION**

MOTION: Mrs. Manthorn motioned to enter non-public under 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Seconded by Mr. Woodworth Motion passed 8-0-0

The Board was polled:

D. Woodworth – yes Knutsen – yes Sherwood – yes McCormick – yes LeCain – yes Sapia – yes B. Woodworth- yes Manthorn – yes

Motion passed 8-0-0 to enter non-public at 9:15 PM.

The public meeting adjourned at 9:15 pm and will not be returning to public session.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

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EXECUTIVE SUMMARY

Per school board policy IJOA, Student Trips, the Music Department is requesting approval to send students to the overnight New Hampshire Music Educators' Association's Jazz All-State Music Festival. Thirty students auditioned for spots in the festival and nine were accepted, the highest number accepted from a single school. The Festival takes place from Thursday, February 8th through Saturday, February 10th. Students will not miss classes on Thursday, February 8th but will not attend classes on Friday, February 9th. Performances will take place the afternoon of Saturday, February 10th at Pinkerton Academy's Stockbridge Theater. Participation in the festival requires overnight hotel accommodations – Timberlane staff will be present through the entirety of the Festival.

Respectfully submitted,

Kurt Schweiss, Director of Music

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EXECUTIVE SUMMARY

Per school board policy IJOA, Student Trips, the Music Department is requesting approval to send students to the overnight New Hampshire Music Educators' Association's Classical All-State Music Festival. Fifty students auditioned for spots in the festival and twenty-eight were accepted, the highest number accepted from a single school. The Festival takes place from Thursday, April 4th through Saturday, April 6th. Students will not miss classes on Thursday, April 4th but will not attend classes on Friday, April 5th. Performances will take place the afternoon of Saturday, April 6th at The Capitol Center for the Arts in Concord, NH. Participation in the festival requires overnight hotel accommodations – Timberlane staff will be present through the entirety of the Festival.

Respectfully submitted,

Kurt Schweiss, Director of Music

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EXECUTIVE SUMMARY December 7, 2023

2024-2025 Program of Studies changes overview

Page	Description of change
Throughout	Annual changes to people, titles, page numbers, grammatical, etc.
11	Added estimated cost of the Early College Program – Dual Enrollment at NECC
12	Updates to courses and added the "Liberal Arts" pathway for Early College Program- Dual Enrollment at NECC
14 & 15	Change language to include the Assistant Principal of Alternative Programs
23, 25, 28, 34, 41, 44, 56, 58, 59,	The following courses will be 'archived' and will not be offered in the Program of Studies beyond the 2023-2024 school year due to historically low enrollment in that course, or as a means to streamline the other offerings of that department. They will however remain in an addendum to the Program of Studies as options to bring back as an offering at a later date. *Traditional Painting Methods, Analysis of Literary Movements, Introduction to Critical Analysis ACC & CCP, Shakespeare, Botany CCP & ACC, Marine Biology ACC, Oceanography ACC, Zoology CCP & ACC.*
26 & 48	Change the name of *Advanced Strength and Conditioning* to *Fitness II.* Changes to course description, does not change the intent of the course. More in line with naming convention
28, 56, 58, 59	Due to archiving courses (see above) the Science Department will not be alternating offerings as described in the past few years of the POS.
28 & 58	ADDED *Forensics* course –Approved by C&A and TRSB in winter of 2022- 2023
33	*Painting Exploration* description, slight change in wording, does not change the intent of the course.
34	*Cartooning and Animation* description, slight change in wording, does not change the intent of the course.
47	Added the line "This course is a prerequisite for Gourmet Foods and Baking and Pastries." To the description of *Contemporary Culinary Arts* description.
48	Change in wording of *Health I* and *Introduction to Fitness* course descriptions, due to a proposed curriculum change.
53	Clarified the name of *Probability, Statistics, and Trigonometry* as part of the 'Prerequisite' section of *AP Statistics*
59	*AP Biology* description, slight change in wording, does not change the intent of the course.
CTE	CTE changes from Salem and Pinkerton
71	*Automotive Technology 2* prerequisite grade changes from 'C' to 'C+'
72	*Business Principles* change of course description
72	*Accounting Honors* and *Business Law* change prerequisite language
72	*Biomedical Science 2* change "Running Start" to "Early College Program"
73	Remove *Advanced Cybersecurity*
73	*AP Computer Science A* delete language about it being a 4 Credits at UNH Manchester
73	Remove "Technology" from the "Carpentry and Construction Technology" pathway
73	Add "Students are eligible to earn certification in OSHA 10 Hour Safety" to the *Carpentry and Construction 2* description.
74	Change the fees from $25.00 to $50.00 and from $125.00 to $150.00 in the Cosmetology Pathway Description.

74	Add "approx. $200.00 with payment plan and fundraising opportunities available" to the description to the *Cosmetology 1* description.
74	Change the prerequisite grade from "C" to "B-" in the prerequisite for *Cosmetology 2*
75	Add Engineering Pathway *Engineering 1, Engineering 2, Engineering 3*
76	Change the prerequisite language on *Health Science Technology 1* and *Health Science Technology 2*
77	Add the language "This qualifies for 3 college credits" in the description of *Television and Media Production 1*
77	Add the word "offsite" to course description in *Teacher Education 1*
77	Change "C+" to "C" in the prerequisite for *Teacher Education 2*
78	*Introduction to Animal Science* description, slight change in wording, does not change the intent of the course.
78	*Animal Management* description, slight change in wording, does not change the intent of the course.
78	*Animal Health and Veterinary Science* description, slight change in wording, does not change the intent of the course.
78	*Electrical Technology I* description, slight change in wording, does not change the intent of the course.
78	*Electrical Technology II* description, slight change in wording, does not change the intent of the course.
79	*Environmental Science and Natural Resources I* description, slight change in wording, does not change the intent of the course.
79	*Environmental Science and Natural Resources II* description, slight change in wording, does not change the intent of the course.

Per policy IGA "No basic course of study shall be eliminated or new courses added without the approval of the board, nor shall any significant alteration or reduction of a course of study be made without Board approval."

Please note that as stated on page 6: "The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. ***Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies."***

Respectfully submitted,
Mark Pedersen
Director of Secondary Education

Timberlane Regional High School



Program of Studies 2024-2025

36 Greenough Road, Plaistow, NH 03865
Timberlane.net

A Message for Students

The Program of Studies is updated yearly to reflect the academic offerings and opportunities available to the students of Timberlane Regional High School. In order to provide flexibility for students meeting their graduation requirements, adjustments and changes have been made to this publication. Timberlane Regional School District is committed to preparing all students with the knowledge and skills to be college and career ready as they successfully transition on to their post secondary experiences.

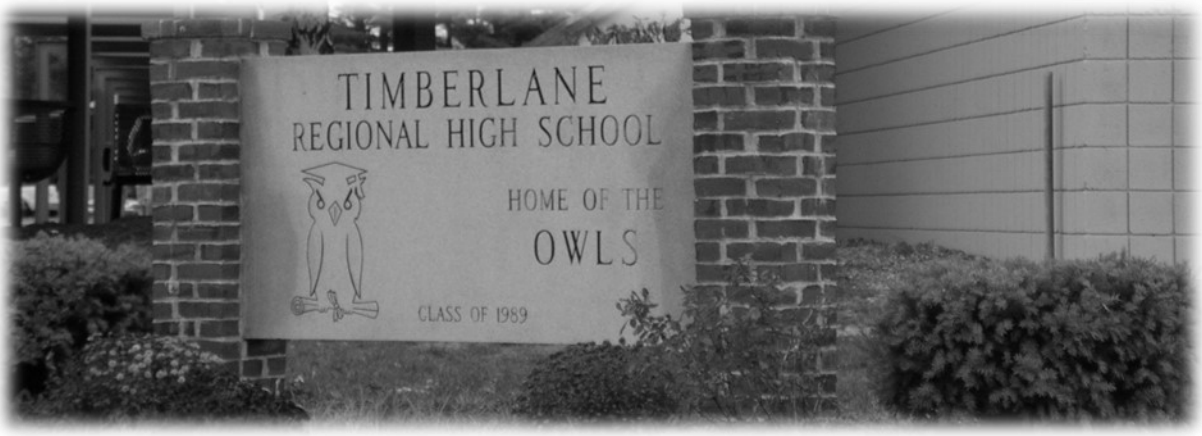
This Program of Studies is a road map for students and families to use on their academic journeys. We recommend that students connect and collaborate with their teachers, school counselors and family members to make decisions that are best fit for each individual. Everyone's journey is unique and should be prepared thoughtfully.

With all of us working together, I am confident that each of you will have a successful academic experience.

John M. Vaccarezza



It is the policy of the Timberlane Regional School District that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District. See School District Policies AC Nondiscrimination/Equal Opportunity and ACA Nondiscrimination Title IX Grievances.



Timberlane Regional School District

School Board

Katie Knutsen, Chair	Plaistow
Kristin Savage, Vice Chair	Plaistow
Paul LeCain	Sandown
Shauna Manthorn	Plaistow
Kim McCormick	Danville
Jack Sapia	Atkinson
Mark Sherwood	Sandown
Bri Woodworth	Danville
Donald Woodworth	Atkinson

Administration

Christopher Kellan	Superintendent of Schools
Justin Krieger	Assistant Superintendent
Sandra Allaire	Executive Director of Curriculum and Professional Learning
Kelly Brooks	Director of Pupil Personnel Services/ Special Education
Kenneth Henderson	Director of Technology
Mark Pedersen	Director of Secondary Education
Angelo Fantasia	Athletics Director
Kurt Schweiss	Director of Music
Ginger Drechsel	Student Services Coordinator

Timberlane Regional High School

Administration

John Vaccarezza	Principal
Timothy Brown	Assistant Principal
Ashley Harbel	Assistant Principal
Danielle Foley	Assistant Principal
Neal Campbell	Assistant Principal of Alternative Programs
Rici Shovein	Special Education Coordinator
Jennifer Puchlopek	Curriculum Coordinator

School Counseling

Maura Maher	Director of School Counseling–Secondary
Zachary Champion	Counselor
Alyssa Guilmet	Counselor
Laura Jeffords	Counselor
Sarah Rochefort	Counselor
Judith Winters	Counselor

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Mission Statements

Timberlane Regional School District Mission Statement

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

TRHS Statement of Core Values, Beliefs, and 21st Century Learning Expectations

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

Core Values

Creativity • Responsibility • Respect • Communication • Critical Thinking • Community • Academic Rigor

Beliefs

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

21st Century Learning Expectations — Academics

Timberlane students will:

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

21st Century Learning Expectations — Social and Civics

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 to all.

General Information

About the TRHS Program of Studies

The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. ***Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies.***

The TRHS Program of Studies can be found on the TRHS website at https://www.timberlane.net/hs/

Hours of Operation

High School Student Hours	7:20 am — 2:10 pm
High School Office Hours	7:00 am — 3:00 pm
Superintendent's Office Hours	8:30 am — 4:00 pm

Phone Numbers

High School Main Phone Number	603-382-6541	
High School Principal	603-382-6541	ext. 3900
High School Counseling Department	603-382-6541	ext. 3922
Superintendent's Office	603-382-6119	

Course Levels

Each course in the TRHS Program of Studies is accompanied by a level designation according to the depth and rigor of the curriculum for that course. Courses are designed to meet the student's needs and will have one of four designations: Advanced Placement, Accelerated, College & Career Prep, and Non-Leveled.

Please Note: There may be prerequisites and/or recommendations associated with courses.

Prerequisites: Conditions a student must meet in order to enroll in a course.

Recommendations: Conditions a student is encouraged to meet in order to enroll and have success in a course.

Advanced Placement (AP)

Courses at the Advanced Placement level are approved by the College Board. These courses are very rigorous with curriculum specifically designed to prepare students for the equivalent AP Exam. Students enrolled in AP courses are required to take the equivalent AP Exam administered in May.

Accelerated (ACC)

Courses at the Accelerated level develop skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

For inclusion in accelerated classes all students:

- Must be recommended by current teacher,
- Must be recommended by counselor,
- Are recommended to have earned a final grade of 80% or higher in previous ACC course, or
- Are recommended to have earned a final grade of 90% or higher in previous CCP course, and
- Must be in compliance with any additional selection criteria established.

College and Career Preparatory (CCP)

Courses at the College and Career Preparatory level are to prepare students for college and/or career placement. Students taking CCP courses will be qualified for furthering their education in 1, 2, or 4-year institutions, certificate programs, or immediately entering the workforce.

Accelerated (ACC)/College and Career Preparatory (CCP)

In specific courses, designated by ACC/CCP in the course description, students may choose to take a course at the ACC or CCP level. Students who contract to the ACC level must adhere to the predetermined contract. Students must declare at which level they are taking the class by the 5th day of the course.

Non-Leveled (NL)

Non-leveled courses are designed to provide enrichment of a student's program but not affect their cumulative grade point average (GPA). Non-leveled courses will be computed in quarterly grade point averages which are used to determine honor roll status.

Course Weightings/Honor Roll

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

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

Honor Roll Designations:

Honors: GPA = 3.00 to 3.666

Honors w/Distinction: GPA = 3.667 and above

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

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

Course Selection Process

The course selection process for Freshman, Sophomores, and Juniors is an eight step process:

1. Class meetings are held in late January or early February with students to discuss the course selection process and new course offerings. Students receive their copy of the TRHS Program of Studies at this time.
2. Students review the TRHS Program of Studies with their parents/guardians.
3. Course Selection Day is held soon after class meetings. Students will receive Online Course Selection Instructions and a Course Selection Worksheet. Teachers will conference with students regarding recommended courses/levels for the following year. Teachers will recommend courses through PowerSchool.
4. Students will have a one week window to register for courses online through PowerSchool. Each student's course requests will be posted on PowerSchool for the student's parents/guardians to review.
5. Students will have individual conferences with their counselor to review their course selections and graduation requirements. Changes can be made at that time if necessary.
6. In April the master schedule is created based on the courses selected by students, teacher availability, and room usage requirements.
7. Individual student schedules are generated and reviewed by counseling staff in May.
8. Student schedules are posted on PowerSchool in August.

IMPORTANT: It is standard operating procedure that students consult with their teachers and counselors to review appropriate course placement for the following year.

Change of Course Requests

Counselors are available on designated days in August for schedule change requests prior to the opening of school. A student asking permission to drop a course should initiate discussions with their parents/guardians, teacher, and counselor. Students are expected to meet with their counselor to explore the pros and cons of the decision. After this meeting, the counselor may arrange a meeting with the student, parent, counselor, teacher, and/or an administrator to discuss potential changes.

There will be no changes to student schedules after the opening of school except under the following conditions:

- The student has been misplaced in a course,
- The student has failed a prerequisite for a course now scheduled,
- The student has a study period and wishes to add a class, or
- There is a major change in the student's plans after graduation.

Withdrawing from a Course

While not encouraged, students do have the opportunity to withdraw from a course with no academic penalty; however, the timeframe is limited. It is recommended that students wishing to withdraw from a course do so during the first five days of the course. Students must meet with their counselor and receive approval to drop/ withdraw from any course.

As a result of the differences in curriculum, students may not be permitted to move from an AP course to the corresponding course at the accelerated level. Specific details will be available on the AP course syllabi regarding specific guidelines for each content area.

Students who withdraw from a full year course after the first thirty school days or from a semester course after the first twenty school days will receive a Withdraw-Failure (WF) for the final grade and no credit will be awarded. A Withdraw-Failure is the equivalent of an F for GPA calculations.

Transfer of Credits

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

Auditing Courses

Students who desire to enrich their academic program may request to audit courses. Auditing of required courses, after successful completion of these courses, is acceptable.

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

- Obtain initial approval from the teacher,
- Register through the School Counseling Office,
- Be accountable for all regular classroom attendance, and
- Be accountable for all in-school/out-of-school assignments deemed appropriate by the teacher.

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

The classroom teacher will permit the student to take an active part in all classroom activities. Although no formal credit will be given for class audits, the course will be listed on the student's report card and permanent record with the letter "N", and will be recorded each marking period.

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

Advanced Placement Program

Advanced Placement (AP) examinations are offered by the College Entrance Examination Board (a non-profit membership organization that provides tests and other educational services for students, schools, and colleges). The AP Program helps schools establish one-year, college level courses for high-achieving students and provides examinations to help colleges judge a candidate's qualifications for advanced placement and college credit. These are rigorous courses that require extra diligence and responsibility by students.

To be eligible for college credit, students must take the AP examination given in mid-May. All students enrolled in an AP class are required to take the AP exam. Students should review the advanced placement policies of the colleges in which they are interested in attending to determine how those schools apply the AP test results.

Early College Credit: Concurrent Enrollment, Dual Enrollment, Running Start

Students at Timberlane Regional High School have the opportunity to earn early college credit in conjunction with local colleges and universities. Students who successfully complete specified courses may have the opportunity to earn high school and college credit. To earn college credit, students must complete all requirements set forth by the partnered college or university which may include an application and course fee. After successful completion, the student is responsible for obtaining the associated college transcript which may be applied to credit at other colleges and universities. A course's early college credit status may be dependent on teacher availability, enrollment numbers, and fees.

Southern New Hampshire University at TRHS

Southern New Hampshire University's (SNHU) dual enrollment program allows high school students the opportunity to earn early college credits while in high school. At Timberlane Regional High School, designated courses have been aligned to meet the same content, rigor and learning outcomes as that of SNHU. The high school teachers instructing these courses meet the SNHU adjunct faculty requirements and have been approved by SNHU. **Students will have the opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class.** Once the registration period closes, students will not be allowed to register for college credit. Since these courses are college courses, grades earned while enrolled in the course are recorded on a SNHU transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the student's responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred.

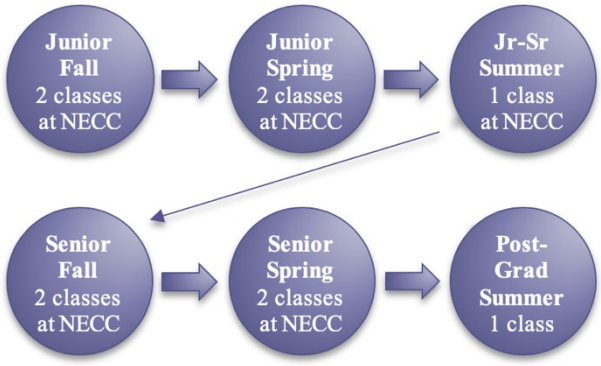
Early College Program – Dual Enrollment at Northern Essex CC

Early College, also known as Dual Enrollment, allows a student to take advantage of college classes on the college campus while still enrolled in high school. Students are able to earn high school and college credits simultaneously. There are many reasons why a student might want to take advantage of this opportunity.

- Get a jump start on your college education while saving a significant amount of money
- Take classes that your high school may not offer
- Explore a variety of career paths
- Experience college while still having the 'safety net' of high school
- Meet students from other high schools who are equally motivated to move forward in their education

The Early College approach is based on the principle that challenging academics, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet rigorous intellectual challenges. The Timberlane/ NECC Early College program blends high school and college in a rigorous, yet supportive program that introduces a variety of career related activities in a student's intended field. Should students choose to matriculate at NECC, it would take them less than two years to earn an Associate Degree. The credits in this program are transferable to any public college or university in Massachusetts, and many others in New England and beyond.

Timberlane Regional High School will offer students the opportunity to complete their first year of an Associate Degree from Northern Essex Community College for a reduced fee at the college campus. Students will have access to all NECC campus resources including the library, tutoring center and gym. Students will be able to experience high school and college while exploring career options all at the same time.



In this program, Timberlane students are also NECC students. Both institutions are committed to our students' successful completion of both a high school diploma and the beginning of their Associate Degree. Fall 2024 courses are offered at a reduced rate to be determined closer to the start of the class (for example, 2023-2024 was $128/ credit) . Students can take advantage of Early College classes at NECC during the summer at the same early college rate.

Current supports for students include:

- Dedicated college advisors who work with the students to promote collaboration between student, faculty and Timberlane
- NECC tutors from the academic support center for several NECC courses
- Access to college resource
- Ongoing support from Timberlane and NECC staff

In order to be eligible for the Early College program students must demonstrate the ability to do college level work and meet college level expectations. Therefore, students must:

- Be passing all of their core academic classes with a C or better
- Be in attendance 85% of the time to TRHS

See the following page for the various pathways available to Timberlane students at NECC.

Early College Pathways

Criminal Justice			
	Fall	**Spring**	**Summer**
Year1	English Composition I Psychology/ Sociology	English Composition 2 Criminal Justice	Sociology
Year 2	Computer Applications Ethics	Statistics Criminology	Communications/ Public Speaking

Education			
	Fall	**Spring**	**Summer**
Year1	English Composition I Sociology	English Composition 2 Introduction to Teaching	Exploring the Arts or Intrapersonal Communication
Year 2	Math Elective Psychology	Math Elective Computer Applications	Communications/ Public Speaking

Healthcare			
	Fall	**Spring**	**Summer**
Year1	English Composition I Psychology	English Composition 2 Learning Strategies Healthcare	Intro to Creative Experience
Year 2	Math Elective Human Biology	Math Elective Chemistry	Communications/ Public Speaking

Business			
	Fall	**Spring**	**Summer**
Year1	English Composition I Psychology	English Composition 2 Intro to Business	Sociology
Year 2	Math Elective Microeconomics	Math Elective Macroeconomics	Communications/ Public Speaking

STEM			
	Fall	**Spring**	**Summer**
Year1	English Composition I Math Elective	English Composition 2 Math Elective or Intro to Chemistry	Intro to Ethics or Technical Writing
Year 2	Math Elective General Chemistry	Math Elective Computer Apps or a Lab Science	Communications/ Public Speaking

Liberal Arts			
	Fall	**Spring**	**Summer**
Year1	English Composition I Intro to Sociology	English Composition 2 Macroeconomics	Intro to Psychology
Year 2	Math Elective Computer Applications	Math Elective US History II	Exploring the Arts

Full course descriptions may be found in the NECC Academic Catalog

Credit Recovery Options

Credit recovery is available for students who fail a quarter of a course at TRHS, but **credit recovery is not available for all courses.** Using Edgenuity, an online educational program, students may recover credit for the prior quarter by completing all outlined modules that connect to the competencies that students previously failed to master. Ideally, students will have access to the Edgenuity system one period per day; however, students may work on modules at home or at other outside locations.

In general, a passing grade is determined by passing the "Mastery Assessment" at the end of a particular module. These "Mastery Assessment" tools are post-tests, and ***MAY*** be re-taken; Pre-tests ("Inventory Assessments") ***MAY NOT*** be re-taken. The passing grade for each module will be determined by the standards set by the Edgenuity program. Passing grades typically are 80%. Students who successfully use Edgenuity to recover a failing quarter will have that quarter's *percentage* grade changed to 60%. The *quarter* grade will appear as a "D-" on the student's report card and transcript. The final grade for *the course* will be calculated using the 60% grade. All recovery ***MUST*** be completed by the close of the following marking period.

Excel Study Program

The Excel Study Program addresses the needs of those students who, for various reasons, need a more structured study environment. The program has a tutorial advisor who monitors the student's study time in a smaller class environment. Students may receive additional assistance in the areas of organizational skills development and study skills relevant to their success as a high school student. Additional monitoring will take place with weekly progress reports and monthly conferences with the school counselor. Placement in the Excel Study Program is done through the high school counselors only.

Learning Center

Students may receive their specially designed instruction in a special education setting such as in a learning center. Special Education case coordinators will focus on the goals outlined in the student's individual educational program as determined by the IEP team.

Learning centers are NOT credit bearing, nor is there a curriculum associated with the scheduled learning center placement. Placement in learning center is done through the special education team.

Alternative Credit Options

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the building principal or designee, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.
- The student demonstrates mastery of the competencies per board policy.

All students who wish to pursue an alternative credit option must receive prior approval through the Assistant Principal of Alternative Programs before beginning the alternative credit option.

Extended Learning Opportunities

The purpose of extended learning opportunities (ELO) is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, all applicable Board policies, and TRSD competencies as outlined by approved curriculum documents. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator (Assistant Principal of Alternative Programs) for approval. The name and contact information for the school's ELO coordinator will be found in the Student/Parent Handbook or by contacting the Principal's office or the School Counseling Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

Independent Study

Students who desire to pursue individual interests that are not offered in the Timberlane Regional High School curriculum may opt to contract for an independent study program. Circumstances may also warrant that a student pursue regular school subjects on an independent basis. The Independent Study Program fulfills such needs. Students must use the following procedure in order to be accepted into the program:

- The student enlists a faculty sponsor that will assist in developing the independent study proposal.
- The student presents the proposal to the Assistant Principal of Alternative Programs for approval and/or adjustments.
- The student will present the proposal to the student's parent/guardian for approval.
- The student completes and submits the necessary paperwork provided by Assistant Principal of Alternative Programs and the school counseling department.

Internships

The Internship Program is an opportunity for students to gain first-hand knowledge about one or more career paths that they may be planning to pursue. It allows them to learn what skills are used in a particular profession, what other preparation (college and/or training) may be needed, and how what they are learning in the classroom relates to an actual workplace. Participating in an internship may help students gain full-time employment after graduation, or improve their chances for college admission. In some college programs, an internship is in fact required for admission. Internships may be paid or unpaid, and are available to juniors and seniors.

Internships are open to students who:

- Submit an application giving the reasons for seeking the internship, identifying the proposed internship site, and outlining the process for initiating and completing the internship.
- Are enrolled in at least five full-time classes for the current quarter—the internship may count as one of the five courses.
- Have no suspensions or other disciplinary adjustments in the previous quarter.
- Have the application approved by the student's parent, Assistant Principal of Alternative Programs.
- Communicate with the Internship Coordinator a minimum of once every two weeks to review the student's progress in the internship.
- Agree to notify the Assistant Principal of Alternative Programs when the internship has been completed, or if it has been terminated for any reason.

The student will be awarded one-half credit (based on a total of at least 75 hours on the internship site), or one full credit (based on a minimum 150 hours on-site). In order for credit to be awarded for an Independent Study Internship, the student must fulfill all of these requirements:

- Maintain regular attendance at his/her internship site for a minimum of one semester.
- Attend required meetings with the coordinator.
- Keep a log of internship activities and hours to be reviewed periodically by the coordinator.
- Submit a portfolio which summarizes and demonstrates the learning, career information, and value the student has acquired from the internship.
- Present the portfolio in a scheduled meeting.

Online Coursework

Timberlane Regional High School students who wish to enroll and transfer online coursework credit are required to meet with their counselor for pre-approval. Students must be granted authorization prior to their enrollment. Students must complete an approval form and receive prior authorization from their counselor. Credit and GPA weight for online courses will be determined during the pre-approval process.

Credit for an online course will not be granted until an official record of the final grade has been received by the TRHS registrar. It is the responsibility of the student to request the grade be sent to the registrar. The student's official school transcript will document that the course was taken online. The numerical grade earned will be transferred and converted to the equivalent letter grade in the TRHS grading system.

New Hampshire Scholars Program

New Hampshire Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students, beginning in Grade 8, to complete a rigorous course of study in high school – one that will give them a boost in college and careers.

New Hampshire Scholars encourages and motivates all high school students to complete a rigorous course of study that prepares them for successful transition to college coursework or technical training necessary to enter today's competitive job market.

New Hampshire Scholars gives students an edge – one that's of real value to them, the schools they attend, the companies they work for, and the communities where they live.

Parents and students who would like more information about the New Hampshire Scholars are encouraged to visit the New Hampshire Scholars website, www.nhscholars.org.

NH Scholars Core Curriculum	NH Scholars w/STEM Emphasis	NH Scholars w/Arts Emphasis
• **4 Credits of English** (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit) • **4 Credits of Mathematics** (Algebra I, Geometry, Algebra II, and 1 additional credit) • **3 Credits of Lab-Science** (Biology, Chemistry, and Physics recommended) • **3.5 Credits of Social Studies** (Studies in Civics and Economics, World History/ World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit) • **2 Credits of World Language** (French or Spanish)	• **4 Credits of English** (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit) • **4 Credits of Mathematics** (Algebra I, Geometry, Algebra II, and 1 additional credit) • **4 Credits of Science/Engineering** (Biology, Chemistry, and Physics required with 1 additional credit) • **3.5 Credits of Social Studies** (Studies in Civics and Economics, World History/ World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit) • **2 Credits of World Language** (French or Spanish) • **1 credit of STEM** (Computer Science, Engineering, or Digital Literacy course) • **3.2/4.0 minimum GPA**	• **4 Credits of English** (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit) • **4 Credits of Mathematics** (Algebra I, Geometry, Algebra II, and 1 additional credit) • **3 Credits of Lab-Science** (Biology, Chemistry, and Physics recommended) • **3.5 Credits of Social Studies** (Studies in Civics and Economics, World History/ World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit) • **2 Credits of World Language** (French or Spanish) • **2 Credits of Arts (**Art, Music, and/or Theatre courses) • **3.2/4.0 minimum GPA**

NCAA

Are College Athletics in your future?

Athletes considering participating in intercollegiate athletics in any Division I or Division II college program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Courses approved by the NCAA at the time of the publication of the TRHS Program of Studies are noted with the NCAA's circular logo. Students should see their counselor or the Athletic Director for more information.

Students and parents/guardians can read and download a guide for Student Athletes at www.ncaa.org/student-athletes, or visit the eligibility center website: https://web3.ncaa.org/ecwr3/



Diploma Planning Worksheet

If you are interested in meeting the requirements of the NH Scholar program, see page 18 for additional requirements or consult your counselor.

Program Area	Standard	Technical	Scholastic
Fine Arts *(art, music, or theatre)*			
0.5 Credit Elective			
0.5 Credit Elective			
Digital Literacy *(see page 22 for approved courses)*			
0.5 Credit Elective			
English			
English I			
World Literature / World Studies			
American Literature / American Studies			
1 Credit Senior Electives			
Mathematics *(students need to be enrolled in a math intensive course each year, see page 21 for approved courses)*			
Algebra I			
1 Credit Geometry or other Math		Applied or Geometry	Geometry Required
1 Credit Algebra II or other Math		Part I or Algebra II	Algebra II Required
Mathematics or Science (one additional credit in either)			
Science			
Physical Science			
Biology			
1 Credit Elective			Chemistry / Physics
Social Studies			
Studies in Civics and Economics			
World History / World Studies			
American History / American Studies			
World Languages *(must all be the same language)*			
World Language Year 1			
World Language Year 2			
World Language Year 3			
Health and Physical Education			
Health Education I (0.5 Credit)			
Physical Education (0.5 Credit)			
Physical Education (0.5 Credit)			
PE/ Health II elective (0.5 Credit)			
Technical Courses			
Year One Technical Course			
Year Two Technical Course			
Open Electives	**6**	**1.5 - 3.5**	**4.5**
Total Credits	**22**	**23**	**25**

Post-Secondary Education Pathways

Listed below are suggested pathways for students and parents to consider in the Course Selection Process. Students should choose an academic program that is manageable, yet challenges them to reach their highest academic potential. Students should also communicate regularly with their teachers and their counselors to ensure they are placed appropriately within each academic discipline. While colleges value a demanding academic program, they also consider test scores, GPAs, extra-curricular commitments, and recommendations when evaluating students for admission.

Highly Competitive Four Year Colleges

- 4 Credits: English (AP English Language & AP English Literature)
- 4-5 Credits: Math (Algebra I & II, Geometry, Pre-Calculus, and AP Statistics or AP Calculus)
- 4 Credits: Science (Physical Science, Biology, Chemistry, and Physics)
- 4 Credits: World Language
- 3-4 Credits: Social Studies
- Advanced Placement courses are recommended for multiple subject areas

Very Selective Four Year Colleges

- 4 Credits: English
- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Finite or Pre-Calculus or Calculus)
- 3-4 Credits: Science (Physical Science, Biology, Chemistry, and/or Physics)
- 3-4 Credits: World Language
- 3 .5 Credits: Social Studies
- Advanced Placement courses are recommended for 1-2 subject areas

Selective Four Year Colleges

- 4 Credits: English
- 3-4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry or Finite or Pre-Calculus or Calculus)
- 3 Credits: Science (Physical Science, Biology, Chemistry or Physics)
- 2-3 Credits: World Language
- 3 Credits: Social Studies

Two Year Career & Technical Programs

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies
- Career and Technical courses at Pinkerton Academy or Salem High School

Two Year Community Colleges

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies

Recommendations for Specific Majors and Programs

Four Year Business Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Algebra III or Pre-Calculus or Calculus or AP courses)
- Related Business courses (Introduction to Business Principles, Accounting, Entrepreneurship, Marketing)

Four Year Engineering and Science Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Algebra III or Finite or Pre-Calculus or Calculus, or AP courses)
- 4-5 Credits: Science (Physical Science, Biology, Chemistry, and Physics or AP courses)
- Related Engineering courses (Intro to Engineering Design, Principles of Engineering, Engineering elective options)
- Consider Computer Science courses

Four Year Nursing and Professional Health Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Algebra III or Pre-Calculus or AP Courses)
- 4-5 credits: Science (Physical Science, Biology, Chemistry, Physics, and Human Anatomy & Physiology or AP courses)

NOTE: Since standards and admission policies vary from school to school, students and parents are advised to review college admissions websites and college planners provided by the Princeton Review and/or other college admission support publications for school counseling and specific recommendations. Students should see their counselor about specific questions.

Mathematics Intensive Credit Options

Students must be enrolled in a mathematics intensive course every school year. In addition to all mathematics courses, the successful completion of any of the following courses may be used to satisfy the graduation requirement of a mathematics intensive course:

Timberlane Regional High School

3D Modeling (0.5 credit)
Introduction to Computer Science (0.5 credit)
Cyber Security (0.5 credit)
Programming in C# (0.5 Credit)
Game Programming I (0.5 credit)
Game Programming II (0.5 credit)
AP® Computer Science A
AP® Computer Science Principles
Engineering Drawing (0.5 credit)
Architectural Drawing (0.5 credit)
AutoCAD I (0.5 credit)
AutoCAD II (0.5 credit)
Introduction to Engineering Design
Principles of Engineering
Aerospace Engineering
Civil Engineering and Architecture
Digital Electronics
Computer Integrated Manufacturing
Engineering Design and Development
Chemistry
AP Chemistry
Physics
AP Physics I
AP Physics II

Pinkerton Academy CTE

Environmental Science & Natural Resources II
Electrical Technology I
Electrical Technology II
Welding Technology II

Salem High School CTE

Automotive
Carpentry
Engineering
Accounting
Biomedical science
Culinary arts
Computer science

Digital Literacy Credit Options

Successful completion of any of the following courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy:

Microsoft Office Essentials
Desktop Publishing & Presentation
Web Design
Emerging Technologies
Creating Mobile Applications
Introduction to Computer Science
Cyber Security
Programing in C#
Game Programming I
Game Programming II
AP® Computer Science A
AP® Computer Science Principles
Digital Arts
Information Technology
Graphic Design
Engineering Drawing
Architectural Drawing
AutoCAD I
AutoCAD II
Introduction to Engineering Design
Principles of Engineering
Digital Electronics
Computer Integrated Manufacturing
Engineering Design and Development
3D Modeling
Computer Maintenance & Repair (Salem CTE)
Microcomputer Applications 1 (Salem CTE)

Courses Offered at a Glance

Explanation of Codes:

AP	Advanced Placement (as authorized by the College Board)
ACC	Accelerated
CCP	College and Career Prep
ACC/CCP	Offered as ACC or CCP—Students may choose to contract for ACC credit
NL	Non-Leveled

Art Department

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	NL	9	10	11	12	0.5	33
2-D Art	002	NL	9	10	11	12	0.5	33
Sculpture	003	NL	9	10	11	12	0.5	33
Graphic Design	016	NL	9	10	11	12	0.5	33
Painting Exploration	019	NL	9	10	11	12	0.5	33
Pottery I	010	NL	9	10	11	12	0.5	34
Pottery II	011	ACC		10	11	12	0.5	34
Drawing	005	NL	9	10	11	12	0.5	34
Cartooning and Animation	008	NL	9	10	11	12	0.5	34
Photography	012	NL	9	10	11	12	0.5	34
Photography II	017	ACC		10	11	12	0.5	34
AP® Studio Art	013	AP			11	12	1	34

Business and Digital Literacy Department

Courses		Level	Grades				Credits	Page No.
Desktop Publishing and Presentations	103	ACC	9	10	11	12	0.5	35
Emerging Technologies	120	ACC	9	10	11	12	0.5	35
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	35
Web Design	141	ACC	9	10	11	12	0.5	35
Information Technology	157A	ACC		10	11	12	0.5	35
Introduction to Business Principles	116	CCP		10	11	12	0.5	35
Human Relations in Organizations	149	ACC		10	11	12	0.5	35
Personal Money Management	118	CCP		10	11	12	0.5	36
College Accounting I	119	ACC			11	12	0.5	36
College Accounting II	122	ACC			11	12	0.5	36
Entrepreneurship	117	ACC			11	12	0.5	36
Exploring Teaching	140	ACC			11	12	0.5	36
Marketing	125	CCP			11	12	0.5	36
Practicing Teaching	142	ACC			11	12	0.5	36
Sports and Entertainment Management	121	CCP			11	12	0.5	36

Computer Science Department

Course		Level	Grades				Credits	Page No.
Creating Mobile Applications	160A	CCP	9	10	11	12	0.5	37
Programming in C#	168	ACC	9	10	11	12	0.5	37
Introduction to Computer Science	189	CCP	9	10	11	12	0.5	37
Cyber Security	190	ACC	9	10	11	12	0.5	37
Game Programming I	164	ACC	9	10	11	12	0.5	38
Game Programming II	165	ACC		10	11	12	0.5	38
AP® Computer Science Principles	167AP	AP	9	10	11	12	1	38
AP® Computer Science A	167	AP		10	11	12	1	38

Engineering Department

Course		Level	Grades				Credits	Page No.
Introduction to Engineering Design	180	ACC	9	10	11	12	1	39
Principles of Engineering	181	ACC		10	11	12	1	39
Aerospace Engineering *	186	ACC		10	11	12	1	39
Civil Engineering and Architecture *	188	ACC		10	11	12	1	39
Computer Integrated Manufacturing*	183	ACC		10	11	12	1	40
Digital Electronics*	182	ACC			11	12	1	40
Engineering Design and Development	184	ACC			11	12	1	40
AutoCAD I	551	NL		10	11	12	0.5	40
AutoCAD II	552	NL		10	11	12	0.5	40
Architectural Drawing	559	NL		10	11	12	0.5	40
Engineering Drawing	557	NL		10	11	12	0.5	40

*** indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below**

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Civil Engineering and Architecture; Digital Electronics
Odd	2023/2024	Computer Integrated Manufacturing; Aerospace Engineering
Even	2024/2025	Civil Engineering and Architecture; Digital Electronics
Odd	2025/2026	Computer Integrated Manufacturing; Aerospace Engineering

English Department

Course		Level	Grades				Credits	Page No.
English I	201	ACC	9				1	42
English I	203	CCP	9				1	42
World Literature	222	ACC		10			1	42
World Literature	221	CCP		10			1	42
World Studies	808	ACC/CCP		10			2	42
American Literature	216	ACC			11		1	42
American Literature	218	CCP			11		1	42
American Studies	816	ACC/CCP			11		2	43
AP® English Language and Composition	270	AP			11		1	43
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5	43
Creative Writing I	229	ACC/CCP			11	12	0.5	43
Creative Writing II	231	ACC			11	12	0.5	43
Portfolio Writing	172	ACC/CCP		10	11	12	0.5	43
Expository Writing	209	ACC				12	0.5	44
Expository Writing	217	CCP				12	0.5	44
Gender Issues in Literature	262	ACC				12	0.5	44
Graphic Novel as Literature	268	ACC/CCP				12	0.5	44
Journalism	263	ACC/CCP			11	12	1	44
Modern World Literature	260	ACC				12	0.5	44
The Short Story and Its Writer	255	CCP				12	0.5	45
AP® English Literature and Composition	227	AP				12	1	45
Film Studies (Elective Credit Only)	264	ACC/CCP		10	11	12	0.5	45
Public Speaking (Elective Credit Only)	266	ACC/CCP		10	11	12	0.5	45
Mythology and the Classical World (Elective Credit Only)	344	ACC	9	10	11	12	0.5	45

Entertainment Technologies Department

Course		Level	Grades				Credits	Page No.
Evolution of Games	150	CCP	9	10	11	12	0.5	46
3D Modeling	151	CCP	9	10	11	12	0.5	46
Screenwriting	158A	CCP	9	10	11	12	0.5	46

Family and Consumer Science Department

Course		Level	Grades				Credits	Page No.
Child Development	501	NL		10	11	12	1	47
Child Care	503	NL			11	12	1	47
Creative Sewing	505	NL			11	12	0.5	47
Designing Homes	525	NL			11	12	0.5	47
Contemporary Culinary Arts	515	NL		10	11	12	0.5	47
Gourmet Foods	513	NL			11	12	0.5	47
Baking and Pastries	512	NL			11	12	0.5	47

Health and Physical Education Department

Course		Level	Grades				Credits	Page No.
Health I	402	CCP	9	10	11	12	0.5	48
Health II	412	CCP		10	11	12	0.5	48
Introduction to Physical Education	403	CCP	9				0.5	48
Introduction to Physical Education	405	CCP		10	11	12	0.5	48
Introduction to Fitness	414	CCP	9				0.5	48
Introduction to Fitness	415	CCP		10	11	12	0.5	48
Fitness II	416	CCP	9	10	11	12	0.5	48
Competitive Physical Education	417	CCP	9	10	11	12	0.5	48
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	48
Studies in Women's Health and Wellness	400	CCP		10	11	12	0.5	48

Industrial Technology Department

Course		Level	Grades				Credits	Page No.
Introduction to Industrial Trades	550	NL	9	10	11	12	.5	49
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	.5	49
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	.5	49
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	.5	49

Mathematics Department

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	50
Algebra I	607	ACC	9				1	50
Algebra I	609	CCP	9	10			1	51
Algebra Lab	610	NL	9				1	51
Geometry	613	ACC	9	10			1	51
Geometry	615	CCP		10	11	12	1	51
Applied Geometry	616	CCP		10	11	12	1	51
Algebra II	619	ACC		10	11	12	1	51
Algebra II	621	CCP		10	11	12	1	51
Algebra II Part 1	623	CCP			11	12	1	51
Algebra II Part 2	624	CCP			11	12	1	52
Probability, Statistics and Trigonometry	641	CCP			11	12	1	52
Probability, Statistics and Trigonometry	642	ACC			11	12	1	52
Finite Mathematics	639	CCP			11	12	1	52
Topics in Mathematics	604	CCP			11	12	1	52
Pre-Calculus	629	ACC			11	12	1	52
Calculus	640	ACC			11	12	1	52
AP® Calculus	633	AP				12	1	53
AP® Statistics	636	AP				12	1	53

Music Department

Course		Level	Grades				Credits	Page No.
Band	057	NL	9	10	11	12	1	54
Orchestra	058	NL	9	10	11	12	1	54
Concert Choir	055	NL	9	10	11	12	1	54
Jazz Band	061	ACC	9	10	11	12	1	54
Survey of Music	051	CCP	9	10	11	12	0.5	55
Theory I	063	ACC	9	10	11	12	0.5	55
Theory II	065	ACC	9	10	11	12	0.5	55
Guitar I	TBD	CCP	9	10	11	12	0.5	55
Guitar II	069	CCP	9	10	11	12	0.5	55
Guitar Orchestra	070	NL	9	10	11	12	1	55
Chamber Ensemble	056	ACC		10	11	12	1	55

Science Department

Course		Level	Grades				Credits	Page No.
Physical Science	705	ACC	9				1	56
Physical Science	707	CCP	9				1	56
Applied Physical Science	708	CCP	9		11	12	1	56
Physical Science/ Biology Integrated	710	ACC	9				2	56
Biology	709	ACC	9	10	11	12	1	57
Biology	711	CCP		10	11	12	1	57
Applied Biology	713	CCP		10	11	12	1	57
Chemistry	727	ACC		10	11	12	1	57
Chemistry	729	CCP		10	11	12	1	57
Physics / Chemistry Integrated	730	ACC		10	11	12	2	57
Physics	731	ACC		10	11	12	1	57
Physics	733	CCP		10	11	12	1	57
Environmental Science	722	ACC		10	11	12	0.5	58
Environmental Science	721	CCP		10	11	12	0.5	58
Forensics	TBD	CCP			11	12	0.5	58
Human Anatomy and Physiology	715	ACC		10	11	12	1	58
Human Anatomy and Physiology	717	CCP		10	11	12	0.5	58
Introduction to Meteorology	723	CCP		10	11	12	0.5	58
Investigations in Space Science	745	ACC			11	12	0.5	58
AP® Biology	737	AP			11	12	1	59
AP® Chemistry	735	AP			11	12	1	59
AP® Environmental Science	742	AP			11	12	1	59
AP® Physics I	734	AP			11	12	1	59
AP® Physics II	734A	AP			11	12	1	59

Social Studies Department

Course		Level	Grades				Credits	Page No.
Studies in Civics and Economics	803A	ACC	9				1	60
Studies in Civics and Economics	804C	CCP	9				1	60
World History	806	ACC		10			1	61
World History	811	CCP		10			1	61
World Studies	808	ACC/CCP		10			2	61
AP® World History	821	AP		10	11	12	1	61
United States History	807	ACC			11		1	61
United States History	809	CCP			11		1	61
American Studies	816	ACC/CCP			11		2	61
AP® United States History	819	AP			11	12	1	61
American Values in Film and Music*	841	ACC/CCP			11	12	0.5	62
Behavioral Psychology	840	ACC		10	11	12	0.5	62
Constitutional Law*	832	ACC			11	12	0.5	62
Cultural Geography*	823	CCP		10	11	12	0.5	62
Current Issues	843	CCP		10	11	12	0.5	62
History of Sports	833	ACC/CCP		10	11	12	0.5	62
Law	831	CCP		10	11	12	0.5	62
Popular Culture	834	ACC/CCP		10	11	12	0.5	63
Psychology	839	CCP		10	11	12	0.5	63
Social Science of Well-Being	845	ACC			11	12	0.5	63
Sociology*	835	CCP		10	11	12	0.5	63
AP® European History	844	AP			11	12	1	63
AP® US Government and Politics	820	AP				12	1	63
AP® Human Geography	822	AP				12	1	64

*** indicates that these courses will be offered in alternating school years as outlined below**

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2024/2025	Cultural Geography; Constitutional Law
Odd	2025/2026	American Values in Film and Music; Sociology
Even	2026/2027	Cultural Geography; Constitutional Law
Odd	2027/2028	American Values in Film and Music; Sociology

Special Education Department

Course		Level	Grades				Credits	Page No.
Life Skills—Daily Living	980	NL	9	10	11	12	1	65
Life Skills—Consumer Math	981	NL	9	10	11	12	1	65
Life Skills—Career planning	TBD	NL	9	10	11	12	0.5	65
Reading	960	NL	9	10	11	12	1	65
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	65

Theater Department

Course		Level	Grades				Credits	Page No.
Introduction to Theater	252	NL	9	10	11	12	0.5	66
Improvisation	267	NL	9	10	11	12	0.5	66
Advanced Acting	265	ACC		10	11	12	0.5	66
Playwriting	253	ACC			11	12	0.5	66

World Language Department

Course		Level	Grades				Credits	Page No.
French I	307	CCP	9	10	11	12	1	67
French II	314	ACC	9	10	11	12	1	67
French II	313	CCP	9	10	11	12	1	67
French III	320	ACC		10	11	12	1	67
French III	319	CCP		10	11	12	1	68
French IV	331	ACC			11	12	1	68
French IV	327	CCP			11	12	1	68
French V	338	ACC				12	1	68
AP® French Language and Culture	342	AP				12	1	68

Spanish I	311	CCP	9	10	11	12	1	69
Spanish II	318	ACC	9	10	11	12	1	69
Spanish II	317	CCP	9	10	11	12	1	69
Spanish III	322	ACC		10	11	12	1	69
Spanish III	321	CCP		10	11	12	1	69
Spanish IV	335	ACC			11	12	1	70
Spanish IV	324	CCP			11	12	1	70
Spanish V	340	ACC				12	1	70
AP® Spanish Language and Culture	343	AP				12	1	70

Career and Technical Education—Salem High School

Course		Level	Grades				Credits	Page No.
Automotive Technology:								
Automotive Technology 1	861	CCP			11		2	71
Automotive Technology 2	863	CCP				12	2	71
Biomedical Science:								
Biomedical Science 1	870A	TBD			11		2	72
Biomedical Science 2	872B	TBD				12	2	72
Business Pathways:								
Business Principles	TBD	CCP			11		1	72
Marketing	TBD	CCP			11		1	72
Accounting	TBD	CCP			11	12	1	72
Business Law	TBD	CCP			11	12	1	72
Business Management	TBD	CCP			11	12	1	73
Carpentry and Construction								
Carpentry and Construction 1	865	CCP			11		2	73
Carpentry and Construction 2	867	CCP				12	2	73
Computer Science Technology Pathway:								
AP Computer Science Principles	TBD	AP			11		2	73
AP Computer Science A	TBD	AP				12	2	73
Cosmetology Pathway:								
Cosmetology 1	848	CCP			11		2	74
Cosmetology 2	849	CCP				12	2	74
Culinary Arts and Hospitality:								
Culinary Arts 1	881	CCP			11		2	74
Culinary Arts 2	883	CCP				12	2	74
Engineering Pathway:								
Engineering 1	TBD	CCP	9	10	11	12	1	75
Engineering 2	TBD	CCP	9	10	11	12	1	75
Engineering 3	TBD	CCP			11	12	2	75
Graphics & Digital Design Pathway:								
Graphic & Digital Design 1	897B	CCP			11		2	75
Graphic & Digital Design 2	898A	CCP				12	2	75
Health Science Pathway:								
Health Science Technology 1	889	CCP			11		2	76
Health Science Technology 2	891	CCP				12	2	76
Teacher Pathway:								
Teacher Education 1	857A	CCP			11		2	77
Teacher Education 2	857B	CCP				12	2	77
Television and Media Production:								
Television and Media Production 1	864	CCP			11		2	77
Television and Media Production 2	858	CCP				12	2	77

Career and Technical Education—Pinkerton Academy

Course		Level	Grades				Credits	Page No.
Introduction to Animal Science	859A	CCP			11		0.5	78
Animal Management	859	CCP			11		1	78
Animal Health & Veterinary Technology	859B	CCP				12	2	78
Electrical Technology I	872	CCP			11		2	78
Electrical Technology II	872A	CCP				12	2	78
Environmental Science and Natural Resources 1	884A	CCP			11	12	2	79
Environmental Science and Natural Resources 2	TBD	TBD			11	12	2	79
Welding Technology I	874	CCP			11		2	79
Welding Technology II	874A	CCP				12	2	79

EVENING DIVISION (Courses typically offered through Evening Division—Subject to change)

Art

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	CCP	9	10	11	12	0.5	80

Business

Course		Level	Grades				Credits	Page No.
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	80

English

Course		Level	Grades				Credits	Page No.
World Literature	221	CCP		10	11	12	1	80
American Literature	218	CCP			11	12	1	80
Expository Writing	217	CCP			11	12	0.5	81
Introduction to Critical Analysis	223	CCP			11	12	0.5	81
Shakespeare	TBD	CCP			11	12	0.5	81
The Short Story and Its Writer	255	CCP			11	12	0.5	81

Health and Physical Education

Course		Level	Grades				Credits	Page No.
Intro to Physical Education	405	CCP		10	11	12	0.5	81
Health I	402	CCP	9	10	11	12	0.5	81
Health II	412	CCP		10	11	12	0.5	81

Math

Course		Level	Grades				Credits	Page No.
Algebra I	609	CCP		10	11	12	1	82
Applied Geometry	616	CCP		10	11	12	1	82
Algebra II Part 1	623	CCP			11	12	1	82

Science

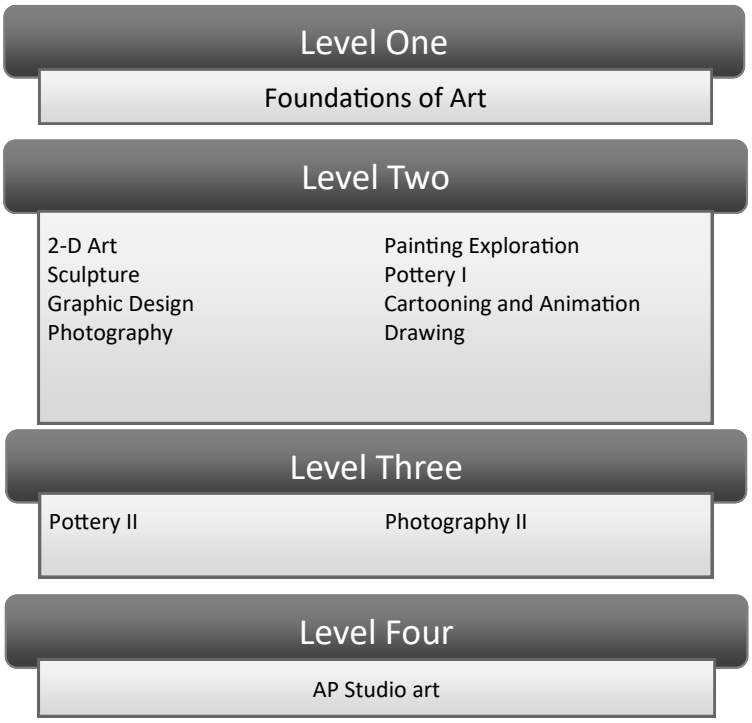
Course		Level	Grades				Credits	Page No.
Physical Science	707	CCP		10	11	12	1	82
Applied Biology	713	CCP		10	11	12	1	82
Environmental Science	721	CCP			11	12	0.5	82
Introduction to Meteorology	723	CCP			11	12	0.5	82

Social Studies

Course		Level	Grades				Credits	Page No.
World History	811	CCP		10	11	12	1	82
United States History	809	CCP			11	12	1	83
American Values in Film and Music	841	CCP			11	12	0.5	83
Cultural Geography	823	CCP			11	12	0.5	83
Current Issues	843	CCP			11	12	0.5	83

Art Department

The Art program is dedicated to developing fundamental visual skills and knowledge about artists and art movements. This is done by requiring students to take Foundations of Art as a prerequisite for any of the art electives. Those who choose to continue with art electives will then begin to develop new skills and gain greater appreciation for art as a means of communication and understanding in society.



Course Descriptions:

Foundations of Art 001

NL
Half Year
0.5 Credit
Gr. 9-12

Two-dimensional and three-dimensional art and design will be explored and applied. Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. ***Foundations of Art is a prerequisite to all other Art Department courses. Students wishing to waive this course must apply through the TRHS School Counseling Department. The waiver process requires an 85% grade or better on the Foundations of Art Final Exam and a subsequent portfolio presentation.***

2-D Art 002

NL
Half Year
0.5 Credit
Gr. 9-12

Principles of design are explored in a variety of media and techniques including pencil, acrylic paint, collage, and printmaking. Students will utilize the elements of art to demonstrate understanding of the principles of design within their own work and that of famous artists. ***Prerequisite: Foundations of Art***

Sculpture 003

NL
Half Year
0.5 Credit
Gr. 9-12

The three-dimensional world of visual art is creatively investigated in this course. Media such as clay, wire, and found objects are used to explore creative ways that forms can occupy space. The art of sculptors, architects and designers may be used as examples of how artists apply the elements of art and the principles of design in their work. ***Prerequisite: Foundations of Art***

Graphic Design 016

NL
Half Year
0.5 Credit
Gr. 9-12

Students will use design software to develop an understanding of how visual images affect all aspects of our lives. The principles of design and elements of art will be used as visual problem-solving exercises. The tools, language, techniques, and typography of the graphic design industry will be applied to develop a body of work that demonstrates effective communication. The contribution of significant designers and the history of design will be studied. ***Prerequisite: Foundations of Art***

Painting Exploration 019

NL
Half Year
0.5 Credit
Gr. 9-12

This course is an opportunity for students to explore various painting mediums. Students will develop an understanding for creating an effective composition through utilizing the principles of design and the elements of art. Basic color theory and how it relates to various mediums will also be explored. ***Prerequisite: Foundations of Art***

Pottery I 010

NL
Half Year
0.5 Credit
Gr. 9-12

Hand building techniques will provide students with skills to create pottery that is functional, non-functional and personally expressive. Various clay bodies, glazes, and kiln firing techniques used by potters will be introduced in order to expand students' subject area knowledge. Demonstrations and critiques will accompany assignments. ***Prerequisite: Foundations of Art***

Pottery II 011

ACC
Half Year
0.5 Credit
Gr. 10-12

This course is an extension of Pottery I, exploring more advanced techniques of surface decoration, hand building and wheel-throwing. Anatomy of the human skull will be explored through the creation of a portrait sculpture. Student's final project will be self-designed based on individual interests. ***Prerequisite: Pottery I***

Drawing 005

NL
Half Year
0.5 Credit
Gr. 9-12

Advanced methods of drawing, self-expression and conceptual imagery, as well as further development in areas of composition, perspective, and observation skills will be explored. The ability to use visual images as non-verbal communication tools will be emphasized. Application of the elements of art and principles of design in one's own artwork as well as those of master artists are included. ***Prerequisite: Foundations of Art***

Cartooning and Animation 008

NL
Half Year
0.5 Credit
Gr. 9-12

Advanced methods in Illustration will be explored as well as the history of animation. Students will learn how to develop their own characters, illustrate and design their own comic strip, storyboards, write text/dialog, explore caricatures, pop art and create paper and digital animations. **Prerequisite: Foundations of Art**

Photography 012

NL
Half Year
0.5 Credit
Gr. 9-12

Students will explore film and digital photography as an artistic tool. Using the camera as their eye, students will learn the art of creating a dynamic composition while gaining an understanding of the photo printing process using the darkroom and digital printing techniques. The Adobe Creative Suite will be used to edit and enhance photographs, both digital and from the darkroom. A variety of photographers and cultural influences will be studied to gain an appreciation for the aesthetics of photography. **Prerequisite: Foundations of Art**

Photography II 017

ACC
Half Year
0.5 Credit
Gr. 10-12

The objective of Photography II is to achieve a higher level of technical skill developing and printing black and white film. Digital cameras and advanced use of Adobe Photoshop will be used as a tool to enhance students' photography. A photography portfolio that demonstrates a body of work representing skill, personal expression and artistic vision using a wide variety of compositions will be an important aspect of this course. ***Prerequisite: Photography I***

AP® Studio Art 013

AP
Full Year
1 Credit
Gr. 11-12

The Advanced Placement program in Studio Art is intended for the highly motivated student interested in the serious study of art. Students should be aware that Advanced Placement curriculum involves significantly more time than the typical high school course and is not for the casually interested art student. Each student will need to work outside the classroom beyond scheduled class time. Students will focus on creating a Drawing 2D or 3D Portfolio consisting of 24 total pieces. Students will then submit the portfolio to the AP Board with the possibility of earning college credit. ***Prerequisite: A minimum of two level 2 art classes. Note : Summer preparatory work may be an additional requirement of the course.***

Business and Digital Literacy Department

The Business and Digital Literacy Department of Timberlane High School is committed to preparing students for a rapidly changing world by expanding each student's knowledge, experience, and skills in business and computer technology. We believe the knowledge, skills, and ethics taught are essential for dynamic, life-long participation in a global and information society – promoting success in one's personal, college, and career decisions. The emphasis of our program is active learning of practical business knowledge through collaboration, class discussion, hands-on learning, and innovative problem solving.

Course Descriptions:

Desktop Publishing and Presentations 103

ACC
Half Year
0.5 Credit
Gr. 9-12

Use your creativity to produce real world publications and presentations. This course is designed to integrate computer technology and develop communication skills by creating effective and informative products. Areas of instruction will include multimedia desktop publishing, layout and design techniques, and other advanced applications. Instructional strategies will include computer/technology application, interdisciplinary and/or culminating projects, decision-making, problem-solving, and critical thinking activities.

Emerging Technologies 120

ACC
Half Year
0.5 Credit
Gr. 9-12

This course allows users to collaborate with others, communicate through online communities, and be creative by generating various types of Web content. Students will learn about current trends in technology and new web applications. The interactive sharing of information will be experienced through different web-based programs. Students will learn Web 2.0 concepts and skills to integrate into their personal and professional lives.

Microsoft Office Essentials 108

CCP
Half Year
0.5 Credit
Gr. 9-12

This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents.

Web Design 141

ACC
Half Year
0.5 Credit
Gr. 9-12

Want to create your own website? This course is designed to learn about the essential elements of effective web page design. Try a little coding by creating web pages using HTML code. Create professional website using CCS styles and designs. Students will build all-inclusive web sites with various formatting techniques, graphics, and links. Professional products will be created through the use of creativity, smart design choices, and problem solving.

Information Technology (SNHU Dual Enrollment opportunity) 157A

ACC
Half Year
0.5 Credit
Gr. 10-12

This course is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. This is accomplished, in part, by using word processing, spreadsheet, presentation, and database software. Students also learn about the application and science of information technology and the fundamentals of computer information technologies along with issues that affect people today. ***Note: Students enrolled in this course will be eligible to apply for college credit through Southern New Hampshire University.***

Introduction to Business Principles 116

CCP
Half Year
0.5 Credit
Gr. 10-12

This course is designed to teach students business skills that can be used in daily life and in preparation for further business studies. This class provides an exciting overview of the world of business. We will emphasize the importance of the economy, owning and operating a business, small business influences, and buying goods and services. Individual and group assignments will be assigned. This course is intended for students who wish to learn more about business industries and what they have to offer.

Human Relations in Organizations (SNHU Dual Enrollment opportunity) 149

ACC
Half Year
0.5 Credit
Gr. 10-12

The objective of this course is to make students aware of and prepared for the business world with respect to the importance of human relations management in organizations. This hands-on, performance-based course develops students' understandings and the skills needed to build interpersonal relationships that will foster the development of business etiquette, behavior management, conflict resolution, work place ethics, networking, and team building. ***Prerequisite: Successful completion of Introduction to Business Principles.***

For more information about dual enrollment opportunities, please see pg. 10.

Personal Money Management 118

CCP
Half Year
0.5 Credit
Gr. 10-12

The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking and protecting against risk. Knowing, understanding and applying these concepts offers the necessary tools for addressing economic issues, both personal and societal.

College Accounting I 119

ACC
Half Year
0.5 Credit
Gr. 11-12

How do businesses prosper in tough economic times? Explore the language of business and find out! Learn the accounting cycle using manual and computerized accounting systems for sole proprietorships, partnerships and corporations. This semester course is open to any student who wants to understand the flow of money in business. If you are planning a career in business, finance, management, marketing, banking, accounting or plan on going into business on your own, this course is a must!

College Accounting II (SNHU Dual Enrollment opportunity) 122

ACC
Half Year
0.5 Credit
Gr. 11-12

Get ahead of the competition and begin your college career with three credits! If you plan on taking accounting, finance, business management, business administration, and/or marketing in college, this course, taught at the first-year college level, is strongly recommended. A continuation of Accounting I, you'll use manual and computerized accounting systems to expand your knowledge of accounting systems. ***Prerequisite: Successful completion of College Accounting I. Note: Students will be eligible to apply for college credit through Southern New Hampshire University***

Entrepreneurship 117

ACC
Half Year
0.5 Credit
Gr. 11-12

This course is designed for those who wish to own and operate their own business and/or who wish to continue their business studies at a post-secondary institute. It focuses on recognizing a business opportunity, starting a business based on that opportunity, and operating and maintaining that business. Students will be working in groups, where they will develop a business plan and run a business. This will be a fast paced course where students will learn to practice their time management skills and ability to work with others. ***Prerequisite: Successful completion of Introduction to Business Principles.***

Exploring Teaching 140

ACC
Half Year
0.5 Credit
Gr. 11-12

Have you ever considered being a teacher? Imagine yourself in front of a classroom, teaching what you love. This activity-based course is the first step towards a career in education. Through classroom observations, discussion with experienced educators, and classroom activities, you will learn the "behind the scenes" of being a teacher including how to become a certified teacher, classroom management skills, and creating engaging lessons.

Marketing 125

CCP
Half Year
0.5 Credit
Gr. 11-12

Would you like to write a Super Bowl commercial, design a logo for a new product, or create a social media campaign for your favorite company? Marketing is an introductory course designed for students who are interested in learning and applying the marketing strategies and tactics used in the world's most successful companies. In addition, communication, interpersonal, and technology skills will be developed. Creative, hands-on projects and collaborative activities are an integral part of this course.

Practicing Teaching (SNHU Dual Enrollment opportunity) 142

ACC
Half Year
0.5 Credit
Gr. 11-12

Do you have what it takes to be a teacher? Find out in this follow up course to Exploring Teaching! While completing a 30-hour internship, you will develop your teaching skills under the supervision of an experienced educator at the elementary, middle school, or high school class of your choice. ***Prerequisite: successful completion of Exploring Teaching. Note: Students will be eligible to apply for college credit through Southern New Hampshire University.***

Sports and Entertainment Management 121

CCP
Half Year
0.5 Credit
Gr. 11-12

This course is designed for students who wish to take their first step into the world of sports and entertainment, by either entering the workforce in an entry level position or continuing onto a post-secondary institution. Management topics discussed include leadership, finance, product management, people management, information management, legal and ethical issues, customer relations, sales management, managing change and career development. Students will work on various projects independently in group settings. ***Prerequisite: Successful completion of Introduction to Business Principles.***

For more information on dual enrollment opportunities, please see pg. 10.

Computer Science Department

The Computer Science Department acknowledges its responsibility to prepare students not just for today's world, but also for their future. Since computers are a significant part of our lives and are designed to play an even greater role; the following courses are designed to prepare students.

Level One

Introduction to Computer Science	Creating Mobile Applications

Level Two

AP Computer Science A	Programming in C#
AP Computer Science Principles	Game Programing I
	Cyber Security

Level Three

Game Programming II

NOTE: ***Successful completion of any of these courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy***

Creating Mobile Applications– CCP 160A

CCP
Half Year
0.5 Credit
Gr. 9-12

This semester course is recommended for students looking for an introduction to mobile application development. Students will expand problem-solving skills, design graphical user interfaces and create fully functional mobile applications that take advantage of smart phone sensors and capabilities.

Introduction to Computer Science—CCP 189

CCP
Half Year
0.5 Credit
Gr. 9-12

This course teaches the foundations of computer science and basic programming using a modern programming language. It is intended for students with no programming experience, but more advanced students will be able set their own pace and dive deeper into the course concepts.

Cyber Security ACC 190

ACC
Half Year
0.5 Credit
Gr. 9-12

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that we all take precautions to protect ourselves from the growing threat of cyber attacks. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, and networking fundamentals. ***Prerequisite: Intro to Computer Science or Instructor approval.***

Programing in C# - ACC 168

ACC
Half Year
0.5 Credit
Gr. 9-12

This semester course is recommended for students interested in computer programming. Students will expand problem-solving skills by developing algorithms, designing graphical user interfaces, and writing programs in the Microsoft Visual C# programming language. These skills will be applied to a wide variety of problems. Topics include: variables, data types, selection and repetition structures, loops, strings, arrays, menus, and simple graphics. ***Prerequisite: Intro to Computer Science or Instructor Approval.***

Game Programming I 164

ACC

Half Year

0.5 Credit

Gr. 9-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 2D games. Students will learn about the process for designing, developing and iterating on an electronic game, how to break down a complex project into manageable pieces, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. ***Prerequisite: Intro to Computer Science or Instructor approval.***

Game Programming II 165

ACC

Half Year

0.5 Credit

Gr. 11-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 3D games. Students will learn about the process for designing, developing and iterating on modern 2D and 3D electronic games, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. ***Prerequisite: Game Programing I, Programming in C#***

AP® Computer Science Principles 167AP

AP

Full Year

1 Credit

Gr. 9-12

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. In addition to programming in JavaScript, this course covers other topics in depth including how the internet works, big data and privacy. This course is suitable for both novice and experienced programmers alike. ***Prerequisite: Intro to Computer Science or Instructor approval***

AP® Computer Science A 167

AP

Full Year

1 Credit

Gr. 10-12

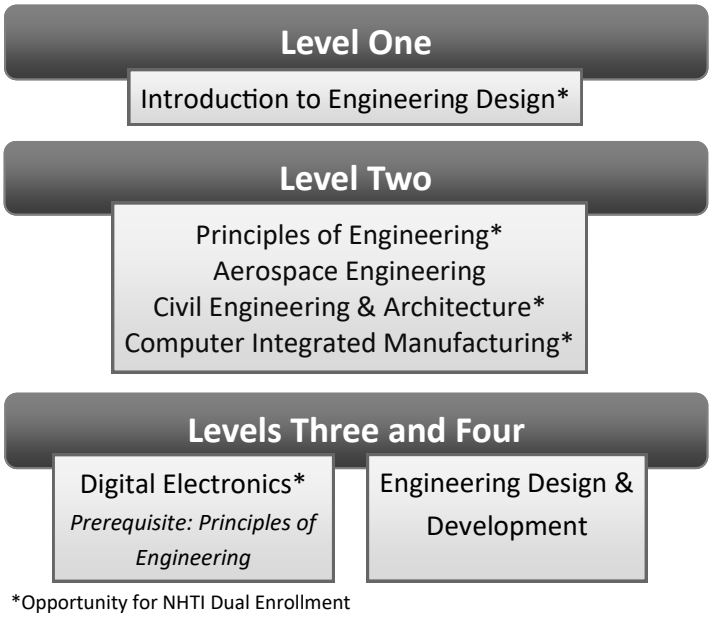


This full year course is equivalent to a first-semester, college-level course in computer science.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design. ***Prerequisite: Intro to Computer Science or Instructor approval***

Engineering Department

The engineering courses at Timberlane Regional High School offer students a four year sequence of courses which, when combined with college preparatory mathematics and science courses at TRHS, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Introduction at the high school level will prepare more students for a potential future in engineering, while allowing students to determine if engineering is the career they may desire. Students participating in the engineering courses at TRHS will be better prepared for success in college engineering programs.



*Opportunity for NHTI Dual Enrollment

Course Descriptions:

Introduction to Engineering Design (NHTI Dual Enrollment opportunity) 180

ACC
Full Year
1 Credit
Gr. 9-12

This course emphasizes the development of design. Students use computer software to produce, analyze, and evaluate models for project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to understand and apply design process to solve problems in teams, apply adaptive design concepts, explore careers and develop portfolios of their designs.

Principles of Engineering (NHTI Dual Enrollment opportunity) 181

ACC
Full Year
1 Credit
Gr. 10-12

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world problems. Through theory and practical hands-on experience, students address the emerging social and political consequences of technological change. The course of study includes an overview and perspective of engineering, design process, communication and documentation, engineering systems, statics, robotics, materials and materials testing, thermodynamics, engineering for quality and reliability and dynamics. ***Prerequisite: Successful completion of Introduction to Engineering Design or Departmental approval.***

Aerospace Engineering * 186

ACC
Full Year
1 Credit
Gr. 10-12
Starting in 2021– This course will only be offered in odd starting school years

This course is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition the course presents alternative applications for aerospace engineering concepts. ***Prerequisite: Successful completion of Introduction to Engineering Design and current enrollment in Physics and Algebra 2 or Departmental approval.***

Civil Engineering and Architecture * (NHTI Dual Enrollment opportunity) 188

ACC
Full Year
1 Credit
Gr. 10-12
Starting in 2021– This course will only be offered in even starting school years

This course is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. ***Prerequisite: Successful completion of Introduction to Engineering Design or Departmental approval.***

For more information on dual enrollment opportunities, please see pg. 10.

Computer Integrated Manufacturing * (NHTI Dual Enrollment opportunity) 183

ACC

Full Year

1 Credit

Gr. 10-12

Starting in 2021– This course will only be offered in odd starting school years

This course teaches the fundamentals of computerized and robotics manufacturing technology. It builds on the solid-modeling skills developed through the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass proprietary analysis (the relationship of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models. This course includes these integrated concepts: computer modeling, computer numerical control (CNC) equipment, computer-aided manufacturing (CAM), robotics and flexible manufacturing systems. Course may be taken concurrently with Digital Electronics. ***Prerequisite: Successful completion of Introduction of Engineering Design or Departmental approval.***

Digital Electronics * (NHTI Dual Enrollment opportunity) 182

ACC

Full Year

1 Credit

Gr. 11-12

Starting in 2021– This course will only be offered in even starting school years

This course introduces students to applied digital logic, a key element of careers in engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. ***Prerequisite: Successful completion of Introduction to Engineering Design and Principles of Engineering or Departmental approval.***

*** indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below**

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Civil Engineering and Architecture; Digital Electronics
Odd	2023/2024	Computer Integrated Manufacturing; Aerospace Engineering
Even	2024/2025	Civil Engineering and Architecture; Digital Electronics
Odd	2025/2026	Computer Integrated Manufacturing; Aerospace Engineering

For more information on dual enrollment opportunities, please see pg. 10.

Engineering Design and Development 184

ACC

Full Year

1 Credit

Gr. 11-12

This course lets students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Examples of projects include a robotic mascot for the school, a remote controlled hovercraft, or a solar-powered device. Student teams make progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. Teams present their research paper and defend their projects to a panel of engineers, business leaders, and engineering college educators for professional review and feedback. This course equips students with the independent study of skills they will need in postsecondary education and careers in engineering and engineering technology. ***Prerequisite: Successful completion of Introduction to Engineering Design and Principles of Engineering, and Aerospace Engineering, Civil Engineering, or Computer Integrated Manufacturing or Departmental approval.***

AutoCAD I 551
AutoCAD II 552
(NHTI Dual Enrollment opportunity)

NL

Half Year

0.5 Credit

Gr. 10-12

Through step-by step instruction, these courses take the student from beginning to advanced levels of competency in using the AutoCAD electronic drawing system. Classes must be taken in sequence.

Architectural Drawing 559

NL

Half Year

0.5 Credit

Gr. 10-12

This course is designed for students who have an interest in pursuing a career in a construction or architecture-related field of study. Students will be introduced to Revit software to create a 3D computer model of a residential structure and to produce a set of architectural plans to industry standards.

Engineering Drawing 557

NL

Half Year

0.5 Credit

Gr. 10-12

This course is for students who want to explore a career in a technical or engineering related field. Students will use 3D modeling software to solve design problems, create technical plans to engineering standards, and draw parts and assemblies for fabrication by the 3D printer.

English Department

Every word wants to be taken literally; else, it decays into a lie. But one mustn't take any word literally; else the world becomes a madhouse. –Robert Musil

The Timberlane English Department is about words. For all four years at Timberlane Regional High School, students will be experiencing the best examples of how words can be shaped into shouts of joy, cries of anguish, cautious warnings, hopeful pleas, and invitations into the limitless possibilities of how words can indeed change the world. Students will also spend the next four years learning how to shape their own words, to learn how to listen to their inner voices, and translate those voices onto paper. They will learn how to listen to other students' words thoughtfully, with respect and with interest. They will learn that words can be communicated non-verbally; presentation, oral reports, and speeches are not just about what one's message is, but about how one says it. Each student in English class will be a word reader, a word shaper, and a word listener. The goal of the Timberlane English Department's dedicated staff is to help each student help him/herself to become one who understands the incredible responsibility and power that comes with the mastery of words.

Freshman

- CCP English I
- ACC English I

Sophomore

- CCP World Literature
- CCP/ACC World Studies
- ACC World Literature
- CCP/ACC *
  - Creative Book Transformation
  - Portfolio Writing

Junior

- CCP American Literature
- CCP/ACC American Studies
- ACC American Literature
- AP®
  - English Language and Composition
- CCP/ACC *
  - Creative Book Transformation
  - Creative Writing I
  - Creative Writing II (ACC only)
  - Journalism (full year)
  - Portfolio Writing

Senior

- CCP
  - Expository Writing
  - The Short Story and Its Writer
- CCP / ACC
  - Creative Book Transformation
  - Creative Writing I
  - Graphic Novel as Literature
  - Journalism (full year)
  - Portfolio Writing
- ACC
  - Creative Writing II
  - Expository Writing
  - Gender Issues in Literature
  - Intro to Critical Analysis
  - Modern World Literature
- AP®
  - English Literature and Composition

Non-English Credit Electives**

**These courses do not count toward the English requirement.

- CCP/ACC
  - Mythology and the Classical World 9-12
  - Film Studies 10-12
  - Public Speaking 10-12

**** These courses are an option for students in addition to their grade level English course.***

Course Descriptions:

English I—ACC 201

ACC

Full Year

1 Credit

Gr. 9

This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

English I—CCP 203

CCP

Full Year

1 Credit

Gr. 9

This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary.

World Literature—ACC 222

ACC

Full Year

1 Credit

Gr. 10

In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

World Literature—CCP 221

CCP

Full Year

1 Credit

Gr. 10

In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations.

World Studies 808

ACC/CCP

Full Year

2 Credits

Gr. 10

World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and literature. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through reading, writing, and collaborative projects. This course examines problems in the world today and seeks to understand the root historical causes of these issues. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

American Literature—ACC 216

ACC

Full Year

1 Credit

Gr. 11

This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21t century skills to prepare students to be active participants in society. Class will move at an accelerated pace of students who want experiences that will prepare them to advanced work in college situation.

American Literature—CCP 218

CCP

Full Year

1 Credit

Gr. 11

This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21t century skills to prepare students to be active participants in society.

American Studies 816

ACC/CCP

Full Year

2 Credits

Gr. 11



American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team taught class that meets both 'A' days and 'B' days. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

AP® English Language and Composition 270

AP

Full Year

1 Credit

Gr. 11



The AP English Language and Composition course focuses on the rhetorical analysis of American fiction, poetry, drama, and nonfiction prose. The course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Students will expand their understanding of how written language functions rhetorically, especially in terms of argumentation and persuasion to communicate writers' intentions and elicit readers' responses in particular situations. Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language. ***A strong background in English is required. This course satisfies the American Literature graduation requirement. Prerequisite: Successful completion of ACC World Literature/ Studies or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

Portfolio Writing 172

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12



Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio. Additionally, there is a focus on honing time management skills, independent productivity and collaboration. The course will be a heterogeneous mix of students in which students may choose to contract for accelerated credit.

Creative Book Transformation 230

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12



This course will focus on student-selected literature that influences creative writing. Students will choose their own books to analyze and transform into interpretative, creative pieces. Over the course of the semester, students will have an opportunity to create the following forms of writing: literary analyses, perspective/voice pieces, character letters and diary entries, found and original poetry, research based writing, personal narratives, two-voice and pantoum poetry, news articles and broadcasts, compare and contrast analyses, and more. Creative artistic pieces will also be an integral part of the course. The completed pieces of writing and art will be compiled into two long term book transformation projects. Book transformation is a form of altered art that displays personal writings and art interpreting a text. Students may contract for accelerated credit in this course.

Creative Writing I 229

ACC/CCP

Half Year

0.5 Credit

Gr. 11-12



This course is designed for juniors and seniors who want to explore different genres of creative writing at a more intense level than in Freshman English, World Literature and American Literature. Students will read and write poetry, short fiction, and creative nonfiction. Revision and both peer and teacher writing conferences will be important aspects of the course. Students will write and have an option to share original pieces. Students may contract for accelerated credit.

Creative Writing II 231

ACC

Half Year

0.5 Credit

Gr. 11-12



This course is designed for students who have already explored creative writing in a semester of Creative Writing I. In Creative Writing II, students will focus their writing by completing more intense author/genre studies, peer and teacher conferences, workshops with outside writers and attendance at outside readings; all geared towards the goal of creating individual collections.

Expository Writing—ACC 209

ACC

Half Year

0.5 Credit

Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be regular features of this course. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

Expository Writing—CCP 217

CCP

Half Year

0.5 Credit

Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be regular features of this course.

Gender Issues in Literature 262

ACC

Half Year

0.5 Credit

Gr. 12



In Gender Issues in Literature, students explore the roles, attitudes, and behaviors of men and women throughout the ages as portrayed in literature. Students will make connections between the cultures and traditions of various societies and the impact they have on the relationships of men and women. Selected poetry, non-fiction, informational text, and fiction will serve as prompts for discussion and writing.

Graphic Novel as Literature 268

ACC/CCP

Half Year

0.5 Credit

Gr. 12



The graphic novel is quickly becoming a popular medium of literature and is winning critical acclaim in the literary and academic world. This course will prepare students with the skills to read, critique, and enjoy this mode of literature through choice reading and genre study. Students will explore how fiction and nonfiction work in graphic novels both by reading and creating short comics. Students may contract for accelerated credit.

Journalism 263

ACC/CCP

Full Year

1 Credits

Gr. 11-12



This course provides students with an opportunity to explore the various types of journalism. There will be a focus on print and radio/broadcast journalism with culminating projects in each field. In addition, students will learn about the legal and ethical demands of a reporter. Students will learn to write a variety of newspaper articles, conduct interviews, and learn editing techniques. This course emphasizes the acquisition and application of 21st century skills, as well as media literacy. Students may contract for accelerated credit.

Modern World Literature 260

ACC

Half Year

0.5 Credit

Gr. 12



In this course, students will explore current human rights issues through the lens of philosophy and contemporary literature. They will build a foundation of various modern philosophical movements, examine current human rights infractions in literature and in world events, and explore how modern cultures affect one another. Students will also work on developing college-level analytical reading and writing skills.

The Short Story and Its Writer 255

CCP

Half Year

0.5 Credit

Gr. 12

Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

AP® English Literature and Composition 227

AP

Full Year

1 Credit

Gr. 12

AP Literature and Composition is a humanities course in which we will be examining the literature, art, music and philosophies of our world. In this course, students will read and examine literature from a range of time periods and a range of genres including novels, poetry, drama and short stories. We will be going far beyond plot to identifying the techniques writers use to effectively communicate their complex ideas including examining figurative language, point of view, style, structure of the text and major themes integrated within the text. Students will also complete and revise informal responses and formal critical analysis/argumentative and evaluative essays. The primary goal of this course is to develop students into readers and writers capable of experiencing, interpreting and evaluating great works of literature and of thinking critically about the historical, cultural, psychological and sociological impact of these works. The literature, writing, and projects used in this course are meant to be intellectually stimulating and are often demanding. In order to have an enriching experience, a strong background in English is required. ***Prerequisite: Successful completion of ACC American Literature/Studies, AP Language & composition or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

Film Studies—Elective 264

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

This course will introduce filmmakers and their works which have had significant influence on the medium and the society to which they were presented. Students will watch and critique films, learn about the process of creating a film, and become familiar with the terminology that goes into a production. Students may contract for accelerated credit. ***This course does not fulfill graduation requirements for students in English***.

Public Speaking—Elective 266

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

Through a focus on strategies and the best practices for public speaking, this course will prepare students to speak and make presentations in front of an audience. The class will provide students opportunities to practice and gain confidence while speaking in a variety of venues. Students will learn how to integrate a speech with visual effects, such as PowerPoint. Students may contract for accelerated credit. ***This course does not fulfill graduation requirements for students in English.***

Mythology and the Classical World - Elective 344

ACC

Half Year

0.5 Credit

Gr. 9-12

Mythology and the Classical World aims to familiarize students with the stories, daily lives, languages, and cultural beliefs of the people who lived in ancient Rome and Greece. Through literature, arts, archaeology, politics, and philosophy, students will answer the question, "What can we learn by studying these ancient cultures?" We will open the world of gods, gladiators, philosophers, heroes, bards, the Parthenon, the Seven Wonders, the Colosseum, and the emperors. Through response papers and essays, creative projects that put students in the shoes of ancient people, and even learning the basic buildings blocks of Latin and Greek, students will make connections between ancient times and today. ***This course does not fulfill graduation requirements for students in English.***

Entertainment Technology

The Entertainment Technology Department introduces students to the world of computer design. Students have the opportunity to explore course work that prepares them for the real world of computer design. Students will learn and use the same techniques and programs that professionals use in designing the visuals for state of the art video games and Pixar movies. Students will be able to utilize their creativity and learn valuable technology skills.

Course Descriptions:

Evolution of Games 150

CCP
Half Year
0.5 Credit
Gr. 9-12

Today's professional game designers understand and implement dynamics from many different types of games in their blockbuster hits. In this course, students will explore ancient cultures, their games, and how they designed games using the available technology and resources. Find out more about the benefits game playing has within a society. Students will prototype and play games as well as get hands-on experience by creating their own games.

Screenwriting 158A

CCP
Full Year
0.5 Credit
Gr. 9-12

Why do we cry at movies? Or cheer? Why do thrillers put us on the edge of our seats? With this course you'll learn the nuts and bolts of dramatic story writing. You'll then create your own journey using the Hero's Journey as your guide as you apply your skills to writing your own video game narrative and script! You'll improve your skills in creative writing, character development, collaborative storytelling, and creative self-confidence to develop the storyline for what could become a video game sensation!

3D Modeling 151

CCP
Half Year
0.5 Credit
Gr. 9-12

Students will learn the 3D modeling techniques used in the world today. Using 3DS Max, students will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. By the end of the course, students will have developed a portfolio of original projects that students can use when applying for an internship, higher education, or a job. ***Prerequisite: Successful completion of Evolution of Games.***

Family and Consumer Science Department

The Family and Consumer Science Department at Timberlane Regional High School provides students the opportunity to explore areas of foods and nutrition, textiles, and home and family living. Through these areas, students are able to develop their cognitive and creative abilities while also understanding themselves, family and society, and career opportunities available. The Home Technology program helps students grow to become more responsible adults in a rapidly changing society.

Course Descriptions:

Child Development 501

NL
Full Year
1 Credit
Gr. 10-12

This course offers students a practical understanding of child development from conception through the school-age. Content areas include birth, infants, toddlers, pre-school age children, physical, social, and emotional development, the importance of play, teaching with toys, and language development. Emphasis will be placed on the central role parents play during these formative years.

Child Care 503

NL
Full Year
1 Credit
Gr. 11-12

This in-depth course takes child development one step further in understanding how to teach young children through lesson planning into how an early child care center is successfully operated. Students will be in charge of planning two "Bring a Child to School Days" where they will create an educational environment to go along with a meaningful and developmentally appropriate schedule and activities for young children that are visiting for the day. ***Prerequisite: Successful completion of Child Development***

Creative Sewing 505

NL
Half Year
0.5 Credit
Gr. 11-12

Students will put their creativity to work while learning fundamental techniques in sewing and equipment use. Beginners will be steered through projects of their choice such as constructing pillows, togas, sweatpants, and curtains. Machine appliqué, fabric painting, and creative machine stitches will be used to add flair to student projects.

Designing Homes 525

NL
Half Year
0.5 Credit
Gr. 9-12

Home design, a subset of interior designers, are responsible for a residential space's function and decoration. They bring structure and appeal to new homes or rework existing spaces. Students will create home designs with the use of computer-aided design software to create spatial layouts, lighting systems and color schemes. They will select furniture, fabrics and accessories to design functional and aesthetically pleasing spaces.

Contemporary Culinary Arts 515

NL
Half Year
0.5 Credit
Gr. 10-12

After taking this introductory foods course, you will be able to answer the question, "What's cooking?" Topics include buying and storing fresh ingredients, planning delicious meals, understanding the origins of various foods and their composition, plus an understanding of what happens when food is cooked. This course combines practical experience with the basic skills and culinary techniques to teach the fundamentals of food preparation from "soup to nuts." **This course is a prerequisite for Gourmet Foods and Baking and Pastries.**

Gourmet Foods 513

NL
Half Year
0.5 Credit
Gr. 11-12

This course challenges students' creativity while exploring advanced food preparation. A "cook's tour" will find the students learning the art of Chinese and Mexican cooking, discovering how to cook Italian style, and much more. Students will also learn to cook for catered events. ***Prerequisites: Successful completion of Contemporary Culinary Arts***

Baking and Pastries 512

NL
Half Year
0.5 Credit
Gr. 11-12

This course offers an insight into the world of baking. Students will decorate cakes, knead dough, frost cupcakes, and much more. Students will be introduced to the art of candy making and learn to bake for catered events. ***Prerequisite: Successful completion of Contemporary Culinary Arts***

Health and Physical Education Department

The Health and Physical Education programs at Timberlane Regional High School are designed to develop an awareness of the need for improving and maintaining one's total health. Emphasis is placed on the development of healthy attitudes, which will serve the individual throughout his or her life. All students are required to take Health I along with three of the Health and/or Physical Education electives.

Course Descriptions:

Health I 402

CCP
Half Year
0.5 Credit
Gr. 9-12

The Health I course is designed for students to develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. Students will be taught functional health information related to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs,and Human Sexuality. The goal of this course is to shape personal values and beliefs that support healthy behaviors and lifestyles.

Health II 412

CCP
Half Year
0.5 Credit
Gr. 10-12

The Health 2 course will expand upon skills and knowledge developed in Health I. Students will be required to apply functional knowledge in the classroom and community setting. The skills based units will include topics of: Eating Disorders, Addiction and Recovery, Healthy Relationships, Dating Violence, Environmental Health, and basic fitness concepts. The goal of this course is to help support students develop healthy behavior changes to live a healthier life. ***Prerequisite: Successful completion of Health I.***

Introduction to Physical Education

Grade 9 403
Grade 10-12 405

CCP
Half Year
0.5 Credit

This is an introductory level course that will allow students to engage in a variety of physical activities including team sports, racket and net games, project adventure, as well as, recreational and leisure activities

Introduction to Fitness

Grade 9 414
Grade 10-12 415

CCP
Half Year
0.5 Credit

This is an introductory course that will allow each student to develop the knowledge and skills needed to live an active, healthy lifestyle. The course will include activities to enhance the five components of physical fitness, such as basic weight training techniques, circuit training, walking/jogging programs, yoga, and more. Students will also learn about the core concepts of nutrition and will have an opportunity to participate in goal setting that will impact their overall wellness.

Fitness II 416

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is geared towards motivated students who want to take their fitness training to the next level. This course will continue the development of skills and knowledge gained in Introduction to Fitness, as well as expose students to new and more advanced topics in training methods. The course will explore methods of strength training, speed and agility training, cardiovascular fitness, and flexibility training ***Prerequisite: Successful completion of Introduction to Fitness and/or Departmental approval.***

Competitive Physical Education 417

CCP
Half Year
0.5 Credit
Gr. 9-12

Students in this course will participate in a variety of team sports and leisure time activities. Emphasis will be on competitive game play rather than specific skill development. ***Prerequisite: Successful completion of Introduction to Physical Education and/or Departmental approval.***

Unified/Adaptive Physical Education 418

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is designed for students who are interested in sharing their knowledge with students who need one-to-one assistance to succeed in a physical education setting. And help them participate in a range of physical activities, as well as provide support to help them understand topics in health education including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health. This ~~course~~ is an excellent course for students considering careers in education or in working with the special needs population. ***Prerequisite: Successful completion of Introduction to Physical Education, Health 1 and Departmental approval.***

Studies in Women's Health and Wellness 400

CCP
Half Year
0.5 Credit
Gr. 10-12

The focus of this course is to learn about health issues young women will face in their transition from high school to adulthood. A combination of fitness activities and unique classroom learning experiences will foster self-empowerment for personal health promotion. This course will include topics related to Women's Sexual Health, Safety & Violence Prevention, Career & Leadership Preparation, Consumer Health Information, Common Women's Disease Prevention & Education, and Exercise & Weight Maintenance. ***Prerequisite: Successful completion of Health 1.***

Industrial Technology Department

The Industrial Technology Education Department provides problem-solving instruction and activities of experimenting, designing, constructing, and evaluating through the use of tools, computers, machines, materials, and processes. The applied knowledge and skills acquired through our courses will assist the student in making informed and meaningful school-to-career choices.

Course Descriptions:

Introduction to Industrial Trades 550

NL
Half Year
0.5 Credit
Gr. 9-12

This course is designed to provide students with introductory learning in all fields of industrial arts. Woodworking, Welding/metal working, Automotive, Plumbing, Electrical, Power and Energy, HVAC, Masonry, Construction, CNC/CAD/CAM Hands on experiences as well as industry professionals demonstrating specific activities that are the staple to their industry will be explored by students. Students will have the foundations to enter a vocational program and be able to succeed in that selected trade.

Materials and Manufacturing / Wood Tech I 577

NL
Half Year
0.5 Credit
Gr. 9-12

This course is designed to give students interested in this area a sample of various forms of woodworking. Students will cover basic skills and proper safety in the areas of hand tools, power tools, machines, CNC, woodturning and cabinetry.

Materials and Manufacturing / Wood Tech II 579

NL
Half Year
0.5 Credit
Gr. 10-12

Students will participate in the problem-solving process to construct various advanced projects using CNC technology, and a variety of manufacturing processes. ***Prerequisite: Materials & Manufacturing / Wood Technology I or Departmental approval.***

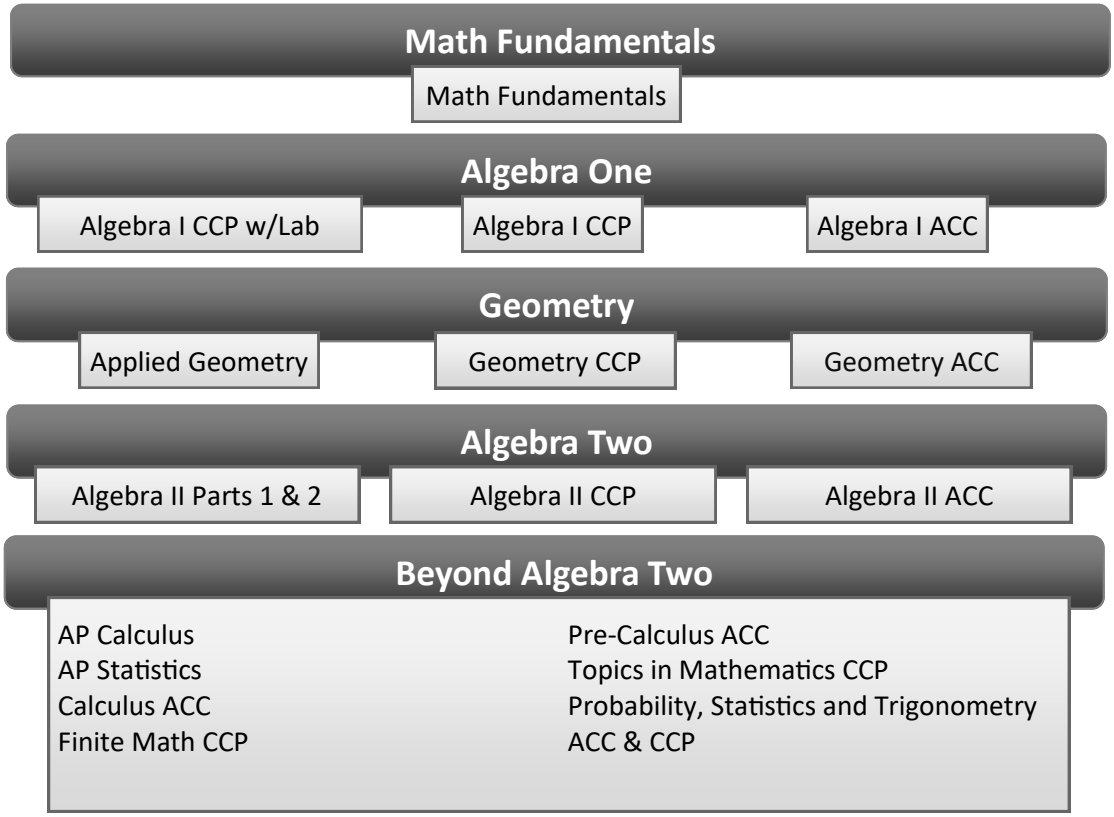
Materials and Manufacturing / Wood Tech III 580A

ACC
Half Year
0.5 Credit
Gr. 11-12

Advanced students will challenge themselves to create masterful woodworking projects. Students will use their knowledge to benefit the entry level student with one on one interaction. Higher expectation to learn must be used by all advanced students to better improve themselves as craftsman. ***Prerequisite: Materials & Manufacturing / Wood Technology II or Departmental approval.***

Mathematics Department

In *Math Matters: The Links Between High School Curriculum, College Graduation, and Earnings*, Heather Rose and Julian R. Betts find a strong relationship between taking advanced math courses in high school and earnings ten years after graduation. By its very nature, mathematics lends itself to applications in many different disciplines. A working knowledge of mathematics is a necessity for life. The process of acquiring and utilizing math skills and concepts increase the potential for each student to be successful in any career. All students should consult their mathematics teachers for assistance in determining the sequence of their math courses. The math curriculum is written under the guidance of the Common Core State Standards, which are embedded in the New Hampshire College and Career Ready Standards.



Course Descriptions:

Math Fundamentals 603

CCP

Full Year

1 Credit

Gr. 9

Math Fundamentals is designed to provide students a solid foundation to students before they pursue the study of Algebra I. In this highly differentiated program, students will review a variety of fundamental, pre-algebraic, and algebraic concepts and skills. Students will also develop their organizational, study, and test-taking skills, as well as the habits of mind and math practices that support success in future math classes. ***Notes: This course is open only to students by recommendation. This course does not fulfill the Algebra I requirement.***

Algebra I—ACC 607

ACC

Full Year

1 Credit

Gr. 9

Algebra I—ACC will move at a fast pace and is designed for students who have strong mathematical skills and excellent study habits. Students will develop problem-solving skills through the use of algebra, functions, relations, and analysis. They will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing, to critique the reasoning of others, and to solve open-ended and non-routine problems. This course solidifies the foundation for all future math courses.

Algebra I—CCP 609

CCP
Full Year
1 Credit
Gr. 9

Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

Algebra Lab 610

NL
Full Year
1 Credit
Gr. 9

This course will run concurrent with Algebra I—CCP classes. Students are assigned to the Algebra Lab based upon teacher recommendations. This Lab course is aligned conceptually and chronologically to the Algebra I—CCP course and provides students with the extra instruction and practice needed to be successful in Algebra I. ***Note: This course does not fulfill graduation requirements for students in mathematics.***

Geometry—ACC 613

ACC
Full Year
1 Credit
Gr. 9-10

Geometry—ACC is a rigorous course that involves students in a comprehensive study of geometric figures and relationships. Many aspects of geometry are included: theory and application; informal and formal reasoning; symbolic and visual thinking; synthetic, coordinate and transformational methods. Students will form conjectures, which are justified by logical reasoning (proof), with students gradually learning the necessary skills to produce convincing arguments. ***Prerequisite: Eighth grade team placement for students entering ninth grade. Successful completion of Algebra I.***

Geometry—CCP 615

CCP
Full Year
1 Credit
Gr. 10-12

Geometry—CCP engages students in the study of geometric figures and relationships. It integrates algebraic skills with the study of shape, size, congruence, similarity, ratio, and proportion and deals primarily with plane figures. Students will use theory and application, informal and formal reasoning, symbolic and visual thinking, as well as synthetic, coordinate and transformational methods. Inductive and deductive reasoning will be incorporated for students to experience the logical reasoning process and presentation of sound arguments. ***Prerequisite: Successful completion of Algebra I.***

Applied Geometry 616

CCP
Full Year
1 Credit
Gr. 10-12

This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. ***Prerequisite: Successful completion of Algebra I.***

Algebra II—ACC 619

ACC
Full Year
1 Credit
Gr. 10-12

Algebra II—ACC is a rigorous, in depth course in the study of functions and applications that model real life situations. Students will refine skills from Algebra I to develop a deeper understanding of the axiomatic system with emphasis on the concepts of sets, functions, graphical representations, and problem solving. ***Prerequisites: Successful completion of Algebra I and Geometry.***

Algebra II—CCP 621

CCP
Full Year
1 Credit
Gr. 10-12

Algebra II—CCP is the study of functions and applications that model real life situations. Students will review and refine skills from Algebra I to develop and improve their understanding of sets, functions, graphical representations, and problem solving. ***Prerequisites: Successful completion of Algebra I and Geometry.***

Algebra II—Part 1 623

CCP
Full Year
1 Credit
Gr. 11-12

This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. ***Prerequisites: Successful completion of Algebra I and Geometry.***

Algebra II—Part 2 624

CCP
Full Year
1 Credit
Gr. 11-12



This full-year course is designed to follow Algebra II—Part 1. Students complete their study of Algebra II, including exponential, logarithmic, power, and periodic functions. Students will improve their understanding of sets, functions, graphical representations, and problem-solving. ***Prerequisite: Successful completion of Algebra II Part 1.***

Probability, Statistics and Trigonometry 642

ACC
Full Year
1 Credit
Gr. 11-12



ACC is a rigorous, in-depth course in the study of advanced algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. This course is designed to prepare students for PreCalculus and/or college math. **Prerequisite: Successful completion of Algebra II and Teacher Recommendation**

Probability, Statistics and Trigonometry 641

CCP
Full year
1 Credit
Gr. 11-12



CCP is the continuing study of algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. **Prerequisite: Successful completion of Algebra II**

Finite Mathematics 639

CCP
Full Year
1 Credit
Gr. 11-12



Finite Mathematics provides a survey of mathematical analysis techniques used in the working world. Students will gain valuable experience organizing and analyzing information, with an emphasis on using math to solve real-world problems. Areas of study include matrices, linear programming, combinatorics, probability, statistics, logic, and finance. This course will include significant use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). ***Prerequisite: Successful completion of Algebra II or Departmental approval.***

Topics in Mathematics 604

CCP
Full Year
1 Credit
Gr. 11-12

In today's society, individuals need both knowledge and mathematical skills in order to make informed decisions. In this course, students will study topics regarding financial literacy, such as personal finance, purchasing, and investment; statistics, such as professional athletics and voting; and workplace, such as construction and budgeting. Students will develop and apply the math skills needed to successfully navigate these topics in the real world. ***Prerequisite: Successful completion of Algebra II part 1 or Departmental approval.***

Pre-Calculus 629

ACC
Full Year
1 Credit
Gr. 11-12



Pre-Calculus is a course that extends and integrates the learning from both Geometry and Algebra 2 courses. It provides an in-depth, rigorous study of functions and their properties. Functions to investigate include Linear, Quadratic, Polynomial, Rational, Radical, Piece-wise, Exponential, Logarithmic, and Trigonometric. Representations and analysis of these topics will occur numerically, algebraically, and/or graphically (both with & without technology). Additional topics to be covered as time permits include Vectors, Law of Sines & Cosines, Polar Coordinate System, Parametric Equations, Analytic Geometry, and Sequences & Series. ***Prerequisite: Successful completion of Algebra II ACC or Departmental approval.***

Calculus 640

ACC
Full Year
1 Credit
Gr. 12



Topics to be studied include limits of functions, the derivative, and definite and indefinite integrals. Applications of the derivative and integral will be emphasized. This course will include frequent use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). ***Prerequisite: Successful completion of Pre-Calculus or Departmental approval.***

For more information on dual enrollment opportunities, please see pg. 10

AP® Calculus 633

AP

Full Year

1 Credit

Gr. 12

Topics discussed will include limits and continuity, the derivative and definite integral with applications of both concepts, transcendental functions, techniques of integration and factors. A packet of summer review work will be required. The course will include significant use of the graphing calculator as aligned with the expectations of the College Board for the Advanced Placement Exam. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required. ***Prerequisite: Successful completion of Pre-Calculus or Departmental approval.***

AP® Statistics 636

AP

Full Year

1 Credit

Gr. 12

AP Statistics immerses students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events, experiments and research. Computers and calculators will assist students in their deepened work on the concepts involved in statistics. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required. ***Prerequisite: Completion of Algebra II Accelerated with a final grade of B or higher, or completion of introduction to Probability, Statistics and Trigonometry with a final grade of B or higher, or Department Approval.***

Music Department

The curriculum of the Timberlane Regional High School Music Department is built on the philosophy of providing a comprehensive program for the involvement of persons of all ages in learning music. Our goal is to build a vital musical culture and an enlightened musical public. The curriculum is designed to provide a program of study that correlates performing, creating, and listening to music, and encompasses a diversity of musical behaviors. It is designed to advance the teaching of music of all periods, styles, forms, and cultures. The curriculum offered provides the opportunity for every student at Timberlane, no matter what his/her musical background, to select an offering at his/her particular level of musical knowledge.

Course Descriptions:

Band 057

NL
Full Year
1 Credit
Gr. 9-12

Instrumental Performing Arts Band consists of three families of instruments: woodwinds, brass, and percussion. The ensemble is divided into numerous groups throughout the year such as: marching band, concert band, small ensembles, and soloists. The band performs at all football games, two major concerts, competitions, major trips, and parades. Students in all groups are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. ***Prerequisite: Director's approval.***

Orchestra 058

NL
Full Year
1 Credit
Gr. 9-12

Instrumental Performing Arts Orchestra prepares string orchestra as well as full orchestra repertoire. The string orchestra instrumentation consists of students performing violin, viola, cello or bass violin and piano only. Winds, brass, and percussion are drawn from the I.P.A. Band when full orchestra works are prepared. The orchestra participates in all school concerts, large group competition, and all major trips. Students are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. ***Prerequisite: Director's approval.***

Concert Choir 055

NL
Full Year
1 Credit
Gr. 9-12

The Concert Choir is offered to all students. Students in Concert Choir must accept the responsibility that comes with participation in a large musical ensemble. Through the performance of various genres and musical periods of musical repertoire, students will learn to appreciate the aesthetic value of singing choral music. The Concert Choir will perform three major school concerts, along with competitions such as New Hampshire Music Educators Large Group Festival, and at school/community functions where student participation is part of the course requirements. ***Prerequisite: Director's approval.***

Jazz Band—ACC 061

ACC
Full Year
1 Credit
Gr. 9-12

Jazz Band students are selected by the Band Director in April. Every student wishing to be in Jazz Band should express this to the Band Director by March 1 of the year previous in which the course will be taken. Students chosen for Jazz band are selected on their musical abilities in band, with the exception of those wishing to play electric guitar, piano, and electric bass. Students who play the latter instruments mentioned should see the Band Director immediately to arrange for an audition. Jazz Band will perform jazz concerts, assemblies, competitions, trips when applicable, and other activities where Jazz Band would be suitable. ***Prerequisite: Director's approval.***

Survey of Music 051

CCP
Half Year
0.5 Credit
Gr. 9-12

Music is all around us. There are not many moments in any given day when we are not influenced by music, yet the understanding of music is a mystery that only a select few seem to understand. This should not be true. Music is enjoyable and meant for all. This course will consist of the study of electronic music, listening, theory, history, hands-on experiences with instruments, the human voice, and acoustics of music. Through this course, all will gain a greater understanding of music and be more discriminating listeners in the future.

Theory I 063

ACC
Half Year
0.5 Credit
Gr. 9-12

Students will study the fundamental elements of music; melodic, rhythmic, and harmonic, through hearing, playing, and the writing of material. Development of sight singing, and aural training in scales, intervals, and rhythmic patterns will be taught. ***Prerequisite: Instructor's approval.***

Theory II 065

ACC
Half Year
0.5 Credit
Gr. 9-12

In addition to the materials discussed in Theory I, the students will have individual projects in the areas of arranging and orchestration. Theory II is a continuation of Theory I, which is a prerequisite for this course. ***Prerequisite: Successful completion of Theory I.***

Guitar I TBD

CCP
Half Year
0.5 Credit
Gr. 9-12

Students will explore the fundamental skills of playing acoustic guitar through several different playing styles. Topics covered include strumming open chords, reading sheet music and guitar tablature, playing famous guitar riffs and songs from genres including rock, pop, folk, indie, and beyond. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own acoustic guitars.

Guitar II 069

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is a continuation of Guitar I. Students will study intermediate skills including fingerpicking, barre chords, extended harmonies, picking techniques, playing solos, reading sheet music in other positions on the guitar neck, and classical techniques. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own guitars. **Prerequisite: Successful completion of Guitar I or Director's approval.**

Guitar Orchestra 070

NL
Full Year
1 Credit
Gr. 9-12

Guitar Orchestra prepares guitar students in popular and classical music literature. Guitar Orchestra will consist of acoustic guitars only and will be supplemented by opportunities to perform on bass and baritone guitars. The Guitar Orchestra will participate in three annual school concerts. **Prerequisite: Successful completion of Guitar II or Director's approval.**

Chamber Ensemble 056

ACC
Full Year
1 Credit
Gr. 10-12

Chamber Singers students will be selected by the Chorus Director in September. Every student wishing to be in the Chamber Singers should express this to the Chorus Director by March 1, of the previous year. Students chosen for the Chamber Singers will perform in all concerts, assemblies, competitions and trips where applicable and other activities where the Select Ensemble would be suitable. ***Prerequisite: Director's approval***.

Science Department

In planning a course of study in science, each student should consider graduation requirements, educational and career goals, and individual interests. The Timberlane Science Department offers core courses in physical and life sciences and half-year electives in life and earth sciences to support the needs, goals, and interests of Timberlane students. Using laboratory and fieldwork to support classroom instruction and discussion each course develops an appreciation for the nature of science and critical skills for scientific thought, conceptual understanding, experimentation, data acquisition, analysis skills, and facility in communicating experimental results. Courses are offered at College & Career Prep., Accelerated, and Advanced Placement levels to accommodate individual differences in learning style and goals. Students contemplating Accelerated level courses should ensure that they elect a mathematics program of equal rigor. Students and their parents are encouraged to discuss their programs with faculty members early in their careers. The Science Curriculum is written in adherence with the New Hampshire Department of Education Curriculum Frameworks for Science.

Course Descriptions:

Physical Science—ACC 705

ACC

Full Year

1 Credit

Gr. 9 NCAA

Physical Science—ACC provides a comprehensive introduction to the foundational concepts of physics and chemistry and serves as a prerequisite for other science courses. Students are expected to work independently on rigorous problem-solving challenges that apply physical science concepts.

Physical Science—CCP 707

CCP

Full Year

1 Credit

Gr. 9 NCAA

The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

Applied Physical Science– CCP 708

CCP

Full Year

1 Credit

Gr. 9, 11, 12

This course meets the physical science requirement in a way to support students through hands-on activities, and explicit differentiation for their needs. ***Prerequisite: Departmental and School Counselor approval required.***

Physical Science/Biology (Integrated)—ACC 710

ACC

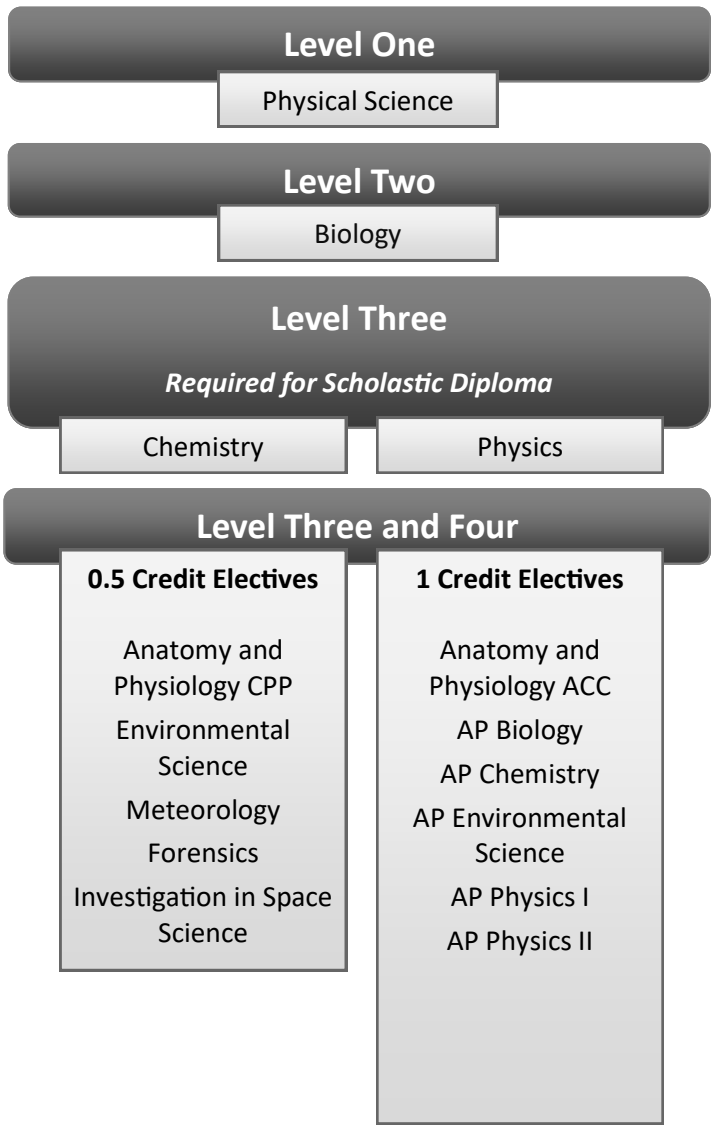
Full Year

2 Credits

Gr. 9

NCAA

This is a year-long set of integrated course that specifically sequences physical science (fundamentals of physics and chemistry) and biology to maximize the learning concepts within both course. This course meets both 'A' days and 'B' days. Physical science is examined in detail in the fall and biology in the spring, with strategic overlap between the two sciences as the year progresses. The nature of science, inquiry based lab techniques, modeling, lab notebook writing, and formal lab report writing skills are emphasized. This course is recommended for students with strong science and mathematics skills that plan to pursue science at the upper levels ***Prerequisites: Science and Algebra I grades of a B or better with a recommendation from the Middle School or Departmental approval for students who are concurrently enrolled in Algebra I—ACC.***



Biology—ACC 709

ACC

Full Year

1 Credit

Gr. 9-12

Biology—ACC is an intensive laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life diversity and ecology. Students will be expected to partake in independent projects, written work, class work, class discussions and independent student centered laboratory activities. Students taking this course are expected to carry out more independent work both in and out of the classroom.

Biology—CCP 711

CCP

Full Year

1 Credit

Gr. 10-12

Biology—CCP is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, class work and laboratory activities.

Applied Biology—CCP 713

CCP

Full Year

1 Credit

Gr. 10-12

Applied Biology is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, classwork, and laboratory activities. This course is designed to support students through hands-on activities, and explicit differentiation for their needs. ***Prerequisite: Departmental and School Counselor approval required.***

Chemistry—ACC 727

ACC

Full Year

1 Credit

Gr. 10-12

Chemistry—ACC includes the study of the nature of matter, energy, chemical change, stoichiometry, periodicity, atomic structure, behavior of gases, liquids and solids, chemical bonding, acids and bases, thermo dynamics, kinetics, electrochemistry, and equilibrium. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for Problem solving. Completion of/or concurrent registration in Algebra II is recommended.

Chemistry—CCP 729

CCP

Full Year

1 Credit

Gr. 10-12

Chemistry—CCP is a laboratory-based course dealing with the study of matter, atomic structure, formula and equation writing, chemical reactions, states of matter, gas laws, chemical bonding, acids, bases and pH, equilibrium and environmental chemistry. Algebra is extensively used for problem-solving.

Physics/Chemistry (Integrated)—ACC 730

ACC

Full Year

2 Credits

Gr. 10-12

This is a year-long set of integrated courses that sequences physics and chemistry to maximize learning concepts within both courses. This course meets both 'A' days and 'B' days. Physics is examined in detail in the fall and chemistry in the spring with strategic overlap between the two courses as we progress through the year. This course is recommended for students with strong science and mathematical skills. Algebra is extensively used for problem-solving. ***Prerequisite: Successful completion of/or concurrent registration in Algebra II or Departmental approval.***

Physics—ACC 731

ACC

Full Year

1 Credit

Gr. 10-12

This intensive course is designed for students preparing for a mathematical, scientific or engineering profession. This course incorporates both theory and laboratory work in the following topics: mechanics, electricity, wave motion, atomic physics, and modern physical theories. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for problem-solving. Completion of/or concurrent registration in Algebra II is recommended.

Physics—CCP 733

CCP

Full Year

1 Credit

Gr. 10-12

Physics—CCP is intended to provide students with a comprehensive study involving theory and laboratory work in the following topics: mechanics, dynamics, circular motion, electricity and modern physical theories. Algebra is extensively used for problem-solving.

Environmental Science—ACC 722

ACC
Half Year
0.5 Credit
Gr. 10-12

This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in ecological field work, perform laboratory investigations, and undertake independent research. ***Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.***

Environmental Science—CCP 721

CCP
Half Year
0.5 Credit
Gr. 10-12

This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. ***Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.***

Forensics—CCP TBD

CCP
Half Year
0.5 Credit
Gr. 11-12

Forensic Science is an elective science course designed for students interested in the science used to solve crimes. The many different types of evidence found at crime scenes will be studied and students will learn methods to collect them safely. Modern technology will be examined to discover how it has made forensic work easier and more reliable over the years. Through hands-on experiments and crime-scene analysis, students will look to use what has been learned to solve "real" crimes. This course will cover many different aspects of science including chemistry, physics, and biotechnology. P**rerequisite:** ***Successful completion of Physical Science and Biology or Departmental approval.***

Human Anatomy and Physiology—ACC 715

ACC
Full Year
1 Credit
Gr. 10-12

This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. There is an expectation that students will demonstrate a high level of individual preparation and independent study. ***Prerequisite: Successful completion of Biology—ACC.***

Human Anatomy and Physiology—CCP 717

CCP
Half Year
0.5 Credit
Gr. 10-12

This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. Discussion related to concepts and key understanding of topics will be initiated and reviewed in class. ***Prerequisite: Successful completion of Biology or Departmental approval.***

Introduction to Meteorology 723

CCP
Half Year
0.5 Credit
Gr. 10-12

This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced.

Investigations in Space Science 745

ACC
Half Year
0.5 Credit
Gr. 11-12

This half year elective will focus on student interests in many aspects of space science. Students will be investigating current research, laws, and theories about the Universe and beyond. Topics also may include specific aspects of our solar system and man's travel and research within. Students will be expected to participate in class discussions, projects, presentations and traditional labs, quizzes, tests and research assignments. ***Prerequisites: Successful completion of Physical Science, Biology and***

AP® Biology 737

AP

Full Year

1 Credit

Gr. 11-12

The goal of this course is to offer ambitious students the challenge of a college level general biology course. Students are challenged in the areas of biochemistry, cell structure and function, genetics, evolution, and ecology presented in detail as they continue to develop science practices and big ideas. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. ***Prerequisite: Grade of 'B' or better in Biology-ACC and Chemistry-ACC or Department approval. Note: Summer preparatory work may be an additional requirement of the course.***

AP® Chemistry (SNHU Dual Enrollment opportunity) 735

AP

Full Year

1 Credit

Gr. 11-12

The purpose of this course is to offer ambitious students the challenge of a college level Chemistry program. The course follows the recommendations of the College Board and includes selected enrichment topics. The content is advanced and strong mathematical skills are needed. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. ***Prerequisites: Successful completion of Physical Science, Biology, Chemistry and Algebra II, or Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

AP® Environmental Science (SNHU Dual Enrollment opportunity) 742

AP

Full Year

1 Credit

Gr. 11-12

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human- made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students who select the course are required to take the AP exam in May. ***Prerequisites: Grade of 'B' or better in Biology—ACC and Chemistry—ACC or Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

AP® Physics I (SNHU Dual Enrollment opportunity) 734

AP

Full Year

1 Credit

Gr. 11-12

The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Newtonian mechanics, rotational motion, work, energy, power, mechanical waves, sound, electrostatics, and introductory DC circuits. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. ***Prerequisite: Successful completion of Algebra II and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

AP® Physics II (SNHU Dual Enrollment opportunity) 734A

AP

Full Year

1 Credit

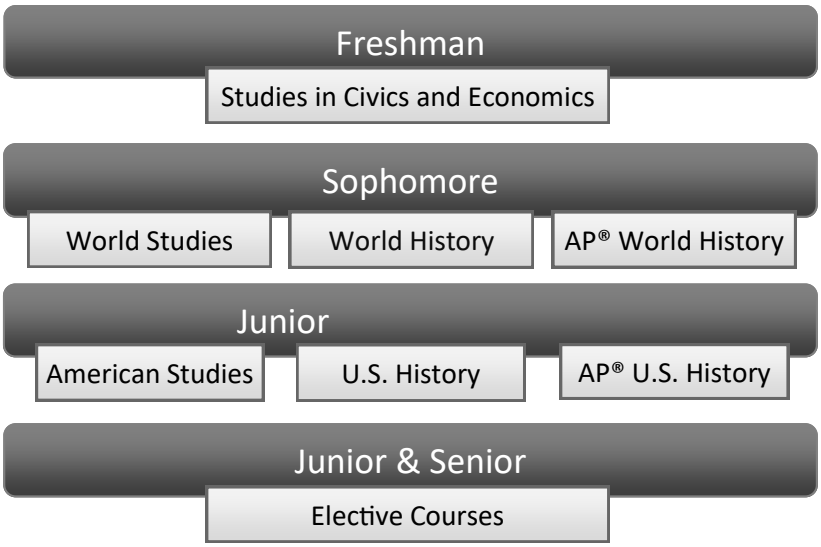
Gr. 11-12

The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical and modern physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Thermodynamics, heat, kinetic theory, fluids, electrostatics, DC circuits, steady-state RC circuits, magnetism, induction, optics, quantum physics, and nuclear physics. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. ***Prerequisite: Successful completion of AP Physics I, Pre-Calculus, and Departmental approval. Note : Summer preparatory work may***

For more information on dual enrollment opportunities, please see pg. 10.

Social Studies Department

The mission of the Social Studies curriculum is to provide opportunities for students to develop a global perspective, foster democratic ideals, and understand economic theories. These opportunities will help students understand and appreciate their physical, multi-cultural world so that they may become enlightened and active citizens. The Timberlane graduate will be able to connect the knowledge obtained to personal experience and will apply these to issues in the ever-changing world. The Social Studies Curriculum is written in adherence to the New Hampshire Department of Education Curriculum Frameworks for Social Studies.



Course Descriptions:

Studies in Civics and Economics—ACC 803A

ACC

Full Year

1 Credit

Gr. 9

This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work.

Studies in Civics and Economics—CCP 804C

CCP

Full Year

1 Credit

Gr. 9

This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs.

World History—ACC 806

ACC

Full Year

1 Credit

Gr. 10



World History—ACC builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21th Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students are asked to write extensively, using classroom learning, to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, readings from the text and other sources, film analysis, and classroom discussions are all possible learning techniques. Research-based presentations will be employed.

World History—CCP 811

CCP

Full Year

1 Credit

Gr. 10



World History—CCP builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21th Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

World Studies 808

ACC/CCP

Full Year

2 Credits

Gr. 10



World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and the literature of historical periods. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through writing and team-based projects. In addition to the study of history and literature, students will examine art, music, and philosophy related to the central themes studied in this course. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

AP® World History 821

AP

Full Year

1 Credit

Gr. 10-12



All AP courses are college-level courses and students should be prepared for that level of rigor. Building upon the learning from the standard World History courses, the AP World History course develops greater understanding of the evolution of the global process and intercultural contact. This is achieved through a combination of selected factual knowledge and development of appropriate analytical skills. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Students may receive college credit for this course by taking the World History Advanced Placement Exam, which is an expectation. ***Note: Summer preparatory work is a required part of the course.***

United States History—ACC 807

ACC

Full Year

1 Credit

Gr. 11



United States History—ACC builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussions, read texts and other materials outside of class, think creatively, present learning to the class, and write extensively. The process of researching and writing a college-style term paper will be included in the course.

United States History—CCP 809

CCP

Full Year

1 Credit

Gr. 11



United States History—CCP builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

American Studies 816

ACC/CCP

Full Year

2 Credits

Gr. 11



American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team-taught course that meets both 'A' days and 'B' days.. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

AP® United States History 819

AP

Full Year

1 Credit

Gr. 11-12



All AP courses have a level of rigor commensurate with a college-level course. Advanced Placement United States History is a chronological study of American History from Columbus to Clinton. The course emphasizes critical thinking, independent reading, research and extensive writing in the style of the AP exam. Should students achieve a score of 3, 4 or 5 on the Advance Placement exam (taking the exam is an expectation) they may receive a college credit. ***Note: Summer preparatory work is an additional requirement of the course.***

American Values in Film and Music * 841

ACC/CCP

Half Year

0.5 Credit

Gr. 11-12

Course will be offered in odd starting school years

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

Behavioral Psychology 840

ACC

Half Year

0.5 Credit

Gr. 10-12



Behavioral psychology is an accelerated semester long course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course will include extensive reading, weekly writing assignments, lab work, and in-depth classroom discussions.

Constitutional Law * 832

ACC 

Half Year

0.5 Credit

Gr. 11-12

Course will be offered in even starting school years

Constitutional Law is a study of the courts in the American political system. The focus of the course is on one of the most vital aspects of politics; interpreting and applying the nation's fundamental rules. The case method is used to analyze constitutional topics including: governmental power, race and gender discrimination, equal protection of the law, rights of the accused, modern constitutional theories, the right to privacy, as well as the First Amendment rights of freedom of speech, press, expression and religion.

Current Issues 843

CCP

Half Year

0.5 Credit

Gr. 10-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

History of Sports 833

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

In this class students will gain knowledge about the historical origins and development of various sports in America as well as worldwide major political, social, cultural, economic, and intellectual concepts throughout the chronological history of sports. Students will understand why and how sports have become a popular cultural phenomenon. They will examine the historical context as well as the significance of gender, race, ethnicity and social class. Students will begin to recognize the influence that commercialization has within the sports world. This historical investigation will be done through readings, primary sources, audio and visual materials, research based individual and collaborative based projects, as well as class discussion.

Law 831

CCP

Half Year

0.5 Credit

Gr. 10-12

This course studies the law from a practical, everyday viewpoint**.** Students will gain an understanding of their legal rights and responsibilities, knowledge of real life legal problems and the ability to analyze, evaluate, and in some cases, resolve legal disputes. The course will address general problems in the area of criminal, consumer, family, housing and individual rights law. Law will emphasize the application of New Hampshire State Law as well as law practiced throughout the United States.

Cultural Geography * 823

CCP

Half Year

0.5 Credit

Gr. 10-12

Course will be offered in even starting school years



This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can diminish its capacity to support human activity.

Popular Culture 834

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

This course provides an upper-level introduction to critical issues and approaches in the study of American popular culture. This includes defining popular culture and high culture using the student's own expertise as consumers of popular culture as a take-off point for exploring the various roles played by mass-mediated popular culture in our lives. Part of the task of this course will be to refine further the student's ability to read, research, evaluate, and synthesize materials from different disciplines into the student's own interdisciplinary analyses. The course will look primarily at television, film, advertising, stereotypes, popular music, and computer cyberculture, with occasional forays into other types of pop culture.

Psychology 839

CCP

Half Year

0.5 Credit

Gr. 10-12



Psychology is the study of human behavior and the mental processes. The course emphasizes participation as a key component to understanding student's behavior and individual thought. The primary method of analysis will be explained by utilizing personal examples. Students will be expected to communicate the principles of each major psychology concept to their own emotions, motivations, and learning experiences. Lastly, students will be synthesizing unit information by both paraphrasing through outlining and presentation formats. Key topics of study include memory, personality, adolescence, social psychology (cognition and behavior), and abnormal psychology.

Social Science of Well-Being 845

ACC

Half Year

0.5 Credit

Gr. 11-12

Simulated by ground-breaking research in the fields of Philosophy and Positive Psychology, both academia and popular media have seen an upsurge of interest in the "Social Science of Well-Being". What influences well-being? Can we measure happiness or peace of mind? What does the latest research and data tell us about the causes of happiness? How can we use the science of well-being to effect positive change in our lives? This course will explore these questions and more while examining the work of philosophers, sociologists, and psychologists from both the East and West who have pioneered the exploration of happiness. Students will examine recent discoveries in the field of the social sciences, reflect in their concrete implications, and consider strategies to integrate these new insights into their personal and professional lives.

Sociology * 835

CCP

Half Year

0.5 Credit

Gr. 10-12

Course will be offered in odd starting school years



Sociology is the study of societies, social groups, and the relationships between people. The field encompasses both the formation of particular societies and social groups, including their continuation, dissolution, and demise as well as the origins, structure and functioning of social groups. Students will learn the basic tools they need to develop a sociological imagination. The sociological imagination is the ability to see the connection between the larger social world and our personal lives. The development of the sociological imagination enables students to examine how society shapes human behavior and beliefs and how such actions and beliefs in turn shape society.

AP® European History 844

AP

Full Year

1 Credit

Gr. 11-12



The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic impression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation and (c) an ability to express historical understanding in writing. Students are required to take the AP exam in May. ***Note: Summer preparatory work is an additional requirement of the course.***

AP® Government 820

AP

Full Year

1 Credit

Gr. 12



All AP courses are college-level courses, and students should be prepared for that level of rigor. The Government course is a study of the American governmental system, including both the nuts and bolts of governing a nation and the influence of politics on decision-making. The course will include extensive reading, weekly writing assignments in the style of the AP exam, outside reading, and classroom discussions. Students may receive college credit for this course by taking the Government and politics US Advanced Placement Exam, which is an expectation. ***Note: Summer preparatory work is an additional requirement of the course.***

AP® Human Geography 822

AP

Full Year

1 Credit

Gr. 12

This course focuses student learning and study on the how and why of global human movement and interaction, its impact on our planet, and our understanding of it. Students will be introduced to the study of geography as a social science through emphasizing the relevance of geographic concepts to human problems. This course seeks to explore various geographic concepts related to human movement and interaction with the environment through the study of the five themes of Human Geography: Location, Human Environmental Interaction, Regions, Place and Movement. Students will critically explore the following topics in relation to human geography: Population, Migration, Cultural landscapes, identity, language, religion, political geography, urban geography, urban geography, development, agriculture, industry, human environment, and globalization. Students are required to take an AP exam in May. ***Note: Summer preparatory work is an additional requirement of the course.***

*** indicates that starting in 2021/2022 school year, these courses will be offered in alternating school years as outlined below**

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2022/2023	Cultural Geography; Constitutional Law
Odd	2023/2024	American Values in Film and Music; Sociology
Even	2024/2025	Cultural Geography; Constitutional Law
Odd	2025/2026	American Values in Film and Music; Sociology

Special Education Department

Timberlane Regional High School Special Education Department is committed to the New Hampshire Standards for the Education of Students to provide a free and appropriate education for all identified disabled students. We use a model of push in and pull out services.

TRHS follows the proper referral, evaluation, and placement requirements in order for a student to take part in specially designed instruction as a part of the student's IEP. A referral may be made by anyone that is responsible for the education of a student such as but not limited to: parent/guardian, teacher, or outside provider. After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available as discussed at an IEP Team Meeting.

Such placements may include, but are not limited to, the following options: targeted skill instruction, consultative assistance, related service provider services , paraprofessional support, transition skills support and/or specially designed instruction.

Life Skills—Daily Living 980

NL
Full Year
1 Credit
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on basic nutrition and cooking, home management, and personal care and safety. There is an emphasis on functional reading skills as they prepare students for their lives after high school. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special**

Life Skills—Consumer math 981

NL
Full Year
1 Credit
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on making purchases such as buying food and clothing within a budget, earning and budgeting money, and improving your household through managing a budget. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Life Skills—Career Planning TBD

NL
Half Year
0.5 Credit
Gr. 9-12

This special education course will guide students through the process of assessing their interests and determining preliminary career options.

Reading 960

NL
Full Year
1 Credit
Gr. 9-12

Special Education Reading classes are designed to meet the needs of students with intensive needs or profound needs resulting from reading related disabilities, and to address specific reading goals as part of their Individual Education Plan. Courses are designed to be taken in conjunction with grade level English classes in order to provide specialized instruction needed to help students meet with success in those classes. These courses do not fulfill an English requirement. Full year 1 credit. Class size is limited. Prerequisite Special Education Team approval.

Unified/Adaptive Physical Education 418

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is designed for students who would be successful in a small, personalized health and physical education setting with support from other students. Students will receive differentiated instruction in association to the Universal Design for Learning that provides a flexible environment to grow. Students will be exposed to a variety of health topics including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health in addition to knowledge of how to be physically active for a lifetime, and build community with their peers. ***Prerequisite: Departmental approval.***

Theater Department

One of the greatest playwrights of all time, Oscar Wilde, once said this about theater: "I regard the theater as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." The best way to find out if what Mr. Wilde has said is true is by exploring the possibilities of theater. By enrolling in any one of the courses that the Theater Department has to offer, you will find yourself in a new learning environment. You will be in a place where a bare stage replaces a blank sheet of paper for assessment, where acting out in class is encouraged, and where you will have a chance to explore your own hidden talents.

By taking any one of the classes offered in Theater, you will have a unique opportunity to look at learning in a new way, where your creativity and talent will be celebrated beyond a test grade or a written assignment. You will be able to transform your class work into performance. You can have the chance to see one of your own scripts actually performed by trained actors. You may find a new direction in life and new ways to express the wonderful qualities that exist in each and every one of us.

We look forward to seeing you on stage soon. To end with another Wilde thought, "The stage is not merely the meeting place of all the arts, but is also the return of art to life."

Course Descriptions:

Introduction to Theater 252

NL
Half Year
.5 Credit
Gr. 9-12

This class will offer a general introduction to theater from both a literary and a performance approach. Students will be learning about theater from reading and performing plays. They will also learn about the technical aspects of theater: costuming, sound design, set and prop construction, lighting effects, and special effects. This course is designed to encourage students to recognize the connection between literature and performance. It will allow students to gain confidence both in a classroom setting and on a stage. Actual performance will be a major form of assessment for the class.

Improvisation 267

NL
Half Year
.5 Credit
Gr. 9-12

The basic premise of improvisation is not based upon traditional instructional methods such as practice, memorization, review, and testing; it is actually based on failure more times than not. It is through failure that students learn to keep on trying, taking risks, and learning that how one handles failure is the true test of one's character. This class is based on team building, knowing that we will all make mistakes and risk-taking in an environment that is supporting and nurturing. The class will work on both the well-known short form, as well as the more challenging long-form improvisational styles. Participation through daily performance is the major form of assessment in this class.

Advanced Acting 265

ACC
Half Year
.5 Credit
Gr. 10-12

Advanced Acting will be a continuation of Introduction to Theater. In this class, students will study the craft of acting through a variety of acting techniques. They will learn about stage movement and acting styles demonstrated by masters in the field. This course is geared toward students who possess a serious interest in theater, and it would be beneficial to those who intend to study theater in college or as a career option. ***Prerequisite: Departmental approval.***

Playwriting 253

ACC
Half Year
.5 Credit
Gr. 11-12

This class will focus on creative writing. Students taking this class will work on writing scripts for theatrical production. While the class is specifically a creative writing class, students will also be reading a variety of published plays. Students will see their creative efforts turn into actual performances, since they will be able to access the talents of the Timberlane Players who will be performing the scripts during an annual one-act play series. This class is designed to provide students with an outlet for their talents and to help all students realize that what they do in class can have a dramatic impact on themselves and others.

World Language Department

The World Language Department offers courses in French, Latin, and Spanish to students at all levels of learning to support the requirement of most four-year colleges and universities. In our current globalized world, the study of a world language increases a student's connection to global cultures and perspectives, provides more opportunities for both national and international employment, and builds a foundation of linguistics that can apply to both English and his/her chosen language of study. Language courses seek to develop students' language proficiency around modes of communicative competence reflecting real life communication. The language one chooses is a matter of personal choice. There is no "easier" or "more difficult" one to learn. Learning a language requires the desire and willingness to work. It takes time to become proficient in a new language. Regardless of the length of time that students study a language, all students will develop and enhance their language skills and deepen their cultural understanding.

Course Descriptions:

French I—CCP 307

CCP
Full Year
1 Credit
Gr. 9-12



French I—CCP is an introductory course for students with who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students will enhance their cultural competence and understanding through a focused study of the products and practices of francophone communities in Canada. Students will acquire vocabulary and basic linguistic structures related to the themes of personal identity, families, schools and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

French II—ACC 314

ACC
Full Year
1 Credit
Gr. 9-12



French II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite:***

French II—CCP

CCP
Full Year
1 Credit
Gr. 9-12



In French II—CCP, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level I.***

French III—ACC 965

ACC
Full Year
1 Credit
Gr. 10-12



French III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship and the environment. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level II.***

French III—CCP 319

CCP

Full Year

1 Credit

Gr. 10-12

In French III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level II.***

French IV—ACC 331

ACC

Full Year

1 Credit

Gr. 11-12

French IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level III.***

French IV—CCP 327

CCP

Full Year

1 C

Gr. 11-12

In French IV—CCP, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level III.***

French V—ACC 338

ACC

Full Year

1 Credit

Gr. 12

In this advanced course, students will develop their listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of France and francophone countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level IV.***

AP® French Language and Culture 342

AP

Full Year

1 Credit

Gr. 12

The AP French Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP French Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken and as such, is an immersion experience requiring almost exclusive use of French. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. ***Prerequisite: Successful completion of Level IV.***

Spanish I—CCP 311

CCP

Full Year

1 Credit

Gr. 9-12

Spanish I—CCP is an introductory course for students who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Spain. Students will acquire vocabulary and basic linguistic structures related to the topics of personal identity, families, schools, and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

Spanish II—ACC 318

ACC

Full Year

1 Credit

Gr. 9-12

Spanish II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level I.***

Spanish II—CCP 317

CCP

Full Year

1 Credit

Gr. 9-12

In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level I.***

Spanish—III ACC

ACC

Full Year

1 Credit

Gr. 10-12

Spanish III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level II.***

Spanish—III CCP 311

CCP

Full Year

1 Credit

Gr. 10-12

In Spanish III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level II.***

Spanish—IV ACC 335

ACC

Full Year

1 Credit

Gr. 11-12

Spanish IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level III.***

Spanish—IV CCP 324

CCP

Full Year

1 Credit

Gr. 11-12

In Spanish IV—CCP students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level III.***

Spanish V—ACC 340

ACC

Full Year

1 Credit

Gr. 12

In this advanced course, students will develop listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of hispanic countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. ***Prerequisite: Successful completion of Level IV.***

AP® Spanish Language and Culture 343

AP

Full Year

1 Credit

Gr. 12

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and, as such, is an immersion experience requiring almost exclusive use of Spanish. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. ***Prerequisite: Successful completion of Level IV.***

Career and Technical Education (CTE)

Courses available at Salem High School and Pinkerton Academy

Those students who wish to gain career and technical training and certification while still in high school should consider the opportunity of attending a regional CTE Center. Students who enroll in the program take their academic courses at Timberlane Regional High School and a two period career and technical course at the CTE Center at Salem High School or Pinkerton Academy. Transportation to Salem High School is provided by Timberlane Regional High School. Students attending Pinkerton programs are required to provide their own transportation.

The following CTE programs are available through the CTE in Salem:

Automotive Technology Pathway

Biomedical Science Pathway

Business Pathway

Carpentry Construction Pathway

Computer Science and Technology Pathway

Cosmetology Pathway

Culinary Arts and Hospitality Pathway

Engineering Pathway

Graphic & Digital Design Pathway

Health Science Pathway

Teaching Pathway

Television and Media Production Pathway

Automotive Technology

Automotive Technology is a two year program aimed at preparing students for careers in the automotive industry such as: automotive technicians, service writers, engineers, parts distributor, and aviation and diesel technicians. Many students their education at community and technical colleges and gain employment. Students can earn industry credentials and college credit through Manchester Community College.

Automotive Technology 1 861

CCP

Full Year

2 Credits
Double Period

Gr. 11

In Automotive Technology 1, students will study many of the major automotive systems while learning how a quality automotive shop operates. Major topics of instruction include shop safety, shop operations, lubrication, engine components, steering and suspension, brake systems, and vehicle safety inspections. Students will also develop an understanding of service write-ups, customer service, and parts management. Students will gain valuable hands-on experience performing live work in the Salem AutoTech shop. Appropriate safety instruction is provided and students are required to wear proper footwear, eyewear, and clothing for use in laboratory activities. The National Institute for Automotive Service Excellence (ASE) recognizes the Salem Automotive Technology program as a certified training program and it has achieved National Automotive Technicians Education Foundation (NATEF) certification. Students will be eligible to earn SP2 safety certification, Valvoline oil certification, as well as industry-driven training from various local companies.

Automotive Technology 2 863

CCP

Full Year

2 Credits
Double Period

Gr. 12

In Automotive Technology 2, students will use the skills and competencies mastered in Automotive Technology 1, while mastering new competencies in front-end alignment, steering and suspension, emissions, engine principles, cooling and heating systems, electrical diagnosis and repair as well as scan tool use. A continued emphasis on safety, shop management, and proper workplace attitude are important components of this course. Students are required to provide proper footwear and clothing for use in laboratory activities. Automotive related colleges and post-secondary schools visit the program each fall to inform students of post-secondary options. Students will be eligible for student level ASE certification and have the opportunity to compete in Skills USA competition. ***Prerequisite: Grade of C or better in Automotive Technology 1 or teacher recommendation.***

Biomedical Science

Biomedical Science is a laboratory-based, two year program aimed at preparing students for a variety of careers and professions in the life science, biotechnology as well as medical fields. Using a hands-on approach and state-of-the-art equipment, a student will explore a workplace approach to working in medicine, genetics, biotechnology, pharmaceuticals, biochemistry, biomedical engineering, and research to name a few. The lab equipment, technology and lab bench skills rivals the quality of many college programs. Completion of Biomedical Science 1 satisfies the life science graduation requirement. Biomedical Science 2 is a Running Start program and qualifies for 3 college credits in Biotechnology.

Biomedical Science 1 870A

CCP

Full Year

2 Credit Double Period

Gr. 11-12

Biomedical Science is a two-year program for students interested in pursuing a major or career in the medical sciences, biotechnology and many affiliated fields. It is a very hands-on program where you will learn skills and techniques in our state-of-the-art laboratory while preparing you for these high-demand jobs. In Biomedical Science 1 you will focus on microbiological techniques such as aseptic technique, growing culture, media preparation, microbial genetics and identification. You will also study techniques in DNA manipulation, cell culture, protein production, biomolecule purification, drug discovery, bioinformatics, and much more. The work completed in this course rivals most undergraduate programs. If you enjoy the sciences in a hands-on laboratory environment, then this course if for you! Biomedical Science 1 fulfills the life science/biology graduation requirement. Prerequisite: Current grade of C or better in current science course.

Biomedical Science 2 870B

CCP

Full Year

2 Credits Double Period

Gr. 11-12

Biomedical Science 2 focuses on advanced topics and the direct application of skills related to biomedical science, biochemistry, and biotechnology. You will further your skills in Quality Control, recombinant DNA technology, immunology, protein purification, as well as forensic DNA testing. You will have the opportunity to earn certificates representing a number of demonstrated laboratory skills. In addition, as experienced laboratory technicians, you will have the opportunity to gain additional experience working independently on a Capstone research project. This course qualifies for 3 college credits in biotechnology as part of Early College Program. Prerequisite: Grade of C or better in Biomedical Science 1.

Business Pathway

The Business Pathway is a program that offers students the opportunity to earn up to 15 college credits through Manchester Community College which may be transferred to many 4 year colleges and universities. A student is considered a Business Pathway completer if they complete 4 of the 5 courses. Business Principles must be taken as the first course and is a prerequisite for all other courses.
Typical course sequence:
Year 1: Business Principles, semester 1; Business Law, Marketing, or Accounting, semester 2.
Year 2: Business management, semester 1; Business Law, Marketing, or Accounting, semester 2.

Business Principles TBD

CCP

Half Year

1 Credit Double Period

Gr. 11-12

This course is designed to provide you with a basic understanding of the structures and operations of business. You will gain an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors. Business ownership, management, marketing, the global economy, money and investments will also be explored. Note: This course is the first course in the Business Pathway Program and must be completed before taking any other Business Pathway courses. This course is eligible for three college credits.

Marketing TBD

CCP

Half Year

1 Credit Double Period

Gr. 11-12

The sales and marketing fields have great opportunity for employment. In this course, you will take an in-depth look into the marketing of goods and services within the diverse marketing industry. Topics include: sports and entertainment, fashion, retail, marketing communication, consumer behavior, product planning, visual merchandising, pricing, and advertising. Students will obtain their skills and knowledge through classroom instruction, activities, and group and individual projects. Prerequisite: Successful completion of Business Principles. This course is one of the five courses in the Business Pathway Program and is eligible for 3 college credits.

Accounting, Honors TBD

CCP

Half Year

1 Credit Double Period

Gr. 11-12

This course provides a rigorous, comprehensive study, of accounting principles. Students who are interested in a career in accounting, financial management, or who intend to major in business in college should consider this course. The course content is equivalent to a first semester college accounting course. Prerequisite: C or better in Business Principles. This course is one of the five courses in the Business Pathway Program, and is eligible for 3 college credits.

Business Law TBD

CCP

Half Year

1 Credit Double Period

Gr. 11-12

Business law will increase your understanding of business' responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions. Students will work with case studies to learn how business and personal law affect organizations and individuals. Topics discussed include: constitutional law for business and on-line commerce, torts and privacy, business and cyber-crimes, ethics and social responsibility, and contracts and warranties. Prerequisite: Successful completion of Business Principles. This course is one of the five courses in the Business Pathways program and is eligible for 3 college credits.

Business Management (semester 2) TBD

CCP

Half Year

1 Credit Double Period

Gr. 11-12

In Business Management students will be introduced to the principles and techniques underlying the successful management of business organizations. Topics students will learn include: supply and demand, market structure, entrepreneurship, leadership, motivational techniques, ethics and social responsibility, management styles, and the functions of management. Students will analyze basic management activities and apply knowledge to complete a business plan for a company of their own creation. ***Prerequisite: Successful completion of Business Principles. Eligible for 3 college credits.***

Carpentry and Construction

Construction technology is a program designed to prepare students for a career in the construction industry. Students interested in residential and commercial construction, construction management, architecture, and engineering will benefit from this program. The course is a blend of classroom theory and on-site, hands-on construction projects where students will learn basic building systems and techniques.

Carpentry and Construction 1 865

CCP

Full Year

2 Credits Double Period

Gr. 11

In this course, students will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include tool selection and usage, plan reading, layout, footings and foundations, and floor and wall systems. Students should be comfortable on ladders and with working outside in a variety of conditions. Students will complete projects such as sheds, decks and additions as part of this program. Students are required to have proper work boots and clothing.

Carpentry and Construction 2 867

CCP

Full Year

2 Credits Double Period

Gr. 12

In Carpentry and Construction 2, students will expand on their skills from the first year and learn more advanced skills in areas such as roof and stair framing, siding systems, insulating, window installation, roofing, and finish work. Students will complete more advanced projects in this course. Students are required to have proper work boots and clothing. Students are eligible to earn certification in OSHA 10 Hour Safety. ***Prerequisite: Grade of C or better in Carpentry and Construction 1.***

Computer Science Pathway

The Computer Science Pathway is a two-year program designed for students who are interested in careers in the information technology sector such as programing, software development and software engineering. This is one of the fastest growing sectors for job growth with excellent earning potential. Career pathways include certificate program, and two and four-year college degrees.

AP Computer Science Principles 873A

AP

Full Year

2 Credit Double Period

Gr. 11-12

This is a full year course, meeting every day. Students learn about the Internet, programming and App development using Python; data science using Pyret; and cybersecurity. We cover the standard AP Computer Science Principles curriculum through CodeHS, CMU Academy (Python), plus a more in-depth look into data science using Bootstrap World and a more in-depth look into cybersecurity using NCyTE and by participating in Cyberstart America competition. Prerequisite: Successful completion of Algebra 1 (

AP Computer Science A 873B

AP

Full Year

2 Credit Double Period

Gr. 11-12

This is a full year course, meeting every day, that is AP and FIRST (4 CR - UNH Manchester). Students learn about the Java programming language including: Primitive Types, using Objects, Boolean Expressions and if Statements, Iteration, Writing Classes, Array, Arraylist, 2D Array, Inheritance, and Recursion and Advanced Data Structures. We also work with Raspberry Pi (Python) and physical computing. Prerequisite: AP Computer Science Principles

Cosmetology Pathway

Cosmetology is the newest program offered at the Salem CTE where a brand new salon and classroom have been constructed. Cosmetology is a high demand area with a strong employment outlook. The State of New Hampshire requires 1500 hours of education and clinical experience for licensing. Through partnerships with post-secondary cosmetology schools, students can earn up to 300 clinical hours over the 2 year CTE program. Students should have strong communication skills as this is a very social environment. Because clinical hours are accrued, all absences must be made up to account for lost hours. Students are responsible for obtaining an apprentice license ($50.00) and a cosmetologist's kit and mannequin ($150.00). Financial and fundraising assistance is available.

Cosmetology 1 848

CCP

Full Year

2 Credits

Double Period

Gr. 11

In Cosmetology 1 students will be introduced to the cosmetology industry and associated careers. Students will work in a combined classroom and hands-on environment learning safety and sanitation, hair cutting and styling techniques, nail technology and esthetics. A newly constructed cosmetology salon serves as the classroom for working with hair mannequins. All students are required to obtain a cosmetology apprentice license from the State of New Hampshire and purchase a cosmetology kit and mannequin head (approx. $200.00 with payment plan and fundraising opportunities available).

Cosmetology 2 849

CCP

Full Year

2 Credits

Double Period

Gr. 12

In cosmetology 2, students continue to improve and practice their skills from level 1 while learning more advanced hair cutting and styling techniques, coloring techniques and advanced esthetics such as facials and pedicures. Students will learn about the business of salon operations and ownership. Cosmetology 2 students will have the opportunity to work with customers in the salon. An additional cost for advanced tools may be required ($75). Prerequisite: grade of B- or better or teacher recommendation.

Culinary Arts and Hospitality

Do you love to cook? Do you enjoy serving people and making them happy? The culinary and hospitality industry provides a wealth of opportunity to work and travel. Tourism is one of the largest industries in New Hampshire and demand for quality trained cooks and chefs is high. Students will gain excellent industry experience in this highly hands-on program learning their way around a commercial kitchen and restaurant. Students will work with a team of peers to successfully operate the on-site restaurant as well as catering a variety of functions.

Culinary Arts 1 881

CCP

Full Year

2 Credits

Double Period

Gr. 11-12

In Culinary Arts I students will learn about kitchen safety and sanitation, culinary terminology, product identification, baking skills, knife skills and other culinary skills essential to the industry. Students will work as a team preparing food for the Three Seasons restaurant and other catering and culinary functions. If students enjoy cooking and working with a fun team in a fast-paced environment, then culinary arts is for them. Opportunity in the culinary and hospitality business is endless and is a profession that students can practice anywhere in the world.

Culinary Arts 2 883

CCP

Full Year

2 Credits

Double Period

Gr. 11-12

In this course, students will build on their skills from year one and take on a leadership role in menu design, working brigade positions such as Sous Chef, dining room manager, expediting, and lead baker. Students assume all upper management positions within the kitchen, dining room, and bakery. Students will further refine their skills and knowledge by completing a culinary arts electronic portfolio. This project serves to document their cooking, baking pastry and employability skills, as well as their knowledge of safety and sanitation. Students may also participate in after school functions and banquets. College credit is available through Lakes Region Community College. ***Prerequisite: Grade of a C or better in Culinary Arts 1 or teacher recommendation.***

Engineering Pathway

The Engineering pathway is designed for students interested in careers in engineering, engineering technician, advanced manufacturing, architecture, construction, CNC operation, CADD, and product design. The program is a blend of classroom and hands-on experiences designed to teach students the engineering process and fields associated with engineering. Students earn college credit from NHTI for each course completed.

Engineering 1 TBD

CCP

Half Year

1 Credit (RS)

Everyday

Gr. 9-12

The first course in the engineering sequence will introduce you to basic engineering design principles and teach you how to digitally model and physically create objects of your own. Students learn to use advanced computer design software, 3D printers, and basic machinery and techniques in the fabrication lab. You will develop marketable, transferable skills useful in multiple career pathways. This course follows the Project Lead the Way, Introduction to Engineering Design curriculum. Prerequisite: C or better in Algebra I.

Engineering 2 TBD

CCP

Half Year

1 Credit (RS)

Everyday

Gr. 10-12

The second course in the engineering sequence goes beyond the design step to teach you the skills needed to construct and test an object of your own. Emphasis is on build strategies and techniques for testing and analysis. Students work on multiple hands-on projects and problems that integrate intermediate fabrication and solid modeling tools. A focus will be on developing interpersonal and team-based skills essential for career

Engineering 3 TBD

CCP

Full Year

2 Credits (RS)

Everyday

Gr. 10-12

Lead the Way, Principles of Engineering curriculum. Prerequisite: C or better in Engineering 1.

The third course in the engineering sequence, this full-year program incorporates advanced engineering and fabrication techniques as well as computer numeric control (CNC) operation into previously learned engineering skills and processes. Students will work on team-based capstone designs and develop working prototypes in the fabrication lab. This course follows the Project Lead the Way, Computer Integrated Manufacturing curriculum. Prerequisite: C or better in Engineering 2.

Graphic & Digital Design Pathway

The Digital Graphics Application program provides students with a diverse exposure to multiple digital media types and digital graphic layout and design. A strong focus on learning and applying Adobe Creative Cloud Application including Indesign, Photoshop, Illustrator, Premier, and Flash. 12 college credits are available through the Running Start Program.

Graphic & Digital Design 1 897B

CCP

Full Year

2 Credit Double Period

Gr. 11-12

This course provides a broad-based curriculum designed to include a range of learning activities associated with the graphic design industry. Students work in a professional design lab environment with access to high-end computers, Adobe CS software, digital press and plotter printing technology, vinyl banner construction and other equipment relevant to project construction. All graphic design projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, graphic design codes, vector/photo manipulations, color theory, digital illustration and typography. Software skills focus on Adobe Photoshop, Illustrator, InDesign and Premier. Students will work on a variety of projects for both themselves and other clients in a team environment while building their portfolio.

Graphic & Digital Design 2 898A

CCP

Full Year

2 Credit Double Period

Gr. 11-12

This is the second year of the Graphic Design program and will continue to focus on improving and enhancing the creativity and design skills of students. Advanced software skills and projects will be emphasized as students continue to develop their portfolio, solidify their career plans, and hone their collaborative and project management skills. Opportunities for job shadows and internships are encouraged. Prerequisite: C or better in Graphic Design 1 or permission of instructor.

Health Science Technology

The health care industry is one of the top 3 industries in New Hampshire and abroad. The employment opportunity is vast in this diverse field of study. This outstanding program will prepare students for a variety of healthcare jobs. The program completers are highly successful and typically go on to be nurses, EMT's, physicians, occupational and physical therapists, pharmacists and physicians assistants to name a few.

Health Science Technology 1 889

CCP

Full Year

2 Credits Double Period

Gr. 10-11

Health Science Technology is a two-year program for juniors and seniors who are interested in pursuing a career in the healthcare field. During the first year students will concentrate on establishing a strong foundation in anatomy and physiology, safety issues, infection control and career exploration. Students are eligible to receive 3 college credits in medical terminology from Manchester Community College. Classroom activities include: lecture, poster presentations, internet projects, competitive games, anatomy labs and audio-visual learning related to diagnosis, treatment and prevention of disease. Skills component include: vision and hearing testing, vital signs, (temperature, pulse, respiration and blood pressure), gown, glove and hand washing techniques as well as training in taking EKGs. The clinical experience for first year students includes vision and hearing testing at local elementary schools and Salem High School. Students also have the opportunity to assist in the annual "sport physicals" offered through the Athletic Department. Students interested in pursuing any career in healthcare would benefit greatly from this course. **Prerequisite: Grade of B - or better in Biology at time of application and a 3.0 GPA. Requirement: Immunization records, including a current PPD Test (within the last year**).

Health Science Technology 2 891

CCP

Full Year

2 Credits Double Period

Gr. 11-12

Health Science Technology 2 continues with the completion of studies in anatomy and physiology, pathophysiology, infectious disease, and safety training. American Heart Association CPR certification is provided to all level two students. During second semester, students choose to participate in one of three clinical rotations: Emergency Medical Technician (EMT), Nursing Assistant (NA), or Allied Health Community Internship (MA). The EMT and NA program require both classroom and clinical rotations at the Salem Fire Department or the Northeast Rehabilitation Hospital. These rotations will require some weekend and evening clinical hours. Upon successful completion of the EMT or NA program, and the corresponding state licensing exam, licensing will occur. Students in the NA program are responsible for coordinating and assisting with an annual blood drive. Students enrolled in the Allied Health Community Internship program (MA) require both classroom hours and a four month clinical rotation in the community with a preceptor of their choice. A clinical interview with the clinical preceptor is required for all students. At the end of the semester, students will have approximately 60 clinical hours of experience. Available community sites include agencies specializing in radiology, pharmacology, internal medicine, dental health, physical or occupational therapy and veterinarian medicine. Health Science Technology promotes responsibility, leadership, maturity, communication skills and professional behavior. **Successful completion of HST 1 and HST 2 satisfies the graduation requirement for health.** ***Prerequisite: Grade of B- or better in HST 1 and teacher recommendation. Requirements: EMT course: EMT book and uniform approximate cost $150.00 – NA course: book and uniform approximate cost $100.00 – financial aid is available. MA, NA and EMT students may need to have a current covid-19 and influenza vaccine prior to attending clinical sites. This is at the discretion of the clinical site. Name tag and immunization records with updated PPD within the year are also required.***

Teaching Pathway

Are you considering a career as a teacher or in the education field? This program will prepare students to work in a school, for any grade or subject. Students will spend time in the classroom learning education theory and teaching strategies, working in the on-site preschool, or observing classrooms at various grade levels. If students who are considering school counseling, speech or occupational therapy, special education or teaching, this program will give them an excellent preparation for work in college.

Teacher Education 1 857A

CCP

Full Year

2 Credits Double Period

Gr. 10-12

Students who are considering a career in any level of education to education history, theory, and methods of teaching. This course provides students with a basic understanding of an introduction to teaching and the education profession. The competencies and curriculum focus on education topics similar to those taught in a college course. The nature of this course requires mature, responsible, self directed learners interested in pursuing a career in the education field. Teacher Education 1 also requires students to complete observation hours in a variety of offsite classroom settings. This course earns 4 college credits from SNHU. Prerequisite: Grade of C+ or better in previous Math and English classes.

Teacher Education 2 857B

CCP

Full Year

2 Credits Double Period

Gr. 11-12

Teacher Education 2 focusses on child growth and development. Theories relevant to individual stages of development are discussed in the sociological , cultural and psychological aspects of human growth and development are studied. This course will introduce students to the principles and practices of assessment for teaching and learning.

Grade of C or better in Teacher Education 1.

Television and Media Production

Television and Video Production is a program designed for students who are interested in careers in the visual arts, broadcasting and production. This highly hands-on, project oriented program teaches students a multitude of skills and techniques which rivals many college programs. If students have an interest or passion for film, broadcasting, TV and production, this is where they belong. Many of graduates have gone on to lucrative jobs and careers in this profession.

Television and Media Production 1 864

CCP

Full Year

2 Credits Double Period

Gr. 11

Television and Media Production 1 is designed to help you gain and understanding of the writing and technical skills required for quality video production. Emphasis will be on building a foundation through lecture, readings, writings, and video production. You will utilize state of the art television, computer, and multimedia equipment to produce quality media production. This course qualifies for 3 college credits.

Television and Media Production 2 858

CCP

Full Year

2 Credits Double Period

Gr. 12

Television and Media Production 2 is an advanced course where students master basic TV production techniques and gain greater experience in TV production. You will assume the role of writer, producer, director, actor, camera person, technical and audio director , and editor, while applying organizational production skills to produce a weekly newscast among many other projects throughout the year. Prerequisite: Grade of C+ or better in Television and Media Productions 1.

The following CTE programs are available through the regional center at Pinkerton Academy:

Animal Science
Electrical Technology
Environmental Science and Natural Resources
Welding Technology

Introduction to Animal Science 859A

CCP
Half Year
0.5 Credit
Gr. 11

This half-year (0.5 credit) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include history and domestication of animals, animal biology, and animal behavior.
Note: Students take concurrently with Introduction to Animal Management for the first semester.
Prerequisite: CTE Application

Animal Management 859

CCP
Full Year
1 Credit
Gr. 11

In this full-year (1 credit) course, students will learn how to successfully become prepared to work in an animal care facility by learning proper sanitation and care techniques of the small animals within the lab. Specific units of instruction will include but are not limited to: small and large animal care, safety, diseases, breeds of animals, careers in the animal industry, animal nutrition, and animal reproduction management.
Note: Students take concurrently with Introduction to Animal Science for the first semester.
Prerequisite: CTE Application

Animal Health & Veterinary Technology 859B

CCP
Full Year
2 Credits
Double Period
Gr. 12

This full-year (2 credit) course meets every day. It is designed for students who are interested in a future career with animals in the health and veterinary technology field. Units of instruction will include but are not limited to: Introduction to veterinary technology, veterinary terminology, animal diseases, animal behavior & training, animal anatomy & physiology. Students will be certified in Pet CPR & First Aid through an accredited program. Students will also learn how to properly perform basic grooming on canines and run a student CTE enterprise: Pinkerton Pet Palace. Early College Program credits available.

Prerequisite: Successful completion of Introduction to Animal science & Animal Management with a min. grade of 80 and permission from the CTE Director.

Electrical Technology I 872

CCP
Full Year
2 Credits
Double Period
Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, test equipment, blueprint reading and local code requirements. Students will complete calculations for normal residential circuits and special purpose wiring systems. This hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment. Students will have the opportunity to obtain their OSHA 10 certification with successful completion of the course.
LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is $60.
Prerequisite(s): CTE Application and completion of Algebra 1A or B with a 75 or higher, or an 80 for Algebra 1C

Electrical Technology II 872A

CCP
Full Year
2 Credits
Double Period
Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. The course covers industrial, commercial installations and basic generator install and maintenance. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various projects. Students will learn how to use power tools, test equipment, specialty tools and control circuits used in the electrical field. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

Prerequisite(s): Completion of Electrical Technology I with a 80 or higher and permission from the CTE Director.

Environmental Science & Natural Resources I — 884A

CCP

Full Year

2 Credits Double Period

Gr. 11-12

This full-year (2 credit) course meets every day. It is for students who wish to explore and conserve both public and private habitats through a variety of real life science applications. Activities in this course use science, planning, and geospatial technology to protect and restore forest ecosystems. This course will teach students how to conserve and sustain the forest to provide wildlife habitat, conserve soils, watersheds and recreational opportunities. Students will gain skills and experience through a variety of engaging real life activities in the vast Pinkerton Academy outdoor and indoor classroom. Students will utilize class time to engage in outdoor activities throughout the seasons applying skills to both Pinkerton Academy's outdoor classroom and Forsaith Forest in Chester, NH. Students obtain Industry certifications in outdoor safety. College articulations are available. Related student organization: FFA.

Prerequisite: CTE Application

Environmental Science & Natural Resources II — TBD

CCP

Full Year

2 Credits Double Period

Gr. 11-12

This full-year (2 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. They will participate in a citizenship science project that focuses on responsible stewardship of the environment. There are many hands-on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organization: FFA.

Prerequisite: Successful completion of Environmental Science and Natural Resources 1 and permission from the CTE Director.

Welding Technology I — 874

CCP

Full Year

2 Credits Double Period

Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, arc welding, and metal-fabrication. Personal protective equipment required to be worn.

Prerequisite: CTE Application

Welding Technology II — 874A

CCP

Full Year

2 Credits Double Period

Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.

Prerequisite: Successful completion of Welding Tech. 1 with a min. grade of 75 and permission from the CTE Director.

Evening Division

The Evening Division program offers students a way to learn outside of the traditional school day. Most Evening Division students are taking classes during the daytime as well. Many students use Evening Division courses to supplement their educational program, while others are 'catching up' with their credit status. Students in these classes, which utilize the same curricula and many of the same teachers as the day school program, earn CCP credit towards a Timberlane Regional High School diploma. Students wishing to complete their education solely in the evening must complete the exact same requirements as students in the day program. Those interested should contact their school counselor for a schedule of the classes, requirements for entry, and restrictions on the number of absences. Most classes meet one evening a week, from 4:00—7:00 pm. Specific class offerings are finalized in August and December of each school year. For more information, please contact the School Counseling office at the high school.

Courses typically offered through Evening Division (subject to change):

Course Descriptions:

ART

Foundations of Art	001
CCP Spring .5 Credit Gr. 9-12	Fundamental two-dimensional and three-dimensional art and design will be investigated. Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. ***Foundations of Art is a prerequisite to all other Art Department courses.***

BUSINESS

Microsoft Office Essentials	108
CCP Spring .5 Credit Gr. 9-12	This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents. This course meets computer requirements for graduation.

ENGLISH

World Literature	221
CCP Fall 1 Credit Gr. 10-12 NCAA	In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary development, informational writing, argumentative writing, research, and oral presentations.

American Literature	218
CCP Spring 1 Credit Gr. 11-12 NCAA	This course focuses on the major movements of American Literature including: Puritanism, Romanticism, Realism, Modernism, and Post-Modernism. A variety of texts will be read including: poetry, drama, fiction, and non-fiction that also correspond to the major movements in US history. Students will continue to develop skills through vocabulary study, literary analysis, and composition. A major research paper is an expectation of all students in this course.

Expository Writing 217

CCP
Fall
.5 Credit
Gr. 11-12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision and frequent peer and teacher conferences. In addition, the class will read the work of the professional authors as a means of exploring writing strategies and of understanding the links between reading and writing. Regular and varied reading of informational texts and nonfiction is also required. Vocabulary development will be a regular feature of this course.

Introduction to Critical Analysis 223

CCP
Fall
.5 Credit
Gr. 11-12



This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. All formal writing assignments will be process-centered; that is, pre-writing, peer and teacher conferencing, and frequent revision. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts. Vocabulary study is an expectation of each student.

Shakespeare TBD

CCP
Spring
.5 Credit
Gr. 11-12



Students in Shakespeare engage in analysis of Shakespeare's works. Representative plays and poetry will be read and critiqued through discussion and writing. In addition, the literature will be studied within the historical and cultural context of Elizabethan/Jacobean England. Each student will be required to complete a research project on one aspect of Shakespeare's work.

The Short Story and Its Writer 255

CCP
Spring
.5 Credit
Gr. 11-12

Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

HEALTH AND PHYSICAL EDUCATION

Intro to Physical Education 405

CCP
Fall/Spring
.5 Credit
Gr. 10-12

This course will cover the 5 Components of Physical Fitness (Cardio-vascular endurance, muscular strength, muscular endurance, flexibility, and body composition). Students will engage in a variety of activities such as, but not limited to; strength training, yoga, interval training, plyometric workouts, and dance. Students will take responsibility for their own personal fitness levels. Individual fitness plans will be developed and monitored throughout the course.

Health I 402

CCP
Fall
.5 Credit
Gr. 9-12

The Health I course is designed to provide students with current information regarding the dimensions of health while giving them an opportunity to apply necessary skills for the future to be a healthy person. The topics students will be learning include, but are not limited to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, Nutrition, and Human Sexuality. The goal of this course is to explore major health topics and help students develop the necessary skills to achieve and maintain high-levels of health.

Health II 412

CCP
Spring
.5 Credit
Gr. 10-12

Health II will take a deeper look at many of the course topics that were introduced in Health I. These topics may include but are not limited to: Eating Disorders, Addiction and Recovery, Healthy Relationships, and refresh skills in CPR and using an AED. Hands on activities, discussions, technology, and project based learning will be a large component of this class. Students will also be required to complete a service learning component. ***Prerequisite: Successful completion of Health I.***

MATH

Algebra I 609

CCP

Fall

1 Credit

Gr. 10-12

Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

Applied Geometry 616

CCP

Fall/Spring

1 Credit

Gr. 10-12

This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. ***Prerequisite: Successful completion of Algebra I.***

Algebra II—Part 1 623

CCP

Fall/Spring

1 Credit

Gr. 11-12

This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. ***Prerequisites: Successful completion of Algebra I and Geometry.***

SCIENCE

Physical Science 707

CCP

Fall

1 Credit

Gr. 10-12

The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

Applied Biology 713

CCP

Spring

1 Credit

Gr. 10-12

This course involves the practical application of biological concepts to everyday life. Students will learn to be global citizens by studying topics such as environmental issues, animal husbandry, horticulture, and new advances in genetic engineering.

Environmental Science 721

CCP

Fall

.5 Credit

Gr. 11-12

This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human -made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. ***Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.***

Introduction to Meteorology 723

CCP

Half Year

.5 Credit

Gr. 11-12

This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced. ***Prerequisite: Successful completion of two years of science.***

SOCIAL STUDIES

World History 811

CCP

Fall

1 Credit

Gr. 10-12

World History builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21th Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

United States History 809

CCP

Spring

1 Credit

Gr. 11-12



United States History builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

American Values in Film and Music 841

CCP

Spring

.5 Credit

Gr. 11-12

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

Cultural Geography 823

CCP

Fall

.5 Credit

Gr. 11-12



This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can diminish its capacity to support human activity.

Current Issues 843

CCP

Spring

.5 Credit

Gr. 11-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

Archived classes

Courses			Level	Grades				Credits
Art	Traditional Painting Methods	007	NL	9	10	11	12	0.5
English	Analysis of Literary Movements	271	ACC				12	1
English	Introduction to Critical Analysis	224	ACC				12	0.5
English	Introduction to Critical Analysis	223	CCP				12	0.5
English	Shakespeare	235	ACC				12	0.5
Science	Botany	743A	ACC		10	11	12	0.5
Science	Botany	743	CCP		10	11	12	0.5
Science	Marine Biology	739	ACC		10	11	12	0.5
Science	Oceanography	741	ACC		10	11	12	0.5
Science	Zoology	744A	ACC		10	11	12	0.5
Science	Zoology	744	CCP		10	11	12	0.5

Traditional Painting Methods 007

NL

Half Year

0.5 Credit

Gr. 9-12

Traditional techniques in acrylic and watercolor paint will be explored with an emphasis on creating more personal and powerful compositions. Assignments that inspire and challenge will require innovative thinking and creative problem solving. Traditional and non-traditional artists' techniques will be studied. Painting critiques will focus on the application and understanding of the elements of art and principles of design. ***Prerequisite: Foundations of Art***

Introduction to Critical Analysis—CCP 223

CCP

Half Year

0.5 Credit

Gr. 12

NCAA

This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts.

Shakespeare 235

ACC

Half Year

0.5 Credit

Gr. 12

NCAA

Students in Shakespeare engage in analysis of Shakespeare's works. Representative plays and poetry will be read and critiqued through discussion and writing. In addition, the literature will be studied within the historical and cultural context of Elizabethan/Jacobean England. Each student will be required to complete a research project on one aspect of Shakespeare's work. Students will read scholarly works on Shakespeare.

Introduction to Critical Analysis—ACC 224

ACC

Half Year

0.5 Credit

Gr. 12

NCAA

This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts. This course develops skills at an accelerated pace for students who want experiences that will prepared them for

Analysis of Literary Movements 271

ACC

Full Year

1 Credit

Gr. 12

NCAA

This year long accelerated course will take students through prominent literary movements in Western Civilization. Beginning with the Renaissance, students will examine the cause and the impact of significant literary movements from the 14th century through the 20th century. The course will center on literature from each period. Students will study not only the movement itself, but also the response to movement. Students will make connections between cultures and traditions and the art they influence, as literature and philosophy change from one period to the next. Selected poetry, non-fiction, drama, informational text, and fiction will serve as prompts for discussion and writing.

Botany—ACC 743A

ACC

Half Year

0.5 Credit

Gr. 10-12



This half-year, laboratory based course will cover the basic structure and function of plants; including plant cell, tissue, and organ systems. The course will explore topics such as plant diversity, plant anatomy, evolutions of plants, plant pest and disease relationships, ecology, and fruit and flower formation. This in-depth course is designed for students who are considering future endeavors in biological sciences. Students will gain experience in plant classification, field studying, and lab-based research. ***Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.***

Botany—CCP 743

CCP

Half Year

0.5 Credit

Gr. 10-12

This half-year, laboratory based course will cover the basic structure and function of plants; including plant cell, tissue, and organ systems. The course will explore topics such as plant diversity, plant anatomy, ecology, and fruit and flower formation. This course is designed for students interested in gaining hands on experience in handling, collecting, and growing plants. ***Prerequisites: Successful completion of Physical Science and Biology.***

Marine Biology 739

ACC

Half Year

0.5 Credit

Gr. 10-12



This course will introduce the major marine biomes and the inhabitants of each. Emphasis will be on wildlife and fisheries management issues designed to sustain the viability of these biomes through the 21st Century. A variety of audio-visual materials will supplement lectures, discussions, and required papers or projects. ***Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.***

Zoology—ACC 744A

ACC

Half Year

0.5 Credit

Gr. 10-12



The in-depth classification, anatomy and physiology of vertebrates is presented in a comparative phylogenetic manner. Topics include vertebrate evolution, cladistics, vertebrate development, evolutionary pressures, and various body systems and their evolutionary significance. This course is an in-depth study designed for students considering a career in science. Student dissection of various examples of vertebrates is required. ***Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.***

Zoology—CCP 744

CCP

Half Year

0.5 Credit

Gr. 10-12

The classification, anatomy and physiology of vertebrates is presented in a comparative manner. Topics include vertebrate evolution, vertebrate development, and various body systems and their organs. Student dissection may be required. ***Prerequisites: Successful completion of Physical Science and Biology.***

Oceanography—ACC 741

ACC

Half Year

0.5 Credit

Gr. 10-12



The purpose of this course is to examine the oceans and the processes that influence them. Topics will include the history of oceanography, the influence of oceans on human culture, the chemistry of seawater, currents, waves, tides, and shore- lines. The geology of the sea floor is examined. Resources from the ocean and problems of sustainability will be emphasized. The course is multi-disciplinary with links to other discipline areas; independent study and projects are required. ***Prerequisites: Successful completion of Biology; Successful completion of or concurrent registration in Chemistry or***

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EXECUTIVE SUMMARY

Title: Curriculum Essential Question Revision

Subtopic: 8th grade Language Arts - Unit: "Justice"

The 8th grade Language Arts teachers are proposing a revision to their current "Essential Questions" in their "Justice" unit.

Current Essential Questions:
Why are civic duties necessary?
Why should justice be blind?

Revised Essential Question:
Why is justice important?

The one revised essential question is more broad than the current two essential questions which allows for a wider variety of writing topics, text connections, and discussions to take place over the course of the unit.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY

Title: Competency Listing Error - Removal

Subtopic: 8th Grade Math - Unit: "Statistics and Probability"

The 8th grade math teachers are proposing a revision to the list of competencies in their "Statistics and Probability" unit, as they believe there to be one listed in error.

Competency:
Students will demonstrate the ability to apply the principles of experimental probability to determine the likelihood of a given outcome, make inferences and justify or critique conclusions.

The unit is named "Statistics and Probability" because that is the name of the domain strand, a category in the vertical alignment of standards' grouping, but the unit's focus is on statistics, not probability. With the standards and skills not centering on probability, this competency should not be listed as a competency.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY

Title: Competency Removal

Subtopic: Middle School Math - rational numbers/real numbers

The middle school math teachers are proposing a competency removal for the middle school math courses (Grade 6, Grade 7, Grade 8, and Pre Algebra). There are two competencies that follow the exact wording with the exception of one relating to rational numbers and one relating to real numbers.

Competency - Remove:
Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of rational numbers.

Competency - Keep:
Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of real numbers.

Because "rational" numbers fit under the umbrella of "real" numbers, this skill does not need two competencies. Students will continue to understand the difference between rational and real numbers, as indicated through the curriculum documents and teachers' instruction and assessments. This change allows for competency consistency from Grade 6 through Grade 8.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

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EXECUTIVE SUMMARY - TTA Tentative Agreement

Recommendation: to ratify all tentative agreements reached between the Board's negotiating team and the TTA.

This recommendation is a result of successful negotiation sessions that yielded tentative agreements specific to contractual language and salary schedules that span a three-year duration, 2024-2027. The negotiating team posits that these tentative agreements will help to keep teaching expertise in Timberlane, secure professional positions that have been historically challenging to fill, and continue to build partnerships among staff, admin, and the Board. You may view all tentative agreements below.

- Tentative Agreement #1 - Contractual Language
- Tentative Agreement #2 - Contractual Language
- Tentative Agreement #3 - Contractual Language
- Tentative Agreement #4 - Salary Schedules

The total monetary increase over the course of the three (3)-year agreement is $6.176,202. The breakdown of cost per FY is below.

- FY 25 $2,427, 107
- FY 26 $1.799.324
- FY 27 $1,949,771

In order to highlight the most significant individual pieces of the tentative agreements, I have outlined them specifically below. The agreements include

- a 5% increase in year 1, a flat dollar increase of $2,750 in year 2, and a 4.5% increase in year 3.
- a flat dollar differential annual salary increase of $5,000 for positions historically challenging to fill.
- a sunset to the retirement incentive and an annual cap on employees eligible to receive the benefit.
- a per diem buyback of unused employee personal days.
- language that supports the District in fulfilling special education team meeting obligations.
- language that moves toward rethinking preparation time and administrative time at the high school.
- language that supports District efforts to streamline duties at the elementary level.
- an avenue for the expansion of the health insurance buyout.

Respectfully Submitted,
Justin Krieger
Interim Superintendent

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Executive Summary

TAAM Negotiation (Technology Staff)

Recommendation: to ratify the tentative agreement reached between the Board's negotiating team and TAAM.

This recommendation is a result of successful negotiation sessions that yielded a tentative agreement specific to contractual language and salary schedules that span a two-year duration, 2024-2026. The negotiating team posits that this tentative agreement will help keep retain our Technology Staff expertise in Timberlane and secure future technology positions that have been historically challenging to fill. The Contractual Language and Salary Schedules are attached.

The total monetary increase over the course of the two (2) year agreement is $53,102. The breakdown of cost per FY is below.

- FY 25 $27,211
- FY 26 $25,891

To highlight the most significant individual pieces of the tentative agreement, I have outlined them specifically below. The agreement includes:

- Hourly employees will receive a step plus 2% COLA for 2024-25 and a step plus 1.50% COLA in year 2025-26.
- Salaried employees will receive a 4% COLA for 2024-25 and a 3.5% COLA for 2025-26.
- Personal days will increase from two (2) to three (3) days annually.
- Fifteen sick days, annually and accumulate a maximum accrual of 120 sick days (vs. 90 days).
- Reimbursement up to three (3) courses per year, not to exceed the UNH rate per course.
- Senior Technology Support Specialist-AV will receive $225 for the set-up, use of and break down of equipment to record various district activities such as graduation, etc.

Respectfully Submitted,

Fran DeCinto
HR Director

TIMBERLANE REGIONAL SCHOOL BOARD'S COLLECTIVE BARGAINING PROPOSAL TO TEAMSTERS LOCAL #633 (ADMINISTRATIVE ASSISTANTS/SECRETARIES AND SKILLED MAINTENANCE EMPLOYEES)

November 9, 2023

The School Board makes the following package proposal to the Union. As a package proposal, it is conditioned at this time upon the Union accepting the package in its entirety; however, individual items or groups of items may be separated from the package later (e.g., as the parties reach tentative agreement on them). The proposal calls for no changes to the parties' 2023-26 collective bargaining agreement, except for those provisions that are expressly referenced herein. The Board reserves the right to make additional proposals in accordance with the ground rules.

Items in bold are to be added and items struck-through are to be deleted.

~~TA~~
MSE
12/14/23

TIMBERLANE REGIONAL SCHOOL BOARD'S MEMORANDUM OF AGREEMENT WITH TEAMSTERS LOCAL #633 (ADMINISTRATIVE ASSISTANTS/SECRETARIES AND SKILLED MAINTENANCE EMPLOYEES)

November 9, 2023

This Agreement is made by the Timberlane Regional School Board and Teamsters Local #633 (Administrative Assistants/Secretaries and Skilled Maintenance Employees).

Whereas, the District and the Union are parties to a collective bargaining agreement for the period of July 1, 2023 through June 30, 2026, which the parties negotiated in 2022;

Whereas, in January 2023, the Public Employee Labor Relations Board modified the bargaining unit by adding certain IT employees (principal technology specialist, senior technology specialists, technology specialists, and network administrator) to the unit;

Whereas, some inconsistencies exist between the terms of the 2023-26 collective bargaining agreement (CBA) and the compensation and benefits for IT employees; and

MSE 12/14/23

Whereas, the parties agree to resolve said inconsistencies as set forth in this Memorandum of Agreement (MOA);

Now, therefore, the District and the Union agree as follows.

1. Subject to ratification by the full memberships of the Board and the Union, and subject to approval by the District's legislative body (voters) at the March 2024 Annual School District Meeting, this MOA shall take effect on July 1, 2024.

2. Amend Article 1 of the CBA:

   The Timberlane Regional School District ("District") recognizes Teamsters Local #633 of New Hampshire ("Union") as the exclusive representative of the bargaining unit described in PELRB Decision No. ~~2019-295~~ **2023-008.**

   For purposes of this Agreement, "IT employees" means:
   Principal Technology Specialist-Network,
   Senior Technology Specialist-Network,
   Senior Technology Support Specialist-AV,
   Technology Specialist-Data Systems, and
   Technology Support Specialist.

3. Current language in Section 6.1 of the CBA will govern IT employees' personal days (e.g., IT employees' personal days will increase from 2 to 3 per year).

4. Current language in Section 6.2.1 of the CBA will govern IT employees sick leave (e.g., IT employees who work 260 days annually will accrue on a monthly basis a total of 15 sick days annually, and may accumulate a maximum accrual of 120 sick days).

5. Current language in Section 6.4 of the CBA will govern IT employees' bereavement leave (e.g., son in law and daughter in law will be included in immediate family).

6. Amend Section 6.5 of the CBA:

Year-round (260 day) employees who are regularly scheduled to work 6 or more hours per day (30 hours or more per week) shall accrue vacation days on a monthly basis ~~at the rate of .833 per month. After five years of service, days her accrued at the rate of 1.25 per month.~~ **as follows:**

Years of Service	**Non-IT Employees**	**IT Employees**
During first 5 years of service	**.833 days per month**	**1.25 days per month**
After first 5 years of service	**1.25 days per month**	**1.67 days per month**

Vacation time up to a maximum of 15 days unused at the end of the fiscal year may be carried over but must be used prior to June 30th of the new fiscal year.

Employees working 220 days per year or fewer, and year round (260 day per year) employees who work fewer than 30 hours per week are not eligible for vacation leave.

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The three Administrative Assistants shall receive five paid vacation days per school year so long as they remain continuously employed by the School District in their Administrative Assistant positions.

7. Amend Section 8.1 of the CBA:

8.1 EDUCATIONAL BENEFIT

8.1.1 Year round (260 day) **non-IT** employees who are regularly scheduled to work 6 or more hours each day are eligible to be reimbursed up to $1000 per year, and 220 day or less **non-IT** employees are eligible to be reimbursed up to $200 per year, for obtaining additional education and training. Education and training programs must be job-related and approved in advance by the Superintendent. Additional support for course work may be available on a limited basis at the District's sole discretion. The expenditure for reimbursement under ~~this Article~~ **Section 8.1.1** shall not exceed $15,000 per fiscal year. In order to be eligible for reimbursement under ~~this Article~~ **Section 8.1.1**, the employee must be employed by the District at the time of reimbursement. Request for reimbursement must be made within 30 days of completion of the course or training as applicable.

8.1.2 IT employees may be reimbursed up to three courses per year, not to exceed the UNH rate per course. Courses eligible for reimbursement under Section 8.1.2 must be job-related and approved in advance by the Superintendent.

8. Current language in Sections 9.1-9.1.3 will govern IT employees' health insurance benefits (e.g., insurance plans, contributions to premiums, and buy outs).

9. Current language in Section 9.3 will govern IT employees' term life insurance benefit (e.g., the cap will be $100,000).

10. The Memorandum of Agreement for vision care insurance dated April 12, 2023, will govern IT employees' vision care insurance.

11. Amend Section 12.1:

12.1.1 Non-IT Employees (Classifications S1-S4, C2, C5, C6):
Effective July 1, 2023, the wage scale set forth in Appendix A of this Agreement **for classifications S1-S4, C2, C5 and C6** shall be in effect. Employees shall advance one step on July 1, annually. Effective July 1, 2024, the wage scale will increase by 2.0%. Effective July 1, 2025, the wage scale will increase by 1.5%.

12.1.2 IT Employees (Classifications T1-T4):
Effective July 1, 2024, the wage and salary scales set forth in Appendix A for classifications T1-T4, and the step placements and wages and salaries set forth in Appendix C, shall be in effect. The hourly wage employees in classifications T1-T2 shall advance one step and receive the 1.5% COLA shown on the wage scale on July 1, 2025. The salaried employees in classifications T3-T4 shall receive the 3.5% COLA shown on the salary scale on July 1, 2025.

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12. Amend Section 12.2:

Bargaining unit members will continue to receive longevity pay as follows:

12.2.1 **Hourly wage** employees shall be entitled to a $0.50 per hour pay differential after completing 15 years of continuous service in the District, and shall be entitled to an additional $0.50 per hour pay differential after completing 20 years of continuous service in the District.

12.2.2 Salaried employees shall be entitled to a $1040 annual pay differential after completing 15 years of continuous service in the District, and shall be entitled to an additional $1040 ($2080 total) annual pay differential after completing 20 years of continuous service in the District.

13. Current language in Section 12.3 will govern IT employees' retirement incentive benefit.

14. Current language in Section 12.4 will govern IT employees' severance pay benefit (e.g., the payment to IT employees will increase from $15 to $20 per unused sick day after 15 years, and from $20 to $25 per unused sick day after 20 years).

15. The Union has withdrawn its proposal to add a new Section 12.5 (education/certification stipend).

16. Add new Section 12.5:

In addition to salary, the Senior Technology Support Specialist-AV shall receive stipends of $225 for the set-up, use of, and break-down of equipment to record

each of the following activities when directed by his/her supervisor to do so on weekends or evenings:

- **School Board meeting**
- **Budget Committee meeting**
- **School District deliberative session**
- **Public hearing**
- **8th Grade graduation**
- **High School graduation**
- **School activities (e.g., honor societies, awards, club events, etc.)**
- **School District events for parents and families (e.g., forums, etc.)**

In the event that the Senior Technology Support Specialist-AV is unavailable for any of said activities and a different IT employee is directed by his/her supervisor to substitute for the activity, the $225 stipend will be paid to the substitute instead of to the Senior Technology Support Specialist-AV.

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17. Amend Appendix A by adding the wage and salary schedules and classifications for IT employees in 2024-26 that are attached hereto.

18. Add new Appendix C (step placements, wages and salaries for IT employees in 2024-26) as attached hereto.

19. Following ratification by the full memberships of the Board and the Union, and approval by the District's legislative body (voters) at the March 2024 Annual School District Meeting, this Memorandum of Agreement shall be signed and appended to the parties' 2023-26 CBA.

FOR THE TIMBERLANE REGIONAL SCHOOL DISTRICT

By: _____

Title: _____

Date: _____

FOR TEAMSTERS LOCAL #633 (ADMINISTRATIVE ASSISTANTS/SECRETARIES AND SKILLED MAINTENANCE EMPLOYEES)

By: _____

Title: _____

Date: _____

APPENDIX A -- WAGE AND SALARY SCHEDULES

2024-26 Hourly Wage Schedules

	2023-24 Worksheet		2024-25 COLA= 2.00%		2025-26 COLA= 1.50%	
Step	T1 (.63 step diff)	T2 (.89 Step Diff)	T1	T2	T1	T2
1	$22.12	$30.36	$22.56	$30.97	$22.90	$31.43
2	$22.75	$31.25	$23.21	$31.88	$23.55	$32.35
3	$23.41	$32.14	$23.88	$32.78	$24.24	$33.27
4	$24.09	$33.03	$24.57	$33.69	$24.94	$34.20
5	$24.79	$33.92	$25.29	$34.60	$25.67	$35.12
6	$25.51	$34.81	$26.02	$35.51	$26.41	$36.04
7	$26.25	$35.70	$26.78	$36.41	$27.18	$36.96
8	$27.02	$36.59	$27.56	$37.32	$27.97	$37.88
9	$27.81	$37.48	$28.37	$38.23	$28.79	$38.80
10	$28.63	$38.37	$29.20	$39.14	$29.64	$39.72
11	$29.47	$39.26	$30.06	$40.05	$30.51	$40.65
12	$30.34	$40.15	$30.95	$40.95	$31.41	$41.57

2024-26 Salary Schedules

2024-25 COLA= 4.00%		2025-26 COLA= 3.50%	
T3	T4	T3	T4
4.00% increase over previous year's salary		3.50% increase over previous year's salary	

IT Classifications

T1	Technology Support Specialist
T2	Techology Specialist - Data Systems
T3	Senior Technology Support Specialist - AV, Senior Technology Specialist - Network
T4	Principal Technology Specialist - Network

1/14/23 MSS TA

APPENDIX C – STEP PLACEMENTS, WAGES AND SALARIES FOR IT EMPLOYEES

			2024-25			2025-26		
Employee	Position	Classification	Step	Hourly Rate	Salary	Step	Hourly Rate	Salary
Salaried								
Kevin Peck	Principal Tech. Spec.-Network	T4			$107,922			$111,699
Dean Zanello	Senior Tech. Support Spec.-AV	T3			$79,195			$81,967
Raymond Matzeker	Senior Tech. Spec.-Network	T3			$79,129			$81,899
Hourly								
Cheryl Wallace	Technology Spec-Data Systems	T2	2	$31.88		3	$33.27	
Jeffrey Krauss	Technology Support Spec.	T1	7	$26.78		8	$27.97	
Martin Lewis	Technology Support Spec.	T1	6	$26.02		7	$27.18	
Julie Lynch	Technology Support Spec.	T1	4	$24.57		5	$25.67	
Brandyn Tse	Technology Support Spec.	T1	2	$23.21		3	$24.24	

12/14/23
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Employee List & Cost Projection

					2023-24		2024-25					2025-26				
Employee	Position	Classification	Salary/Hourly	Est. Ann. Hrs.	Rate	Est. Annual	Step	Rate	Est. Annual	Increase in $	Increase in %	Step	Rate	Est. Annual	Increase in $	Increase in %
Kevin Peck	Principal Tech. Spec.-Network	T4	Salary			$103,771			$107,922	$4,151	4.00%			$111,699	$3,777	3.50%
Dean Zanello	Senior Tech. Support Spec.-AV	T3	Salary			$76,149			$79,195	$3,046	4.00%			$81,967	$2,772	3.50%
Raymond Matzeker	Senior Tech. Spec.-Network	T3	Salary			$76,086			$79,129	$3,043	4.00%			$81,899	$2,770	3.50%
Cheryl Wallace	Technology Spec-Data Systems	T2	Hourly	1950	$30.36	$59,202	2	$31.88	$62,158	$2,954	4.99%	3	$33.27	$64,885	$2,729	4.39%
Jeffrey Krauss	Technology Support Spec.	T1	Hourly	2080	$25.59	$53,227	7	$26.78	$55,692	$2,465	4.63%	8	$27.97	$58,186	$2,494	4.48%
Martin Lewis	Technology Support Spec.	T1	Hourly	2080	$24.94	$51,875	6	$26.02	$54,122	$2,247	4.33%	7	$27.18	$56,527	$2,405	4.44%
Julie Lynch	Technology Support Spec.	T1	Hourly	2080	$23.47	$48,818	4	$24.57	$51,109	$2,292	4.69%	5	$25.67	$53,383	$2,274	4.45%
Brandyn Tse	Technology Support Spec.	T1	Hourly	2080	$22.12	$46,010	2	$23.21	$48,266	$2,257	4.91%	3	$24.24	$50,412	$2,145	4.44%
TOTAL SALARY & WAGES						$515,138			$537,592					$558,958		
SALARY & WAGE INCREASE IN $									$22,455					$21,366		
SALARY & WAGE INCREASE IN %									4.4%					4.0%		
FICA ON SALARY & WAGE INCREASE		7.65%							$1,718					$1,634		
NHRS ON SALARY & WAGE INCREASE		13.53%							$3,038					$2,891		
TOTAL INCREASE									$27,211					$25,891		

12/14/23

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2024 – 2025 School Calendar

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

	M	T	W	TH	F
August (2)				X	X
	X	X	X	X	X
	X	X	X	X	X
	X	20-NTI	21-NTI	22-NT	X
	26-B-PD*	27-D-PD*	28	29	X
September (20)	X	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	ER	26	27
	30				
October (22)		1	2	3	4
	7	8	9	10	11
	X	15	16	17	18
	21	22	ER	24	25
	28	29	30	31	
November (16)					1
	4	PD	6	7	8
	X	12	13	14	15
	18	19	20	21	22
	25	26	X	X	X
December (15)	2	3	4	5	6
	9	10	ER	12	13
	16	17	18	19	20
	X	X	X	X	X
	X	X			
January (20)			X	2	3
	6	7	8	9	10
	13	14	15	16	17
	X	21	22	23	24
	PD	28	29	30	31

	M	T	W	TH	F
February (15)	3	4	5	6	7
	10	11	ER	13	14
	17	18	19	20	21
	X	X	X	X	X
March (20)	3	4	5	6	7
	10	PD	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
April (19)		1	ER	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	X	X	X		
May (19)				X	X
	5	6	7	8	9
	12	13	ER	15	16
	19	20	21	22	23
	X	27	28	29	30
June (12)	2	3	4	5	6
	9	10	11	12	13
	16	ER			

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
New Teacher Year = 188 days
TSSU Year = 183 days
End of Quarter 1: November 1st; Quarter 2: January 24th; Quarter 3 : April 7th; Quarter 4: last day of school
End of Trimester 1: November 26th; Trimester 2: March 17th; Trimester 3: last day of school

August 20-22	*New Teacher Induction/Orientation*	***Dec 23-Jan 1***	***Holiday Break***
*August 26-27**	*Professional Development TTA & TSSU*	*January 20*	*Martin Luther King, Jr. Civil Rights Day*
August 28	***First Day of School***	*January 27*	*Professional Development TTA*
August 30	*Labor Day Extended*	*February 12*	*Early Release*
September 2	*Labor Day*	***February 24-28***	***Winter Break***
September 25	*Early Release*	*March 11*	*Professional Development*
October 14	*Columbus Day*	*April 2*	*Early Release*
October 23	*Early Release*	***April 28-May 2***	***Spring Break***
November 5	*Professional Development / Presidential Election*	*May 14*	*Early Release*
November 11	*Veteran's Day*	*May 26*	*Memorial Day*
November 27-29	***Thanksgiving Break***	***June 16****	***Last Day of School / Early Release***
December 11	*Early Release*		

Approved by the School Board on _____.

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TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

December 21, 2023

First Read/Adoption

Policy	Changes/Recommendations
JKAA – Use of Restraints & Seclusions	Language reflects RSA 126-U to prohibit the use of seclusion as a form of punishment or discipline on children in schools and treatment facilities, and further refines the previous definition of "seclusion."
JLCA – Physical Examinations	Language allows flexibility in addressing scheduling difficulties with providers.

Timberlane Regional School District	Policy Code: JKAA
Adopted: 11-03-11 Revised: 01-19-12 Revised: 09-03-15 Revised:	Page 1 of 15

USE OF CHILD RESTRAINTS AND SECLUSION

~~The Timberlane Regional School Board hereby authorizes school officials to use restraint to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others, and then only when other interventions have failed or have been deemed inappropriate, and in a manner consistent with state law and regulations.~~

~~The Superintendent of Schools shall develop procedures for the use of child restraint and seclusion.~~

~~For purpose of this policy and any accompanying procedures, the term "restraint" means any bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraints, physical restraints, and medication restraint used to control behavior in an emergency or any involuntary medication.~~

~~Restraint shall not include the following:~~

~~(1) A brief touching or holding to calm, comfort, encourage, or guide a child, so long as there is no limitation on the child's freedom of movement.~~

~~(2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.~~

~~(3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages and supportive body bands, or other physical holding when necessary for routine medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.~~

~~(4) The use of seat belts, safety belts, or similar passenger restraints during transportation of a child in a motor vehicle.~~

~~(5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.~~

~~School staff shall not use physical restraint except to ensure the immediate physical safety of person when there is a substantial and imminent risk of serious bodily harm to the child or others.~~
~~For purpose of this policy and any accompanying procedures, the term "seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock, or other mechanical device or barrier.~~

~~Seclusion shall not include:~~

~~(1) The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave.~~

~~(2) Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.~~

~~School staff shall not use seclusion except when a child's behavior poses a substantial and imminent risk of physical harm.~~

~~School officials shall not use or threaten to use any dangerous restraint techniques or containment, any inappropriate aversive behavioral interventions or any medication restraints. School officials also shall not use or threaten to use any mechanical restraints except as permitted for transporting students.~~

~~Physical restraint or seclusion shall be used only by trained personnel and only after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably believed to be unlikely to succeed based on the student's past history.~~

~~In the event of a physical restraint, seclusion, or intentional physical contact with students who are actively combative, assaultive, or self injurious, school officials shall comply with all state- mandated notification and record keeping requirements.~~

~~*Legal Reference: RSA 126-U:1 to 13 (2014).*~~

A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.

B. **Definitions.** For the purposes of this policy,

1. "**Restraint**" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

    a. **"Medication restraint"** occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

    b. "**Mechanical restraint**" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

    c. **"Physical restraint"** occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

    d. **"Prone restraint"** is a prohibited physical restraint technique which occurs when a child is intentionally placed face-down on the floor or another surface, and the child's physical movement is limited to keep the child in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.

    e. **Exceptions to definition of restraint.** The term "restraint" DOES NOT, however, include:

        i. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

        ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

v. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. **"Dangerous Restraint Technique"** are prohibited forms of restraint and/or behavior techniques that include:

a. Prone restraint, or any other physical restraint or containment technique that:

i. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;

ii. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;

iii. Obstructs the circulation of blood;

iv. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or

v. Endangers a child's life or significantly exacerbates a child's medical condition.

b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.

c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.

d. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the child, including skin temperature, color, and respiration, shall be continuously monitored. The child shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

3. **"Seclusion"** means: the involuntary confinement of a child alone in any room or area from which the child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the child reasonably believes they are not free to leave; or, the involuntary confinement of a child to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

   The term "seclusion" DOES NOT, however, include: the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self- control, when such separation is to an area which a child is able to leave; circumstances in which there is no physical barrier, and the child is physically able to leave; or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

C. **Training Required.** Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:

1. each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
2. each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 30 minutes in conditions described below; and
3. all employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive *general training* in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. *Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.*

D. **Procedures for Managing the Behavior of Students.** General procedures for managing student behavior are found in Board policies, District and each school's Code(s) of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this Policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

E. **Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**

1. Authorized Use of Restraint.

a. General.

i. Restraint may only be used by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.

ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others.

iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.

iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a child.

v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.

vi. Restraint will be *discontinued immediately* if a child demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

b. Restraint Periods Exceeding 15 Minutes. Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

However, no period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.

Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by as part of the Written Notification required in Section G.1.c, below.

2. **Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.

3. **Limited Use of Mechanical Restraints During Transportation**. Pursuant to RSA 126- U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126- U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with

public safety are made to transport or escort the student in a manner which:

a. Prevents physical and psychological trauma;

b. Respects the privacy of the child; and

c. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

4. **Reporting and Notification**. Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

F. **Use of Seclusion.**

1. **Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.**

a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.

b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.

c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.

d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.

e. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

2. **Conditions of Seclusion.** When seclusion is permitted under this policy,

a. it may only be imposed in rooms which:

i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.

ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.

iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.

iv. Are free of any object that poses a danger to the children being placed in the rooms.

v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:

A. The need to provide direct and immediate medical attention to a child;

B. Fire;

C. The need to remove a child to a safe location during a building lockdown; or

D. Other critical situations that may require immediate removal of a child from seclusion to a safe location.

b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).

3. **Required Use of Co-Regulators.** When seclusion is used, the Principal, or when he or she is not immediately available, her/his designee or the then supervising employee, shall designate a co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the child at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:

a. A trusted adult selected by the child.

b. A clinician or counselor trained in trauma informed practices.

c. A staff member known to have a positive relationship with the child.

d. A staff member who was **NOT** involved in the incident that led to seclusion.

4. **Reporting and notification**. Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence, and should be individually described within the reports and notifications.

G. **Reporting, Notification and Record Keeping Requirements.**

1. **Restraint and Seclusion.** Whenever restraint or seclusion has been used on a child, the following shall apply:

a. Immediate verbal report to Principal, designee or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.

b. Initial Notification to Parent/Guardian: Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, s/he shall make reasonable efforts to contact the child's parent or guardian as soon as is practicable, but in no later than the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

c. Written Notification to Superintendent: Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a child, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Departments of Education and Health and Human Services (the "DOE/DHHS form") to the Superintendent. In the absence of the availability of the DOE/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The DOE/DHHS form or other

writing used will be referred to as the Written Notification.

If the use of restraint on a child exceeded 30 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

d. Written Information to Parent/Guardian: Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the child's parent/guardian all of the information included in the Written Notification or the Written Notification itself.

e. Final Investigation and Report: The Superintendent or Superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or her/his designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

2. **Additional Reporting Required for Injury or Death of a Child Subject to Restraint or Seclusion.** In cases involving serious injury or death to a child subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, general, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.c, above.

3. **Additional Documentation Regarding Use of Mechanical Restraint.** Whenever a child is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

4. **Documentation for Other Intentional Physical Contact Between Employee and Student.** The following shall apply whenever there is an instance where a school employee or designated volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

a. Notice to parents: the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent or guardian. *Such notification shall be made no later the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier.* The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

b. Physical Contact Written Description: Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") of the incident within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:

i. The date and time of the incident.

ii. A brief description of the actions of the child before, during, and after the occurrence.

iii. The names of the persons involved in the occurrence.

iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.

v. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.

5. **Circumstances when Reporting/Notification is not Required.** The notification, reporting and record keeping requirements included in this Section G are not required in the following circumstances:

a. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. If, however, the child is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.

b. When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.

c. When the contact with the child is incidental or minor, such as for the

purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the notification and reporting requirements described above.

6. **Retention of Records**. All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained [the term of the student's enrollment plus three years, unless:

   a. the student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or

   b. a longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.

H. **Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent in accordance with the reporting procedures of Board policy GBEAB. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Child Abuse or Neglect.

I. **Complaints of Violation of RSA 126-U.** Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)

1. **Complaint Contents.** The written complaint or complaint summary should include:

   a. The complainant's name, unless the complaint refuses;

   b. The date or approximate date of the alleged incident;

   c. The location of the alleged incident;

   d. The name of the child or children subject to the alleged restraint or seclusion, if known;

   e. The name of the school personnel alleged to have restrained or secluded the child, if known;

f. A description of the alleged restraint or seclusion; and

g. The date of complaint.

2. **Investigation and Resolution of Complaint.** The complaint or grievance will be investigated by the Superintendent, or another person designated by the Superintendent. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

   In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

   A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

   The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent or guardian of the child concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

   The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc.

   Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in KEB and GBK.

   The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

J. **Review of IEP or 504 Plan Following the Use of Restraint or Seclusion.** Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a child with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent or guardian of the child.

K. **Prohibition Against Retaliation or Harassment.** No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. **Dissemination of Policy.** A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

L. **Dissemination of Policy.** A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

Timberlane Regional School District	Policy Code: JLCA
Adopted: 01-04-85 **Reaffirmed: 06-06-91** **Revised: 02-24-05** **Revised: 01-09-14** **Revised:**	**Page 1 of 1**

PHYSICAL EXAMINATIONS OF STUDENTS

This policy will take effect on July 1, 2024.

Each child must have a complete physical examination within one year preceding their first entry to school. The Board ~~recommends~~ requires that physical exams also be completed before ~~entry into~~ entering middle school and again ~~before~~ entering high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child. This requirement does not apply to students under the McKinney Vento Act.

Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical within the ~~last two years~~ past year. A grace period may be granted by the school nurse for up to thirty (30) days after physical examination expiration date with documented proof of next physical examination. This requirement does not apply to students participating in intramural athletics.

Legal Reference:

RSA 141-C:20-c, Exemptions
RSA 200:32, Physical Examination of Pupils
RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse
NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students
Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98

Timberlane Regional School District
FY2025 Default Budget

Salaries	38,488,044	
Benefits	23,731,567	
Operating	24,827,304	
FY2024 Voted Budget	**87,046,915**	
Salaries Increase	746,498	1
FICA	40,839	2
Classified-Retirement	98,014	3
Certified-Retirement	15,822	4
Insurance	185,543	5
Transportation	264,516	6
Food Service	134,497	7
Special Education	1,037,100	8
Increase in DW professional services	127,822	9
One Time Budget Item	(50,000)	10
One Time Budget Item	(40,000)	11
Total Adjustments	**2,560,650**	
FY2024 Default Budget	**89,607,565**	
Increase %	**2.9%**	

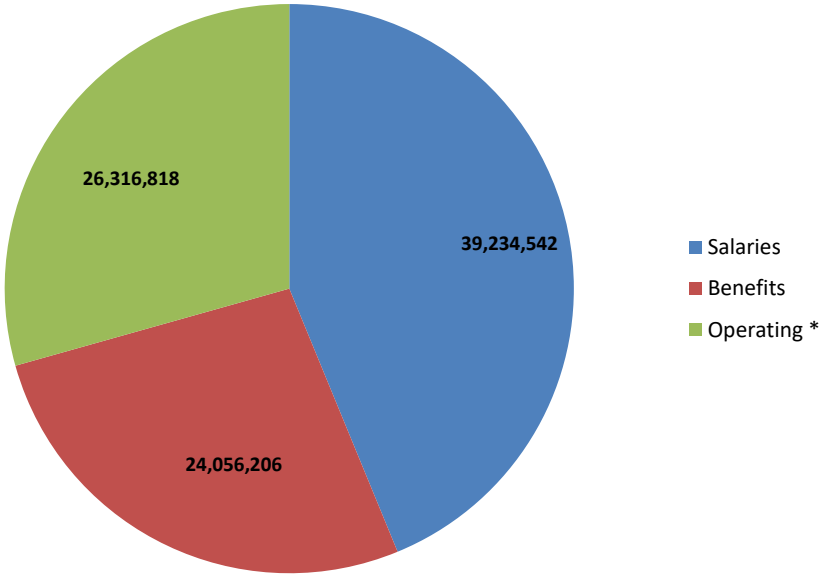
Notes:

	Personnel Increase:	
	Custodial Union (TCU) increase per CBA	119,050
	Cafeteria Workers Union (TCWU) increase per CBA	33,450
	Administrators Union (TAU) increase per CBA	137,501
	Admin. Assistants & Maintenance Union (TAAM) increase per CBA	108,273
	Support Staff Union (TSSU) increase per CBA	307,786
	Non-Union Increase	195,113
	Total	901,172
1	Salaries to reflect voted salaries	746,498
2	FICA adjustment to reflect voted salaries	40,839
3	Classified-Retirement adjustment to reflect voted salaries	98,014
4	Certified-Retirement adjustment to reflect voted salaries	15,822
	Total	901,172
5	Insurance Increase:	
	Health & Dental increase reflects a 12.5% GMR	195,101
	Property & Liability per Primex GMR	15,579
	Workers Comp. per Primex GMR	(25,137)
	Total	**185,543**
6	Transportation increase based on new contract and rates	264,516
7	Food Service increase based on new contract and rates	134,497
8	Special Education Increase:	
	Contracted Services	1,037,100
9	Increase in DW professional services	127,822
10	Replacement of facilities vehicle	(50,000)
11	Replacement of district wide equipment/Info Access Fees	(40,000)

Timberlane Regional School District

FY2025 Default Budget

	Default FY2025	Voted FY2024	Change	
Salaries	39,234,542	38,488,044	746,498	1.9%
	43.8%	*44.2%*		
Benefits	24,056,206	23,731,567	324,639	1.4%
	26.8%	*27.3%*		
Operating *	26,316,818	24,827,304	1,489,514	6.0%
	29.4%	*28.5%*		
Total Budget	89,607,565	87,046,915	2,560,650	2.9%



FY2024 Voted Budget Recap

Warrant Article #2	$83,270,418
Operating Budget	
Account(s): Miscellaneous	
Warrant Article #3	$2,061,000
Lease Purchase Agreement	
Account(s): 5110.910.00.00.0	
Warrant Article #4	$459,400
CBA - TTA	
Account(s): Miscellaneous	
Warrant Article #6	$141,943
CBA - TAAM	
Account(s): Miscellaneous	
Warrant Article #8	$459,669
CBA - TSSU	
Account(s): Miscellaneous	
Warrant Article #10	$404,485
CBA - TTA	
Account(s): Miscellaneous	
Warrant Article #12	$250,000
Captal Reserve Contribution	
Account(s): 5250.930.01.33	
Total Voted Budget:	**$87,046,915**
Minus Capital Reserve Contribution	($250,000)
Tota w/o Capital Reserve Contribution:	**$86,796,915**

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2023-2024

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.1100.112.00.00.0.00000	Salaries-Teachers	$16,554,794.54	$16,540,760.10	$14,034.44
100.1100.114.00.00.0.00000	Educational Assistants Salarie	$1,685,545.84	$1,632,444.50	$53,101.34
100.1100.115.00.00.0.00000	Office Salaries	$35,713.26	$33,990.00	$1,723.26
100.1100.117.00.00.0.00000	Home Instruction / ESOL	$10,000.00	$10,000.00	$0.00
100.1100.122.00.00.0.00000	Substitute Salaries- Teachers	$500,000.00	$450,000.00	$50,000.00
100.1100.123.00.00.0.00000	Long Term Substitutes	$190,000.00	$190,000.00	$0.00
100.1100.320.00.00.0.00000	Professional Edu Services	$4,000.00	$4,000.00	$0.00
100.1100.330.00.00.0.00000	Other Professional Services	$32,300.00	$30,050.00	$2,250.00
100.1100.430.00.00.0.00000	Repair and Maintenance	$62,717.00	$62,717.00	$0.00
100.1100.550.00.00.0.00000	Printing	$2,500.00	$2,500.00	$0.00
100.1100.561.00.00.0.00000	Tuition-Other LEA's in State	$20,000.00	$20,000.00	$0.00
100.1100.580.00.00.0.00000	Travel/Workshops	$10,000.00	$10,000.00	$0.00
100.1100.610.00.00.0.00000	Supplies	$537,381.96	$537,381.96	$0.00
100.1100.640.00.00.0.00000	Books & Info Resources	$60,691.00	$60,691.00	$0.00
100.1100.643.00.00.0.00000	Information Access Fees	$251,615.00	$251,615.00	$0.00
100.1100.650.00.00.0.00000	Software	$108,758.00	$108,758.00	$0.00
100.1100.733.00.00.0.00000	New Equipment	$71,648.00	$71,648.00	$0.00
100.1100.734.00.00.0.00000	New Computer/Netwk Equip	$37,000.00	$37,000.00	$0.00
100.1100.737.00.00.0.00000	Replacement Equipment	$90,853.00	$90,853.00	$0.00
100.1100.738.00.00.0.00000	Replacement Computer/Netwi	$297,500.00	$297,500.00	$0.00
100.1100.810.00.00.0.00000	Dues and Fees	$33,515.00	$33,515.00	$0.00
FUNC: REGULAR EDUCATION - 1100		$20,596,532.60	$20,475,423.56	$121,109.04
100.1200.111.00.00.0.00000	Administrative Salaries	$337,319.84	$324,803.84	$12,516.00

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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.1200.112.00.00.0.00000	Teacher/Specialist Salaries	$3,855,208.29	$3,855,208.29	$0.00
100.1200.114.00.00.0.00000	Educational Assistants Salarie	$3,235,486.38	$3,080,082.43	$155,403.95
100.1200.115.00.00.0.00000	Office Salaries	$89,796.93	$85,459.50	$4,337.43
100.1200.117.00.00.0.00000	Home Instruction / ESOL	$31,000.00	$31,000.00	$0.00
100.1200.124.00.00.0.00000	Substitute Salaries- Assistants	$55,000.00	$55,000.00	$0.00
100.1200.320.00.00.0.00000	Professional Edu Services	$7,500.00	$7,500.00	$0.00
100.1200.330.00.00.0.00000	Other Professional Services	$1,425,000.00	$820,000.00	$605,000.00
100.1200.430.00.00.0.00000	Repair and Maintenance	$50,000.00	$50,000.00	$0.00
100.1200.561.00.00.0.00000	Tuition-Other LEA's in State	$30,000.00	$30,000.00	$0.00
100.1200.564.00.00.0.00000	Tuition-Private	$4,228,000.00	$4,228,000.00	$0.00
100.1200.580.00.00.0.00000	Travel/Workshops	$6,620.00	$6,620.00	$0.00
100.1200.610.00.00.0.00000	Supplies	$67,361.00	$67,361.00	$0.00
100.1200.640.00.00.0.00000	Books & Info Resources	$14,478.00	$14,478.00	$0.00
100.1200.643.00.00.0.00000	Information Access Fees	$50,000.00	$50,000.00	$0.00
100.1200.650.00.00.0.00000	Software	$4,500.00	$4,500.00	$0.00
100.1200.733.00.00.0.00000	New Equipment	$3,482.00	$3,482.00	$0.00
100.1200.737.00.00.0.00000	Replacement Equipment	$1,200.00	$1,200.00	$0.00
100.1200.738.00.00.0.00000	Replacement Computer/Netwi	$30,000.00	$30,000.00	$0.00
FUNC: SPECIAL EDUCATION - 1200		$13,521,952.44	$12,744,695.06	$777,257.38
100.1260.117.00.00.0.00000	Home Instruction / ESOL	$54,946.00	$54,946.00	$0.00
100.1260.330.00.00.0.00000	Other Professional Services	$3,250.00	$2,000.00	$1,250.00
100.1260.580.00.00.0.00000	Travel/Workshops	$1,500.00	$1,500.00	$0.00
FUNC: BILINGUAL EDUCATION - 1260		$59,696.00	$58,446.00	$1,250.00

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Account	Description	FY2025 Default	FY2024 Voted	Variance
100.1300.561.00.00.0.00000	Tuition-Other LEA's in State	$152,000.00	$152,000.00	$0.00
FUNC: VOCATIONAL EDUCATION - 1300		$152,000.00	$152,000.00	$0.00
100.1410.112.00.00.0.00000	Teacher/Specialist Salaries	$130,200.00	$130,200.00	$0.00
100.1410.610.00.00.0.00000	Supplies	$57,675.00	$57,675.00	$0.00
100.1410.810.00.00.0.00000	Dues and Fees	$14,000.00	$14,000.00	$0.00
100.1410.890.00.00.0.00000	Miscellaneous Expense	$45,000.00	$45,000.00	$0.00
FUNC: STUDENT ACTIVITIES - 1410		$246,875.00	$246,875.00	$0.00
100.1420.111.00.00.0.00000	Administrative Salaries	$145,863.00	$141,075.00	$4,788.00
100.1420.112.00.00.0.00000	Teacher/Specialist Salaries	$307,325.00	$307,325.00	$0.00
100.1420.115.00.00.0.00000	Office Salaries	$46,373.34	$44,194.80	$2,178.54
100.1420.330.00.00.0.00000	Other Professional Services	$4,800.00	$4,800.00	$0.00
100.1420.390.00.00.0.00000	Game Expenses	$131,005.00	$86,605.00	$44,400.00
100.1420.430.00.00.0.00000	Repair and Maintenance	$11,500.00	$11,500.00	$0.00
100.1420.520.00.00.0.00000	Insurance	$11,500.00	$11,500.00	$0.00
100.1420.580.00.00.0.00000	Travel/Workshops	$900.00	$900.00	$0.00
100.1420.610.00.00.0.00000	Supplies	$72,950.00	$72,950.00	$0.00
100.1420.643.00.00.0.00000	Information Access Fees	$21,495.00	$21,495.00	$0.00
100.1420.733.00.00.0.00000	New Equipment	$1,000.00	$1,000.00	$0.00
100.1420.737.00.00.0.00000	Replacement Equipment	$2,830.00	$2,830.00	$0.00
100.1420.810.00.00.0.00000	Dues and Fees	$10,780.00	$10,780.00	$0.00
100.1420.880.00.00.0.00000	Miscellaneous Expense	$6,000.00	$6,000.00	$0.00
100.1420.890.00.00.0.00000	Miscellaneous Expense	$47,000.00	$47,000.00	$0.00
FUNC: ATHLETICS - 1420		$821,321.34	$769,954.80	$51,366.54

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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.1430.112.00.00.0.00000	Teacher/Specialist Salaries	$30,000.00	$30,000.00	$0.00
100.1430.320.00.00.0.00000	Professional Edu Services	$4,000.00	$4,000.00	$0.00
100.1430.610.00.00.0.00000	Supplies	$300.00	$300.00	$0.00
FUNC: SUMMER SCHOOL - 1430		$34,300.00	$34,300.00	$0.00
100.1600.112.00.00.0.00000	Teacher/Specialist Salaries	$105,000.00	$105,000.00	$0.00
100.1600.115.00.00.0.00000	Office Salaries	$15,547.25	$14,798.70	$748.55
100.1600.320.00.00.0.00000	Professional Edu Services	$2,000.00	$2,000.00	$0.00
100.1600.610.00.00.0.00000	Supplies	$11,000.00	$11,000.00	$0.00
100.1600.640.00.00.0.00000	Books & Info Resources	$2,700.00	$2,700.00	$0.00
100.1600.643.00.00.0.00000	Information Access Fees	$16,000.00	$16,000.00	$0.00
FUNC: ALTERNATIVE/CONTINUING EDUC. - 1600		$152,247.25	$151,498.70	$748.55
100.2000.330.00.00.0.00000	Other Professional Services	$36,000.00	$0.00	$36,000.00
FUNC: SUPPORT SERVICES - 2000		$36,000.00	$0.00	$36,000.00
100.2122.111.00.00.0.00000	Administrative Salaries	$111,757.15	$107,746.15	$4,011.00
100.2122.112.00.00.0.00000	Teacher/Specialist Salaries	$1,169,330.03	$1,169,330.03	$0.00
100.2122.115.00.00.0.00000	Office Salaries	$167,782.95	$158,317.90	$9,465.05
100.2122.320.00.00.0.00000	Professional Edu Services	$24,720.90	$24,200.00	$520.90
100.2122.550.00.00.0.00000	Printing	$1,014.00	$1,014.00	$0.00
100.2122.610.00.00.0.00000	Supplies	$7,637.00	$7,637.00	$0.00
100.2122.640.00.00.0.00000	Books & Info Resources	$843.00	$843.00	$0.00
100.2122.737.00.00.0.00000	Replacement Equipment	$500.00	$500.00	$0.00
FUNC: GUIDANCE - 2122		$1,483,585.03	$1,469,588.08	$13,996.95

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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2134.113.00.00.0.00000	Nurses Salaries	$681,351.70	$681,351.70	$0.00
100.2134.115.00.00.0.00000	Office Salaries	$63,776.17	$60,985.70	$2,790.47
100.2134.290.00.00.0.00000	Other Employee Benefits	$500.00	$500.00	$0.00
100.2134.330.00.00.0.00000	Other Professional Services	$18,700.00	$18,700.00	$0.00
100.2134.340.00.00.0.00000	Technical Services	$5,000.00	$5,000.00	$0.00
100.2134.430.00.00.0.00000	Repair and Maintenance	$1,300.00	$1,300.00	$0.00
100.2134.580.00.00.0.00000	Travel/Workshops	$200.00	$200.00	$0.00
100.2134.610.00.00.0.00000	Supplies	$22,000.00	$22,000.00	$0.00
100.2134.640.00.00.0.00000	Books & Info Resources	$400.00	$400.00	$0.00
100.2134.733.00.00.0.00000	New Equipment	$1,400.00	$1,400.00	$0.00
100.2134.737.00.00.0.00000	Replacement Equipment	$1,000.00	$1,000.00	$0.00
FUNC: HEALTH SERVICES - 2134		$795,627.87	$792,837.40	$2,790.47
100.2143.112.00.00.0.00000	Teacher/Specialist Salaries	$320,571.04	$320,571.04	$0.00
100.2143.330.00.00.0.00000	Other Professional Services	$345,000.00	$110,000.00	$235,000.00
100.2143.580.00.00.0.00000	Travel/Workshops	$200.00	$200.00	$0.00
100.2143.610.00.00.0.00000	Supplies	$12,000.00	$12,000.00	$0.00
100.2143.733.00.00.0.00000	New Equipment	$1,160.00	$1,160.00	$0.00
FUNC: PSYCHOLOGICAL SERVICES - 2143		$678,931.04	$443,931.04	$235,000.00
100.2152.112.00.00.0.00000	Teacher/Specialist Salaries	$702,258.02	$702,258.02	$0.00
100.2152.114.00.00.0.00000	Educational Assistants Salarie	$205,480.16	$203,890.49	$1,589.67
100.2152.330.00.00.0.00000	Other Professional Services	$430,000.00	$232,900.00	$197,100.00
100.2152.580.00.00.0.00000	Travel/Workshops	$200.00	$200.00	$0.00

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Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2152.610.00.00.0.00000	Supplies	$11,070.00	$11,070.00	$0.00
100.2152.640.00.00.0.00000	Books & Info Resources	$1,983.00	$1,983.00	$0.00
100.2152.643.00.00.0.00000	Information Access Fees	$44,000.00	$44,000.00	$0.00
100.2152.733.00.00.0.00000	New Equipment	$9,598.00	$9,598.00	$0.00
FUNC: SPEECH - 2152		$1,404,589.18	$1,205,899.51	$198,689.67
100.2190.112.00.00.0.00000	Teacher/Specialist Salaries	$50,000.00	$50,000.00	$0.00
FUNC: OTHER PUPIL SERVICES - 2190		$50,000.00	$50,000.00	$0.00
100.2210.320.00.00.0.00000	Professional Edu Services	$22,100.00	$22,100.00	$0.00
100.2210.330.00.00.0.00000	Other Professional Services	$500.00	$500.00	$0.00
FUNC: IMPROVEMENT OF INSTRUCTION - 2210		$22,600.00	$22,600.00	$0.00
100.2213.111.00.00.0.00000	Administrative Salaries	$128,000.00	$128,000.00	$0.00
100.2213.112.00.00.0.00000	Teacher/Specialist Salaries	$5,000.00	$5,000.00	$0.00
100.2213.240.00.00.0.00000	Tuition Reimbursement	$204,500.00	$204,500.00	$0.00
100.2213.320.00.00.0.00000	Professional Edu Services	$142,000.00	$142,000.00	$0.00
100.2213.321.00.00.0.00000	Prof Services for Instruction	$7,500.00	$7,500.00	$0.00
100.2213.580.00.00.0.00000	Travel/Workshops	$4,000.00	$4,000.00	$0.00
100.2213.610.00.00.0.00000	Supplies	$2,000.00	$2,000.00	$0.00
100.2213.640.00.00.0.00000	Books & Info Resources	$2,000.00	$2,000.00	$0.00
FUNC: PROFESSIONAL IMPROVEMENT - 2213		$495,000.00	$495,000.00	$0.00
100.2219.610.00.00.0.00000	Supplies	$200.00	$200.00	$0.00
FUNC: OTH IMPROVEMENT OF INSTRUCTION - 2219		$200.00	$200.00	$0.00

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Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2222.112.00.00.0.00000	Teacher/Specialist Salaries	$427,895.48	$427,895.48	$0.00
100.2222.114.00.00.0.00000	Educational Assistants Salarie	$222,253.07	$211,225.81	$11,027.26
100.2222.610.00.00.0.00000	Supplies	$9,585.00	$9,585.00	$0.00
100.2222.640.00.00.0.00000	Books & Info Resources	$60,900.00	$60,900.00	$0.00
100.2222.641.00.00.0.00000	Library Periodicals	$7,282.40	$7,282.40	$0.00
100.2222.643.00.00.0.00000	Information Access Fees	$58,857.00	$58,857.00	$0.00
FUNC: SCHOOL LIBRARY SERVICES - 2222		$786,772.95	$775,745.69	$11,027.26
100.2223.112.00.00.0.00000	Teacher/Specialist Salaries	$5,200.00	$5,200.00	$0.00
100.2223.430.00.00.0.00000	Repair and Maintenance	$1,450.00	$1,450.00	$0.00
100.2223.610.00.00.0.00000	Supplies	$2,450.00	$2,450.00	$0.00
100.2223.640.00.00.0.00000	Books & Info Resources	$7,645.00	$7,645.00	$0.00
100.2223.733.00.00.0.00000	New Equipment	$900.00	$900.00	$0.00
FUNC: AUDIO VISUAL - 2223		$17,645.00	$17,645.00	$0.00
100.2311.111.00.00.0.00000	Administrative Salaries	$14,000.00	$14,000.00	$0.00
FUNC: SCHOOL BOARD STIPEND - 2311		$14,000.00	$14,000.00	$0.00
100.2312.115.00.00.0.00000	Office Salaries	$6,000.00	$6,000.00	$0.00
100.2312.610.00.00.0.00000	Supplies	$320.00	$320.00	$0.00
FUNC: SCHOOL BOARD CLERK - 2312		$6,320.00	$6,320.00	$0.00
100.2313.111.00.00.0.00000	Administrative Salaries	$9,850.00	$9,850.00	$0.00
100.2313.610.00.00.0.00000	Supplies	$2,500.00	$2,500.00	$0.00
FUNC: TREASURER - 2313		$12,350.00	$12,350.00	$0.00

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Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2314.340.00.00.0.00000	Technical Services	$4,000.00	$4,000.00	$0.00
100.2314.550.00.00.0.00000	Printing	$8,000.00	$8,000.00	$0.00
100.2314.610.00.00.0.00000	Supplies	$3,500.00	$3,500.00	$0.00
FUNC: DISTRICT MEETING - 2314		$15,500.00	$15,500.00	$0.00
100.2317.330.00.00.0.00000	Other Professional Services	$50,000.00	$50,000.00	$0.00
FUNC: AUDIT - 2317		$50,000.00	$50,000.00	$0.00
100.2318.330.00.00.0.00000	Other Professional Services	$204,800.00	$200,000.00	$4,800.00
FUNC: LEGAL FEES - 2318		$204,800.00	$200,000.00	$4,800.00
100.2319.115.00.00.0.00000	Office Salaries	$11,160.00	$11,160.00	$0.00
100.2319.540.00.00.0.00000	Advertising	$5,000.00	$5,000.00	$0.00
100.2319.810.00.00.0.00000	Dues and Fees	$18,000.00	$18,000.00	$0.00
100.2319.890.00.00.0.00000	Miscellaneous Expense	$27,500.00	$27,500.00	$0.00
FUNC: OTHER SCHOOL BOARD SERVICES - 2319		$61,660.00	$61,660.00	$0.00
100.2321.111.00.00.0.00000	Administrative Salaries	$576,344.60	$416,713.00	$159,631.60
100.2321.115.00.00.0.00000	Office Salaries	$109,100.00	$109,100.00	$0.00
100.2321.240.00.00.0.00000	Tuition Reimbursement	$40,000.00	$40,000.00	$0.00
100.2321.330.00.00.0.00000	Other Professional Services	$35,205.00	$10,205.00	$25,000.00
100.2321.534.00.00.0.00000	Postage	$6,000.00	$6,000.00	$0.00
100.2321.580.00.00.0.00000	Travel/Workshops	$18,000.00	$18,000.00	$0.00
100.2321.610.00.00.0.00000	Supplies	$18,500.00	$18,500.00	$0.00

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Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2321.640.00.00.0.00000	Books & Info Resources	$2,000.00	$2,000.00	$0.00
100.2321.733.00.00.0.00000	New Equipment	$20,000.00	$20,000.00	$0.00
100.2321.810.00.00.0.00000	Dues and Fees	$12,000.00	$12,000.00	$0.00
100.2321.890.00.00.0.00000	Miscellaneous Expense	$25,000.00	$25,000.00	$0.00
FUNC: Office of the Superintendent Services - 2321		$862,149.60	$677,518.00	$184,631.60
100.2330.111.00.00.0.00000	Administrative Salaries	$218,000.00	$218,000.00	$0.00
100.2330.112.00.00.0.00000	Teacher/Specialist Salaries	$60,012.70	$60,012.70	$0.00
100.2330.115.00.00.0.00000	Office Salaries	$109,472.50	$106,703.60	$2,768.90
100.2330.531.00.00.0.00000	Telephone	$240.00	$240.00	$0.00
100.2330.534.00.00.0.00000	Postage	$300.00	$300.00	$0.00
100.2330.580.00.00.0.00000	Travel/Workshops	$8,200.00	$8,200.00	$0.00
100.2330.610.00.00.0.00000	Supplies	$500.00	$500.00	$0.00
FUNC: SPECIAL AREA ADMINISTRATIVE SERVICES - 2330		$396,725.20	$393,956.30	$2,768.90
100.2340.115.00.00.0.00000	Office Salaries	$55,433.43	$52,767.00	$2,666.43
100.2340.580.00.00.0.00000	Travel/Workshops	$5,000.00	$5,000.00	$0.00
100.2340.610.00.00.0.00000	Supplies	$2,000.00	$2,000.00	$0.00
100.2340.640.00.00.0.00000	Books & Info Resources	$133,550.00	$133,550.00	$0.00
100.2340.810.00.00.0.00000	Dues and Fees	$11,000.00	$11,000.00	$0.00
FUNC: DIRECTORS OF CURRICULUM - 2340		$206,983.43	$204,317.00	$2,666.43
100.2410.111.00.00.0.00000	Administrative Salaries	$2,260,151.43	$2,181,672.33	$78,479.10
100.2410.115.00.00.0.00000	Office Salaries	$799,017.13	$760,639.42	$38,377.71

Budget - TRSD

Fiscal Year: 2023-2024

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2410.531.00.00.0.00000	Telephone	$150,000.00	$150,000.00	$0.00
100.2410.610.00.00.0.00000	Supplies	$82,129.00	$82,129.00	$0.00
100.2410.640.00.00.0.00000	Books & Info Resources	$3,800.00	$3,800.00	$0.00
100.2410.733.00.00.0.00000	New Equipment	$5,011.00	$5,011.00	$0.00
100.2410.737.00.00.0.00000	Replacement Equipment	$20,973.30	$20,973.30	$0.00
100.2410.810.00.00.0.00000	Dues and Fees	$26,015.00	$26,015.00	$0.00
FUNC: OFFICE OF THE PRINCIPAL - 2410		$3,347,096.86	$3,230,240.05	$116,856.81
100.2490.111.00.00.0.00000	Administrative Salaries	$117,568.00	$113,200.00	$4,368.00
100.2490.112.00.00.0.00000	Teacher/Specialist Salaries	$1,200.00	$1,200.00	$0.00
100.2490.610.00.00.0.00000	Supplies	$34,200.00	$34,200.00	$0.00
FUNC: OTHER SERVICES.SCHOOL ADMINISTRATION - 2490		$152,968.00	$148,600.00	$4,368.00
100.2510.310.00.00.0.00000	Official/Admin Services	$45,000.00	$40,000.00	$5,000.00
FUNC: CONTRACTED SERVICES-MEDICAID - 2510		$45,000.00	$40,000.00	$5,000.00
100.2511.111.00.00.0.00000	Administrative Salaries	$234,500.00	$234,500.00	$0.00
100.2511.115.00.00.0.00000	Office Salaries	$174,320.00	$174,320.00	$0.00
FUNC: Supervising Fiscal Services - 2511		$408,820.00	$408,820.00	$0.00
100.2610.111.00.00.0.00000	Administrative Salaries	$108,000.00	$108,000.00	$0.00
FUNC: SUPERVISION AND OPERATION OF PLANT - 2610		$108,000.00	$108,000.00	$0.00
100.2620.116.00.00.0.00000	Custodial Salaries	$2,174,363.12	$2,069,859.28	$104,503.84

Budget - TRSD

Fiscal Year: 2023-2024

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2620.126.00.00.0.00000	Substitute Salaries-Custodian	$10,000.00	$10,000.00	$0.00
100.2620.290.00.00.0.00000	Other Employee Benefits	$32,000.00	$32,000.00	$0.00
100.2620.330.00.00.0.00000	Other Professional Services	$182,700.00	$182,600.00	$100.00
100.2620.410.00.00.0.00000	Water/Sewer/Septic	$74,500.00	$74,500.00	$0.00
100.2620.420.00.00.0.00000	Cleaning Services	$95,000.00	$95,000.00	$0.00
100.2620.430.00.00.0.00000	Repair and Maintenance	$482,000.00	$482,000.00	$0.00
100.2620.432.00.00.0.00000	Plumbing & Electric Repair	$55,000.00	$55,000.00	$0.00
100.2620.520.00.00.0.00000	Insurance	$238,137.06	$222,558.00	$15,579.06
100.2620.580.00.00.0.00000	Travel/Workshops	$14,500.00	$14,500.00	$0.00
100.2620.610.00.00.0.00000	Supplies	$268,100.00	$268,100.00	$0.00
100.2620.621.00.00.0.00000	Natural Gas	$140,000.00	$140,000.00	$0.00
100.2620.622.00.00.0.00000	Electricity	$700,000.00	$700,000.00	$0.00
100.2620.623.00.00.0.00000	Bottled Gas	$33,000.00	$33,000.00	$0.00
100.2620.624.00.00.0.00000	Fuel Oil	$247,000.00	$247,000.00	$0.00
100.2620.643.00.00.0.00000	Information Access Fees	$27,000.00	$27,000.00	$0.00
100.2620.733.00.00.0.00000	New Equipment	$11,100.00	$11,100.00	$0.00
100.2620.737.00.00.0.00000	Replacement Equipment	$64,500.00	$64,500.00	$0.00
FUNC: OPERATING BUILDINGS SERVICES - 2620		$4,848,900.18	$4,728,717.28	$120,182.90
100.2630.420.00.00.0.00000	Cleaning Services	$195,075.00	$195,075.00	$0.00
100.2630.422.00.00.0.00000	Snow Removal	$12,000.00	$12,000.00	$0.00
100.2630.430.00.00.0.00000	Repair and Maintenance	$15,000.00	$15,000.00	$0.00
100.2630.440.00.00.0.00000	Rentals	$20,000.00	$20,000.00	$0.00
100.2630.610.00.00.0.00000	Supplies	$173,949.00	$173,949.00	$0.00

Budget - TRSD

Fiscal Year: 2023-2024

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2630.733.00.00.0.00000	New Equipment	$41,000.00	$41,000.00	$0.00
100.2630.737.00.00.0.00000	Replacement Equipment	$12,500.00	$12,500.00	$0.00
FUNC: CARE AND OPERATION OF GROUNDS - 2630		$469,524.00	$469,524.00	$0.00
100.2640.430.00.00.0.00000	Repair and Maintenance	$115,000.00	$115,000.00	$0.00
FUNC: CARE AND UPKEEP OF EQUIPMENT - 2640		$115,000.00	$115,000.00	$0.00
100.2650.430.00.00.0.00000	Repair and Maintenance	$20,000.00	$20,000.00	$0.00
100.2650.626.00.00.0.00000	Gasoline	$20,000.00	$20,000.00	$0.00
100.2650.737.00.00.0.00000	Replacement Equipment	$0.00	$50,000.00	($50,000.00)
FUNC: VEHICLE OPERATION AND MAINTENANCE - 2650		$40,000.00	$90,000.00	($50,000.00)
100.2660.330.00.00.0.00000	Other Professional Services	$90,052.22	$81,551.00	$8,501.22
100.2660.340.00.00.0.00000	Technical Services	$19,400.00	$19,400.00	$0.00
100.2660.430.00.00.0.00000	Repair and Maintenance	$35,000.00	$35,000.00	$0.00
100.2660.490.00.00.0.00000	Other Purchased Property Ser	$9,000.00	$9,000.00	$0.00
FUNC: SECURITY SERVICES - 2660		$153,452.22	$144,951.00	$8,501.22
100.2721.519.00.00.0.00000	Student Transportation	$2,722,032.60	$2,591,179.36	$130,853.24
FUNC: REGULAR PROGRAM TRANSP - 2721		$2,722,032.60	$2,591,179.36	$130,853.24
100.2722.519.00.00.0.00000	Student Transportation	$1,614,530.40	$1,557,324.84	$57,205.56
FUNC: SPECIAL EDUCATION TRANSP - 2722		$1,614,530.40	$1,557,324.84	$57,205.56

Budget - TRSD

Fiscal Year: 2023-2024

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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2723.519.00.00.0.00000	Student Transportation	$156,289.60	$79,832.40	$76,457.20
FUNC: VOCATIONAL TRANSPORTATION - 2723		$156,289.60	$79,832.40	$76,457.20
100.2724.519.00.00.0.00000	Student Transportation	$148,531.60	$148,531.60	$0.00
FUNC: ATHLETIC TRANSPORTATION - 2724		$148,531.60	$148,531.60	$0.00
100.2725.519.00.00.0.00000	Student Transportation	$59,528.00	$59,528.00	$0.00
FUNC: FIELD TRIP TRANSPORTATION - 2725		$59,528.00	$59,528.00	$0.00
100.2729.519.00.00.0.00000	Student Transportation	$18,200.00	$18,200.00	$0.00
FUNC: MUSIC TRANSPORTATION - 2729		$18,200.00	$18,200.00	$0.00
100.2831.111.00.00.0.00000	Administrative Salaries	$85,000.00	$85,000.00	$0.00
100.2831.115.00.00.0.00000	Office Salaries	$163,000.00	$163,000.00	$0.00
100.2831.643.00.00.0.00000	Information Access Fees	$1,295.00	$1,295.00	$0.00
FUNC: Supervision of Staff Services - 2831		$249,295.00	$249,295.00	$0.00
100.2840.111.00.00.0.00000	Administrative Salaries	$127,490.10	$122,704.62	$4,785.48
100.2840.114.00.00.0.00000	Educational Assistants Salarie	$57,193.50	$57,193.50	$0.00
100.2840.430.00.00.0.00000	Repair and Maintenance	$49,000.00	$49,000.00	$0.00
100.2840.610.00.00.0.00000	Supplies	$15,000.00	$15,000.00	$0.00
100.2840.643.00.00.0.00000	Information Access Fees	$115,368.00	$155,368.00	($40,000.00)
100.2840.650.00.00.0.00000	Software	$70,675.00	$70,675.00	$0.00
100.2840.738.00.00.0.00000	Replacement Computer/Netwi	$25,000.00	$25,000.00	$0.00
FUNC: COMPUTER SERVICES - 2840		$459,726.60	$494,941.12	($35,214.52)

Budget - TRSD

Fiscal Year: 2023-2024

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.2900.210.00.00.0.00000	Group Insurance	$13,785,781.37	$13,590,679.98	$195,101.39
100.2900.220.00.00.0.00000	FICA	$2,970,981.29	$2,930,142.70	$40,838.59
100.2900.231.00.00.0.00000	Non-teacher Retirement	$1,335,385.83	$1,237,371.97	$98,013.86
100.2900.232.00.00.0.00000	Teacher Retirement	$5,364,774.20	$5,348,952.23	$15,821.97
100.2900.250.00.00.0.00000	Unemployment Compensatior	$30,000.00	$30,000.00	$0.00
100.2900.260.00.00.0.00000	Worker's Compensation	$242,283.00	$267,420.00	($25,137.00)
100.2900.290.00.00.0.00000	Other Employee Benefits	$50,000.00	$50,000.00	$0.00
FUNC: SUPPORT SERVICES-OTHER - 2900		$23,779,205.69	$23,454,566.88	$324,638.81
100.3120.119.00.00.0.00000	Food Service Salaries	$77,589.76	$54,388.00	$23,201.76
FUNC: FOOD SERVICE OPERATIONS - 3120		$77,589.76	$54,388.00	$23,201.76
100.4200.430.00.00.0.00000	Repair and Maintenance	$150,000.00	$150,000.00	$0.00
FUNC: SITE IMPROVEMENT - 4200		$150,000.00	$150,000.00	$0.00
100.4600.450.00.00.0.00000	Construction Services	$1,892,200.00	$1,892,200.00	$0.00
FUNC: BUILDING IMPROVEMENT - 4600		$1,892,200.00	$1,892,200.00	$0.00
100.5110.910.00.00.0.00000	Principal	$746,341.00	$746,341.00	$0.00
FUNC: PRINCIPAL ON DEBT - 5110		$746,341.00	$746,341.00	$0.00
100.5120.830.00.00.0.00000	Interest	$1,314,659.00	$1,314,659.00	$0.00
FUNC: INTEREST ON DEBT - 5120		$1,314,659.00	$1,314,659.00	$0.00

Budget - TRSD

Fiscal Year: 2023-2024

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
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From Date: 7/1/2024 To Date: 6/30/2025 Definition: Default View

Account	Description	FY2025 Default	FY2024 Voted	Variance
100.5221.930.00.00.0.00000	Fund Transfers	$1,716,810.70	$1,582,314.00	$134,496.70
FUNC: FOOD SERVICE FUND - 5221		$1,716,810.70	$1,582,314.00	$134,496.70
100.5222.930.00.00.0.00000	Fund Transfers	$1,300,000.00	$1,300,000.00	$0.00
FUNC: FEDERAL PROJECTS - 5222		$1,300,000.00	$1,300,000.00	$0.00
100.5223.930.00.00.0.00000	Fund Transfers	$77,500.00	$77,500.00	$0.00
FUNC: PERFORMING ARTS CTR PROGRAMS - 5223		$77,500.00	$77,500.00	$0.00
100.5250.930.00.00.0.00000	Fund Transfers	$250,000.00	$250,000.00	$0.00
FUNC: CAPITAL RESERVE FUNDS - 5250		$250,000.00	$250,000.00	$0.00
Grand Total:		$89,607,565.14	$87,046,914.67	$2,560,650.47

End of Report

NH School Administrative Unit 106 | Timberlane Regional School District
30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334
Timberlane.net @TimberlaneRegional @TimberlaneRSD @TimberlaneRSD

EXECUTIVE SUMMARY

December 21, 2023

$25M LEASE PHASE II PROPOSAL

Phase II (2024)

The following items are being recommended for the second phase of the lease by the Construction Committee:

Lease Phase 2 (2024)	Description	Cost
Lease Phase II ECM 1	Timberlane HS Window Replacement	$2,000,000
Lease Phase II ECM 3	Timberlane HS Roof (Phase 1) Roof Area D	$2,101,400
Lease Phase II ECM 4	Timberlane HS ErVS Daiken, Dehumidification and duct cleaning	$4,119,495
Lease Phase II ECM 5	Timberlane HS Controls and valve replacements	$797,860
Total Lease Phase 2		**$9,018,755**

Respectfully Submitted By:
Maria Watkins, CFO/Business Administrator

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EXECUTIVE SUMMARY

December 21, 2023

Below please find a list of the CIP projects that after review at the construction committee are being recommended for FY2025.

Location	Description	Cost
Atkinson Academy	HVAC Phase I	500,000
Atkinson Academy	Belfry	270,260
Middle School	HVAC for 100 Area	250,000
High School	Lighting Controls	150,000
Middle School	Outdoor Learning Area Improvements	96,500
District Wide	CMU Repair Walls	78,000
Sandown North	Pave Drop-Off Loop	75,000
Middle School	Paving	43,000
Danville	Paving	42,677
SAU	Replace Weil McLean 2500KBTU boiler	40,000
High School	Dark Room Renovation	30,000
Total		**1,575,437**

Respectfully Submitted By:
Maria Watkins, CFO/Business Administrator

2024 Timberlane Regional School District Warrant
State of New Hampshire

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

First Session of Annual Meeting (Deliberative)
You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 8th day of February 2024, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number 10. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)
Voting on warrant articles number 1 through number 10 will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 12th day of March 2024, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

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

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

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

DRAFT

Article 2 – Operating Budget

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

Recommended by the School Board

Recommended by the Budget Committee

Article 3 – Three Year Collective Bargaining Agreement (Timberlane Teachers' Association)

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

Fiscal Year	2024-25	2025-26	2026-27
Estimated Increase	$2,427,107	$1,799,324	$1,949,771
3-Year Total			**$6,176,202**

And further to raise and appropriate the sum of $**2,427,107** for the 2024-25 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 4 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 3 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 3 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 5 – Capital Reserve Fund by Surplus

Shall the voters of the School District raise and appropriate up to $250,000 to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2024 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2023-2024 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

DRAFT

Article 6 – General Acceptance of Reports

Shall the voters of the School District accept reports of agents, auditors, and committees as written in the 2023 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 7 – Fund Balance Retention

Shall the School District vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, **5%** of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 8 – Timberlane Administrators' Union Amendment

To see if the School District will vote to approve the cost items included in the amendment to the 2023-2026 collective bargaining agreement reached between the Timberlane Regional School Board and the Timberlane Administrators' Union, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year that are in addition to the increases per the unamended 2023-2026 agreement:

Fiscal Year	Estimated Increase or Decrease
2023-2024	**+ $0**
2024-2025	**+ $60,000**
2025-2026	**- $30,000**

No appropriation is necessary in this article because the money required to fund it is included in warrant article no. 2.

Recommended by the School Board

Article 9 – Technology Staff

To see if the School District will vote to approve the cost items included in the amendment to the 2023-2026 collective bargaining agreement reached between the Timberlane Regional School Board and Teamsters Union Local #633 (Administrative Assistants/Secretaries and Skilled Maintenance Employees), which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year that are in addition to the increases per the unamended 2023-2026 agreement:

Fiscal Year	Estimated Increase
2023-2024	$0
2024-2025	$27,211
2025-2026	$25,891

and further to raise and appropriate the sum of **$27,211** for the 2024-2025 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits required by the amendment to the 2023-2026 agreement over those that would be paid at current staffing levels per the unamended 2023-2026 agreement.

(Note: This article concerns the amendment of the 2023-2026 collective bargaining agreement that was negotiated because the New Hampshire Public Employee Labor Relations Board added IT employees to the bargaining unit.)

DRAFT

Recommended by the School Board
Recommended by the Budget Committee

Article 10 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 9 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 9 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

DRAFT

Job Postings

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration										
4788	Administration	Assistant Principal	Assistant Principal/Curriculum Coordinator cc	Sandown North	12/12/2023	Open until filled	as soon as possible	2023-2024	3	7
4757	Administration	Financial Analyst	Financial Analyst cc2720	SAU 106 Timberlane Regional District office	8/23/2023	Open until filled	as soon as possible	2023-2024	114	11
Elementary School Teaching										
4787	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Classroom Teacher - Grade 5 cc70	Pollard School	12/1/2023	Open until filled	as soon as possible	2023-2024	14	0
4764	Elementary School Teaching	Music - Orchestra	Elementary Music Teacher - Orchestra cc1443	Danville Elementary	9/13/2023	Open until filled	9/18/2023	2023-2024	93	2
4786	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Long Term Substitute - 5th Grade Classroom T	Pollard School	12/1/2023	Open until filled	as soon as possible	2023-2024	14	3
Middle School Teaching										
4736	Middle School Teaching	Mathematics	Mathematics Interventionist cc223	Timberlane Regional Middle School	8/3/2023		8/22/2023	2023-2024	134	2
4775	Middle School Teaching	Foreign Language - Spanish	Middle School Spanish Teacher cc2566	Timberlane Regional Middle School	10/17/2023	Open until filled	as soon as possible	2023-2024	59	4
Special Education										
4747	Special Education	Social Worker	.4 ED Program Social Worker cc 2720	Timberlane Regional School District	8/15/2023	Open until filled	8/22/2023	2023-2024	122	2
4767	Special Education	Special Education Teacher	Anticipated Long Term Substitute - Special Edu	Timberlane Regional Middle School	9/18/2023	Open until filled	Oct-23	2023-2024	88	0
4506	Special Education		RBT cc 1428	Timberlane Regional Middle School	9/13/2022	open until filled	as soon as possible	2023-2024	458	5
4776	Special Education	Licenced Nursing Asst.	School LNA cc1171	Timberlane Regional High School	10/18/2023	Open until filled	as soon as possible	2023-2024	58	8
4344	Special Education	Psychologist	School Psychologist - Part Time .6 Position cc	Timberlane Regional School District	5/19/2022	open until filled	as soon as possible	2023-2024	575	6
4604	Special Education	Special Education Teacher	Special Education Teacher cc 1032	Timberlane Regional High School	4/19/2023	Open until filled	8/22/2023	2023-2024	240	5
4756	Special Education	Special Education Teacher	Special Education Teacher cc1060	Pollard School	8/22/2023	Open until filled	as soon as possible	2023-2024	115	0
4644	Special Education	Special Education Teacher	Special Education Teacher cc1105	Danville Elementary	9/19/2023	Open until filled	as soon as possible	2023-2024	87	4
4639	Special Education	Special Education Teacher	Special Education Teacher cc1300	Timberlane Regional High School	5/19/2023	Open until filled	8/22/2023	2023-2024	210	1
4609	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc 212	Pollard School	4/21/2023	Open until filled	8/22/2023	2023-2024	238	4
4673	Special Education	Speech and Language Pathologist	Speech Language Pathologist cc885	Sandown North	6/12/2023			2023-2024	186	2
Student Services										
4660	Student Services	School Social Worker	School Social Worker cc830	Timberlane Regional School District	5/31/2023	Open until filled	8/22/2023	2023-2024	198	8