

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, June 3, 2021

Regular Business Meeting – 7:00pm

Dr. Kimberly Farah, Chair

Kristin Savage, Vice Chair

Dr. Brian Cochrane, Interim Superintendent

Webinar Link

<http://www.timberlane.net/zoomtrsb>

Technology Assistance

603-382-6541 x 3955

[In accordance with Emergency Order #12 pursuant to Executive Order 2020-04, the School Board is authorized to meet electronically.] Log on Instructions: When logging on, members of the public will be prompted to provide their email address and name. (Note: the participation option has been disabled consistent with state provisions for board videoconferencing except as noted below for delegates and individuals.)

AGENDA - UPDATED

1. **7:00PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Student Representative
6. Delegates and Individuals

Individuals wishing to speak during delegates and individuals are asked to fill out the request form (link below) by 5pm of the day of the meeting. Due to time constraints, only the first 20 persons completing this form will be allowed to speak up to 3 minutes each. They will be notified via district email by 6pm that they were among the first 20 selected to speak during this portion of the meeting. Link to Request Form: <https://forms.gle/kWVzNs8rhaRHnRH97>

7. Current Business

- a. **7:10PM** Re-Opening Update – INFORMATIONAL/ACTION (10)
- b. **7:20PM** Facilities Update – INFORMATIONAL/ACTION (10)
- c. **7:30PM** SAU Organizational Chart – INFORMATIONAL/ACTION (20)
- d. **7:50PM** Business Curriculum (1st Read) – ACTION (10)
- e. **8:00PM** Tuition Rates – ACTION (5)
- f. **8:05PM** Policies (2nd Read/Adoption) – ACTION (10)

8. **8:15PM** Administrator's Report

9. **8:20PM** Personnel Report

10. **8:25PM** Committee Reports/Reports of the School Board

11. Correspondence Folder

12. Vendor and Payroll Registers

13. **8:30PM** Other Business

14. Nonpublic (If needed)

15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
June 17	Regular Meeting	PAC	7:00PM
July 15	Regular Meeting	TBD	7:00PM
August 5	Regular Meeting	TBD	7:00PM
August 19	Regular Meeting	TBD	7:00PM

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.

ADMINISTRATOR'S REPORT

Administrator's Report for June 3, 2021 School Board Meeting

1-3. OPEN MEETING – self-explanatory.

4. APPROVAL OF MINUTES (1 set – 5/20 public session)

5. DELEGATES AND INDIVIDUALS

6. STUDENT REP

7. CURRENT BUSINESS

a. Re-Opening Update – INFORMATIONAL/ACTION

Updates on masking and summer school expectations to be presented.

b. Facilities Update – INFORMATIONAL/ACTION

Continued updates with respect to HVAC and the Director of Plant Operations position.

c. SAU106 Organizational Chart – ACTION

Continued review of the chart with respect to principals and assistant principals' placement, the addition of Director of Guidance, review and approval of Directors of Elementary/Secondary Ed job descriptions, the evaluation process/responsibilities, and discussion on administrator contracts.

d. Business Curriculum – ACTION

First read on the complete re-write of curriculum on three business courses. (See policy IGA)

e. Tuition Rates – ACTION

Proposed tuition rates for nonresident students to be presented. (See [policy JFAB])

f. Policies – ACTION

Second read/adoption on seven policies: JI, JIA, JIC, JICD, JICD-R, JICI-R, and CCB.

8. ADMINISTRATOR'S REPORT

9. PERSONNEL REPORT

Dr. Cochrane to present.

10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – *Committee Chairs to update board on current initiatives.*

11. CORRESPONDENCE – *All correspondence now forwarded to board members as it comes in.*

12. VENDOR AND PAYROLL REGISTERS – *please be sure to review and sign electronically vendor and payroll registers.*

13. OTHER BUSINESS – *Board members to provide agenda items for future meeting consideration.*

14. NONPUBLIC SESSION – *as needed.*

15. FUTURE DATES – *As indicated.*

UPCOMING REGULAR MEETING AGENDAS

This information is provided for informational purposes only. Agenda items are subject to change.

The official agenda will be available one week prior to its scheduled meeting.

June 17, 2021 at the PAC	
Policies	<i>First read</i>
Federal Funding Authorization	
Summer Hiring Process	
Suspension Authorization	
Facilities Update	
Business Curriculum	<i>Second read</i>
Staffing Needs (IIB)	<i>Second School Board Meeting in June: The administration will present preliminary September enrollment numbers to the School Board with specific reference to enrollment pressure points.</i>
Superintendent's Goals	<i>Rescheduled from June 3rd meeting.</i>

July 15, 2021 Location to be Determined	
Policies	<i>Second read/adoption</i>
Summer Projects Update	
2021-22 School Opening Plan	

[illegible]

Presentation Schedule			
Item	Detail	Timeline/By	Done
Develop 5-Year Facilities Plan	Continued from 2019-20	TBD	
Create proposal for Solar Panels	Continued from 2019-20	TBD	Postponed to 2021-22
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	8/20/2020	
School Financial Report (DOE-25)	To DRA	9/1/2020	✓
School Financial Report (MS-25)	To DRA	9/1/2020	✓
Revised Est'd Revenues (MS-24)	#'s needed from DRA/DOE approved MS-25	9/1/2020	✓
Signed Revised Est. Rev (MS-24S)	Signed Revised Est. Revenues (MS-24S)	9/1/2020	✓
NHSBA Resolutions	September of each year	9/3/2020	✓
Strategic Plan Update	Biannual report (Sep/Mar)	9/17/2020	✓
School Action Plans	September of each year – Elementary	9/20/2020	Hold
Budget /Default Budget	First Draft	10/1/2020	✓
Enrollment/NESDEC	After October 1 enrollment numbers finalized	10/15/2020	✓
School Action Plans	October of each year – Secondary	10/15/2020	Hold
Program of Studies	First Read	12/3/2020	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	11/19/2020	
Program of Studies	Second Read	12/17/2020	✓
Ratify CBAs	Finalize CBAs for warrant (by 2 nd Tues in Jan.)	1/7/2021	✓
Finalize Warrant	For Deliberative Session (by last Tuesday in Jan.)	1/21/2021	✓
School Calendar	For the upcoming school year	2/18/2021	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	2/18/2021	
Projected unencumbered funds	To inform on end of year funds to address needs	3/4/2021	✓
Food Service Annual Review	Renewal Year 4 of 4	3/4/2021	✓
Prof. Staff Renominations	Notification of nonrenewal by April 15 th	3/18/2021	✓
MOUs/LOUs Authorization	Authorize Personnel Com to approve MOUs	3/18/2021	✓
Report of Appropriations Voted (MS-22)	Due to DRA	3/30/2021	✓
Budget as Posted with Warrant (MS-27)	Due to DRA	3/30/2021	✓
DRA Approved Appropriations (MS-22R)	To DRA Pending DRA Approval	3/30/2021	✓
Signed Appropriations As Voted (MS-22)	To DRA Within 20 days of vote	3/30/2021	✓
Signed Default Budget (MS-DS)	As posted with the warrant – due to DRA	3/30/2021	✓
Athletic Trainer Contract Annual Review	Annual review/renewal for 2021-22 school year	4/15/2021	✓
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	5/20/2021	
Data Governance Plan	Annual review by 1 st meeting in June	6/3/2021	No Changes
Auditor Option & Schedule (MS-60A)	To DRA	6/30/2021	
MS-60 or CPA Financial Audit	To DRA	6/30/2021	

School Reopening Update

Mask practices for summer programs

TRSD summer programs begin Tuesday, July 6th. As the district plans and prepares for the numerous programs offered this summer (Extended School Year, Title One Summer Camps, Atkinson Summer Skills, and Summer School), we continue to monitor regional and local metrics, as well as adhere to guidance from the CDC, NH DPHS and local health officials.

At this time, TRSD continues to rely on multiple layers of prevention strategies to ensure the health and safety of all individuals, while also taking into consideration the social, emotional and comfort factors of our participants during the hottest season of the year. Therefore, we will be implementing the following protocols during TRSD summer sessions.

- We ask all participants to continue to use the district's daily monitoring protocol and not attend their summer program that day if they are showing any signs or symptoms of illness.
- Any fully vaccinated individuals will not need to wear a mask, unless they desire to do so.
- While indoors, non-vaccinated individuals will be required to wear a mask when they are seated less than six (6) feet to the next closest individual.
 - TRSD will work to create social distances of six feet or greater as a general mitigation strategy, where spacing, staffing, and student developmental level.
- While outdoors, all individuals need only wear a mask if they are in a crowded setting, or during activities that involve sustained close contact with non-vaccinated individuals.
 - TRSD employees will work to ensure that outdoor summer activities will avoid crowding and sustained close contact, so that all individuals can safely be outdoors without a mask.

TRSD respects the rights of individuals to wear a mask at all times to protect themselves and/or their loved ones. Guidance still suggests that wearing a proper fitting mask is an effective mitigation strategy.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

Lucy Canotas, Director of Elementary Curriculum

Mark Pedersen, Director of Secondary Curriculum

School Reopening Update

Mask practices for OUTDOOR events through the end of the year.

As TRSD plans and prepares for numerous end of the year events such as academic award nights, and move up or graduation celebrations, and or plans for recess or outdoor time for students; we continue to monitor regional and local metrics, as well as adhere to guidance from the CDC, NH DPHS and local health officials. At this time, TRSD continues to rely on multiple layers of prevention strategies to ensure the health and safety of all individuals, while also taking into consideration the social, emotional and comfort factors of our participants.

Per the Latest guidance from NH DPHS: “With levels of community transmission decreasing, we recommend that schools and childcare agencies can remove masks in outdoor settings (regardless of a person’s vaccination status), including at recess and during non contact sports. -NH DPHS still recommends physical distancing between children/students, to the extent possible”

As most events are scheduled to be outdoor events, as being outside has shown to be an effective mitigation strategy, we will be implementing the following protocols during these TRSD events.

- Any and all events will be either live streamed, or recorded and made available at a later date to allow those that cannot be in attendance the opportunity to view the event.
- Any and all events will have specific attendance limits to ensure that socially distancing protocols can be implemented.
- We ask all participants to continue to use the district’s daily monitoring protocol and not come to the event if they are showing any signs or symptoms of illness.
- Individuals do not need to wear a mask while outside, unless they desire to do so, but we do ask people to continue to socially distance.
- We ask that family groups stay as a cohort and remain socially distanced (at least 6 feet) from other family groups or individuals. The logistics of the event will allow for the individual family ‘cohort’ to be seated together, but separated from the next closest family group by at least six (6) feet. We ask that you keep socially distanced from other family groups especially if you are not wearing a mask. In instances where six foot distancing is not possible, we ask all non-fully vaccinated individuals to wear a mask.
- Until at least June 30, 2021, while indoors, all individuals will be required to wear a mask per current protocols and CDC guidance for school operations.

TRSD respects the individual's right to wear a mask at all times to protect themselves and or their loved ones. Guidance still suggests that wearing a proper fitting mask is an effective mitigation strategy.

Respectfully Submitted By:

Sandra Allaire, Director of Curriculum and Professional Learning

Lucy Canotas, Director of Elementary Curriculum

Mark Pedersen, Director of Secondary Curriculum

Executive Summary

TRSD Projects Report from Marc Fournier

6/03/21

HVAC Capital Equipment Replacements Recommendations

An RFP for the replacement and installation of the 9 HVAC units has been issued and will open on June 17, 2021. A pre-bid meeting was held with contractors at 9am on June 3, 2021 to review the equipment to be replaced and answer questions.

Trane Projects

HVAC general maintenance and repair work: Trane continues to work in the High School. They are providing detailed weekly progress reports listing the work performed and before and after pictures. We have spent the first \$50,000 for repairs and are waiting for an additional cost estimate from Trane related to the completion of the remaining maintenance and repairs in the High School.

In-house LED Re-Lamping Project

It was decided in the TRSD Energy Committee that we will perform the balance of the LED re-lamping work in-house due to the low incentives provided by the utility companies. An award to Northeast Electrical Distributors in the amount of \$215,337.68 has been processed and Steve expects to begin work very soon.

CPower Demand Response Project

The agreement has been signed and the meters have been installed by CPower. Marc has sent a Zoom link to TRSD staff regarding a presentation by CPower that explains how the program will work. We also have received a confirmation from Unitil confirming our participation in the program.

Director of Plant Operations Position Description

The position of Director of Plant Operations has been advertised and the interview process has begun.

Solar Energy Project

Marc has obtained numerous documents from Nashua and Dover detailing how they planned and implemented their solar PPA (Purchase Power Agreement) projects. The Energy Committee met last night and agreed to review the documents, create lists of questions from the members, and meet in late June to discuss next steps. We have also asked Revision Energy to tell us how large a solar array might fit on the Sandown North roof (our first target project roof) to give us a sense of the possible scale of the project there. We also need a list of all TRSD roofs and their ages and condition to determine if there are any other roofs that are viable candidates for solar arrays in the first proposed project.

June 3, 2021

Executive Summary

Summer Projects – Facilities

At the request of the School Board, listed below are additional summer projects that can be reasonably accomplished using operations surplus and/or emergency capital projects totaling no more than \$200k.

These projects are in addition to the Summer Projects already in the pipeline for this summer. A copy of that Summer Projects listing is found below.

Location	Project	Estimated Cost
Middle School	Steamer	\$ 12,000
High School	Steamer	\$ 12,000
Middle School	Automatic Door Opener	\$ 10,000
High School	Automatic Door Opener	\$ 10,000
High School	Track Event Area	\$ 50,000
Sandown North	Refrigerator/Freezer	\$ 5,000
Danville Elementary	Oil Boiler	\$ 75,000
Total		\$ 174,000

Anticipated Summer Projects – Facilities

DISTRICT WIDE:

LED Lighting project

Return furniture into the buildings

Repair/Replace window screens

ATKINSON ACADEMY:

Repair and reline basketball court

Install new bathroom stall dividers for the boys' bathroom

DANVILLE ELEMENTARY:

Painting of interior door trim around classroom doors

Rework softball/baseball field

POLLARD ELEMENTARY:

Water bottle filler install

SANDOWN CENTRAL:

Remove backstop near playground

Install new swings

Water bottle filler install

Increase size of sand box

Repaint various classrooms

HIGH SCHOOL:

Boilers

Loam and seed around inside of track

Repair cracks on the tennis courts

Continue painting classroom doors

Replace wall pads in the Mini-Gym

MIDDLE SCHOOL:

Water bottle filler install

Install room numbers on the exterior windows

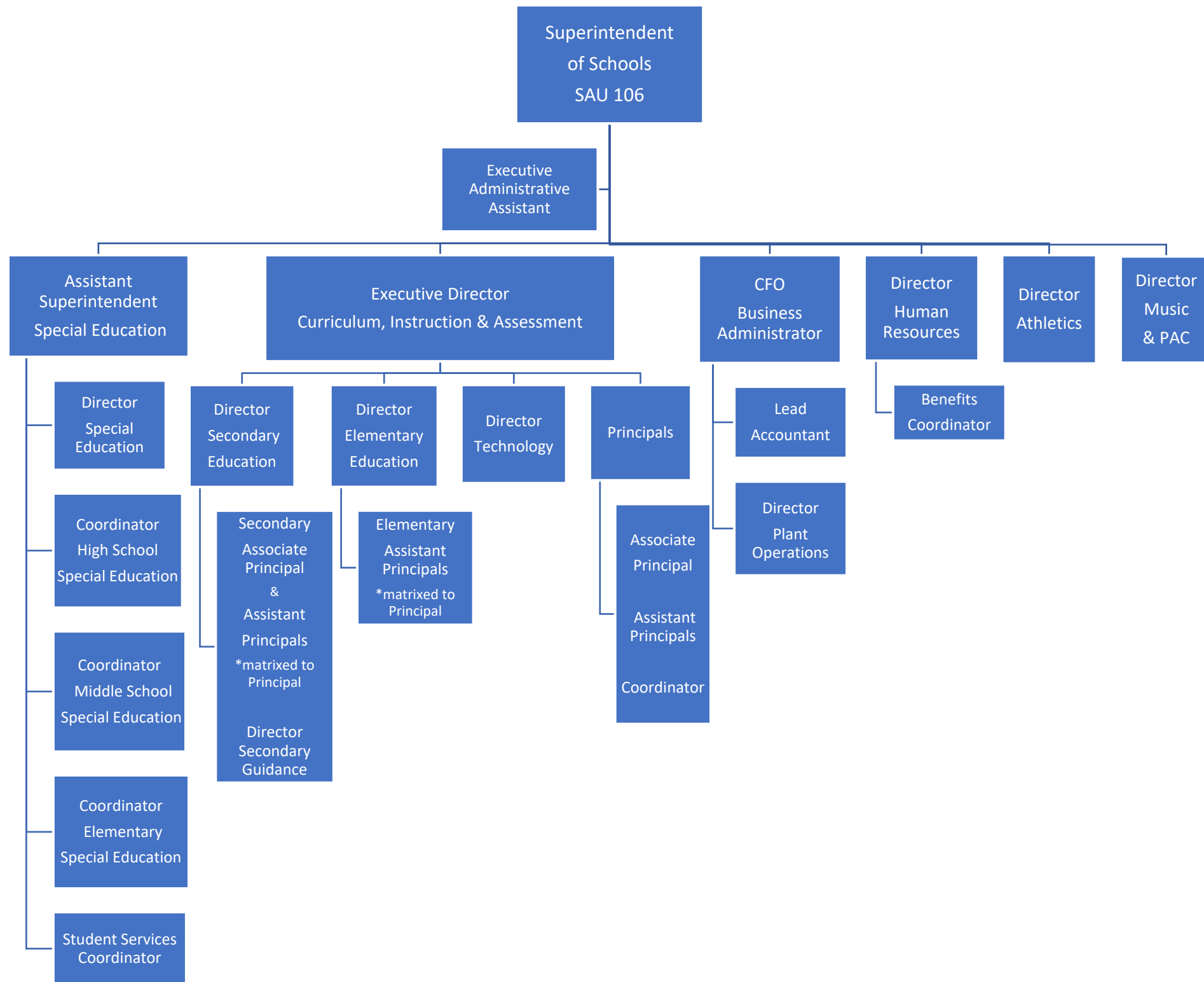
Install new outside benches

Carpet replacement for rooms 1110 and 1400

Respectfully submitted,

Maria Watkins

Business Administrator



Timberlane Regional School District
JOB DESCRIPTION

Job Title: **Director of Elementary Education**

Reports To: Assistant Superintendent, or in the absence of the Assistant Superintendent, to the Executive Director of Curriculum, Assessment, and Professional Learning (CAPL)

Qualifications:

- § Hold a MASTERS degree in Educational Leadership and/or Curriculum & Instruction
- § Leadership ability in school administration, curriculum development, program evaluation, staff development, school improvement, and staff supervision and evaluation
- § Excellent interpersonal and communication skills
- § Alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

Primary Responsibilities

Leadership and Supervision

- Work with and direct Elementary Building Leadership in supporting the mission, vision, goals, expectations, and policies of the schools and district.
- Provide leadership and coordination of competency based curriculum development, implementation, assessment, and instructional strategies in all Elementary grade levels and subject areas.
- Coordinate with Building and District Administration in developing and supervising the Elementary instructional programs in all core subjects.
- Provide direction and leadership to Building Administration, curriculum vertical teams and coordinators.
- Collaborate with the Assistant Superintendent and/or Director of Curriculum and professional Learning in the supervision and evaluation of Elementary Principals and Assistant Principal.

Communication, Curriculum, Instruction, Assessment and Accountability

- Collect, organize, interpret, and report student performance or other data.
- Support teachers in the analysis and use of student achievement data to examine curriculum and instruction effectiveness.
- Seek out and provide resources and materials to staff for successful implementation of curriculum and instructional strategies.
- Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
- Provide input to the preparation and implementation of the curriculum budget at school and district levels.
- Assist in grant development and implementation.
- Assist in the preparations and administration of benchmark assessments, academic surveys, and state and local assessments.
- Support and assist schools with their RtI and Enrichment efforts to ensure ongoing development and improvement.
- Assume a role in formal and informal evaluations.
- Maintain open communication with staff, students, parents, community agencies and organizations.
- Work collaboratively with the Director of CAPL to develop, conduct, or arrange for professional learning.

- Assist in the dissemination of information regarding current research and significant developments on the state and national levels in curriculum.
- Observe classroom instruction and provide feedback, assistance, or coaching to classroom teachers to facilitate improvement and innovation. Demonstrate teaching strategies.
- Collaborate with administrators and Professional Development Committee in planning, designing, and implementing staff development to support the teaching and learning process.
- Work cooperatively with administrative teams to assist in the hiring process.
- Communicate high expectations for staff and student performance and support programs and activities that contribute to a positive learning environment.
- Perform all other duties as assigned.

PROFESSIONAL GROWTH:

- Sets goals for self-improvement; carries out individual professional development plan developed with the Supervisor.
- Maintains a high level of competence in the field of education, remaining current in issues related to areas of responsibility.
- Maintains a high level of personal integrity and a strong work ethic.

Timberlane Regional School District
JOB DESCRIPTION

Job Title: **Director of Secondary Education**

Reports To: Assistant Superintendent, or in the absence of the Assistant Superintendent, to the Executive Director of Curriculum, Assessment, and Professional Learning (CAPL)

Qualifications:

- § Hold a MASTERS degree in Educational Leadership and/or Curriculum & Instruction
- § Leadership ability in school administration, curriculum development, program evaluation, staff development, school improvement, and staff supervision and evaluation
- § Excellent interpersonal and communication skills
- § Alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

Primary Responsibilities

Leadership and Supervision

- Work with and direct Secondary Building Leadership in supporting the mission, vision, goals, expectations, and policies of the schools and district.
- Provide leadership and coordination of competency based curriculum development, implementation, assessment, and instructional strategies in all Secondary grade levels and subject areas.
- Coordinate with Building and District Administration in developing and supervising the Secondary instructional programs in all core subjects.
- Provide direction and leadership to Building Administration, curriculum vertical teams and coordinators.
- Collaborate with the Assistant Superintendent and/or Director of Curriculum and professional Learning in the supervision and evaluation of Secondary Principals and Assistant Principal.

Communication, Curriculum, Instruction, Assessment and Accountability

- Collect, organize, interpret, and report student performance or other data.
- Support teachers in the analysis and use of student achievement data to examine curriculum and instruction effectiveness.
- Seek out and provide resources and materials to staff for successful implementation of curriculum and instructional strategies.
- Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
- Provide input to the preparation and implementation of the curriculum budget at school and district levels.
- Assist in grant development and implementation.
- Assist in the preparations and administration of benchmark assessments, academic surveys, and state and local assessments.
- Support and assist schools with their RtI and Enrichment efforts to ensure ongoing development and improvement.
- Assume a role in formal and informal evaluations.
- Maintain open communication with staff, students, parents, community agencies and organizations.
- Work collaboratively with the Director of CAPL to develop, conduct, or arrange for professional learning.

- Assist in the dissemination of information regarding current research and significant developments on the state and national levels in curriculum.
- Observe classroom instruction and provide feedback, assistance, or coaching to classroom teachers to facilitate improvement and innovation. Demonstrate teaching strategies.
- Collaborate with administrators and Professional Development Committee in planning, designing, and implementing staff development to support the teaching and learning process.
- Work cooperatively with administrative teams to assist in the hiring process.
- Communicate high expectations for staff and student performance and support programs and activities that contribute to a positive learning environment.
- Perform all other duties as assigned.

PROFESSIONAL GROWTH:

- Sets goals for self-improvement; carries out individual professional development plan developed with the Supervisor.
- Maintains a high level of competence in the field of education, remaining current in issues related to areas of responsibility.
- Maintains a high level of personal integrity and a strong work ethic.

Intro to Business: Unit 1: Entrepreneurship and the Economy

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to apply entrepreneurial traits and practices in order to make informed decisions about business opportunities.*
- *Students will demonstrate the ability to examine economic concepts in order to predict the influence and impact on business.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

National Business Education Association Standards:
Entrepreneurship

- **NBEA Entrepreneurship 1:** Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.
- **NBEA Entrepreneurship 2:** Recognize trends and social responsibilities can lead to entrepreneurial opportunities.
- **NBEA Entrepreneurship 3:** Apply economic concepts when making decisions for an entrepreneurial venture.

Transfer

Students will be able to independently use their learning to interpret economic situations and apply an entrepreneurial mindset.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- an entrepreneurial mindset recognizes opportunity through curiosity, analysis and innovative thinking.
- there are entrepreneurs behind every business in the country, no matter the size and scope
- businesses have a responsibility to their customers, employees, shareholders and society.

ESSENTIAL QUESTIONS

- Why do some businesses succeed while others fail?
- Why is a knowledge of business studies relevant to any career choice?

Acquisition

Students will know...

- the traits of a successful entrepreneur
- the risks and rewards of entrepreneurship
- the responsibilities that comes with business ownership
- the decision-making process that goes into choosing the appropriate form of business ownership

Students will be skilled at...

- identifying the characteristics and skills of successful entrepreneurs
- comparing and contrasting one's personal characteristics with those of a typical entrepreneur
- identifying current trends that are creating new business opportunities

● NBEA Entrepreneurship 8: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.	● how current economic trends affect business opportunities ● how supply and demand impact the prices and availability of consumer goods and services within an economy. ● the role of the government in regulating business activities <u>Vocabulary:</u> Soft skills, hard skills, entrepreneurial mindset, innovator, inventor, sole proprietor, unlimited liability, general partner, limited partner, partnership agreement, limited liability, double taxation, LLC, stock, stock symbol, stockholders, valuation, capital, corporate social responsibility, fair trade, patent, franchise, franchisor, franchisee, royalty fee, direct competition, indirect competition, competitive advantage, differentiation, SWOT analysis, supply, demand, equilibrium price, determinants of supply, determinants of demand, change in supply/demand, change in quantity supplied/demanded, surplus, shortage	● selecting the most appropriate form of business ownership for an entrepreneurial venture ● comparing the advantages and disadvantages of starting a new business, buying an existing business, or purchasing a franchise. ● recognizing the variety of ways businesses demonstrate social responsibility. ● constructing and interpreting supply and demand curves ● illustrating changes of supply and demand related to current events ● exploring government regulations that affect business opportunities
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Content Area Literacy Standards	21st Century Skills
CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● <i>Solve Problems</i> ● <i>Make ethical judgments and decisions</i> ● <i>Become innovative thinkers and creative problem solvers</i> ● <i>Access and evaluate information</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>

Intro to Business: Unit 2 Business Management Resources

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- Demonstrate the ability to apply entrepreneurial traits and practices in order to make informed decisions about business opportunities.
- Demonstrate the ability to identify and integrate the management functions of the business environment, such as Marketing, Management, Finance and Accounting, in order to recognize interrelationships.
- Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.
- Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.
- Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.

Content Standards:

National Business Education Association Standards
Entrepreneurship

- Achievement Standard 4: Develop a marketing vision to introduce a product or service
- Achievement Standard 5: Use the financial concepts and tools needed by the entrepreneur in making business decisions.
- Achievement Standard 6: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.
- Achievement Standard 7: Develop a management plan for an entrepreneurial venture.

Transfer

Students will be able to independently use their learning to become a successful employee, manager, or entrepreneur.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- The consumer is the cornerstone of all marketing decisions
- Keeping accurate financial records is a crucial part of any business.
- An effective manager must utilize and combine human, capital, natural, and entrepreneurial resources for a business to succeed.

ESSENTIAL QUESTIONS

- What does the quote “a satisfied customer is the best business strategy of all” mean?
- Would you rather be a manager or a leader?
- Why is knowledge of business studies relevant to any career choice?

Acquisition

Students will know...

- the marketing concept provides the foundation to achieve competitive advantage
- marketing methods influence consumer behavior
- financial management coordinates obtaining money and using it effectively

Students will be skilled at...

- Recognizing the consumer-oriented nature of marketing
- Analyzing target markets for potential new businesses
- Applying the elements of marketing (product, price, place and promotion)
- Developing strategies for gaining/maintaining competitive edge

	- the direct relationship between assets, liabilities and owner's equity - up-to-date financial information at the end of a fiscal period allows businesses to make more sound financial decisions. - the four basic elements in managing a business. - That managers must be creative problem solvers to achieve business goals while minimizing costs. <u>Vocabulary:</u> Marketing concept, consumer profile, market segmentation, demographics, marketing mix, target market, debt financing, equity financing, angel investors, crowd funding, assets, liabilities, owner's equity, retained earnings, balance sheet, income statement, organizational chart, Board of Directors, CEO, COO, CFO, human resources, planning, organizing, directing, controlling, interpersonal skills, organizational plan, team building, workplace climate	- Determining the resources needed to start a business - Differentiating between debt and equity financing - Preparing basic financial statements (Income Statement and Balance Sheet) - Analyzing changes that affect the accounting equation - Identifying the 4 basic functions of management (planning, organizing, leading and controlling) - Creating an organizational structure for a business venture - Identifying skills and qualities needed for specific jobs and careers - Explaining the impact of leadership styles on communication and motivation - Applying effective leadership and motivational techniques - Understand the importance of a healthy business environment
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Content Area Literacy Standards	21st Century Skills
CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<i>Solve Problems</i> <i>Make ethical judgments and decisions</i> <i>Access and evaluate information</i> <i>Implement innovations</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>

Human Relations in Organizations Unit 1: Behavior, Motivation, and Performance

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to analyze the relationships between behavior, motivation, and performance in order to set personal goals, solve problems, and make decisions. - Students will demonstrate the ability to identify and integrate human relations concepts within an organization in order to successfully manage people. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: NBEA Career Development 1: apply knowledge gained through individual assessment to develop a comprehensive career plan. NBEA Management 1: analyze the management functions and their implementation and integration within the business environment. NBEA Management 4: develop personal management skills to function effectively and efficiently in a business environment. NBEA Management 5: examine the role of ethics and social responsibility in decision-making.	Transfer	
	Students will be able to independently use their learning to identify personal strengths, developmental needs, behavior, and motivators that influence performance in the work place.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - intrapersonal skills are the foundation on which careers are built. - individuals and groups are the foundation of an organization. - people with interpersonal skills have the ability to initiate, build, and maintain relationships. - leadership skills include persistency and the ability to motivate others. - being likeable is important to personal happiness and career success. - biases and perception influence human relations. - first impressions are important. - values influence the choices people make. - unethical behavior hurts business and society.	ESSENTIAL QUESTIONS - Why are relationships important? - What happens when we self-assess, self-reflect, and set goals? - How do you deal with difficult people?
	Acquisition	
	Students will know...	Students will be skilled at...

	• that self-awareness and personal growth improve behavior and motivation. • that behavior and motivation impact performance. • that a person's behavior can play a significant role in employment situations/opportunities. • that goals are always a work in progress and need to be reassessed often. • that personality traits can be learned and changed with work. • that there are techniques that can be implemented to reduce workplace stress. • that preconceived notions and labels can undermine accurate perceptions. • that projecting a positive image influences first impressions. • that attitudes impact behavior. • that values and ethics influence attitudes. <i>vocabulary:</i> Human Relations, win-win situation, total person approach, behavior, levels of behavior, organization, organizational behavior, performance, systems effect, Elton Mayo, Hawthorn effect, Theory Z, interpersonal skills, intrapersonal skills, leadership skills, personality, Type A personality, Locus of Control, Big Five Model of Personality, stress, intelligence, perception, stereotyping, image, attitude, Theory X, Theory Y, Pygmalion effect, job-satisfaction, self-concept, self-efficacy, values, ethics	• explaining why human relation skills are important. • analyzing trends and challenges in the field of human relations. • demonstrating a realistic understanding of self. • creating a personal SWOT analysis and applying it to real-world scenarios. • describing the relationships between individual and group behavior and performance. • identifying motivation theories that impact leading. • comparing and contrasting the leading function to other organizational functions. • analyzing the benefits of personality profiles. • analyzing the causes and effects of stress. • creating a self-care plan. • explaining how to anticipate and minimize stressors in personal and professional life. • Identify the components of an effective stress-management plan. • evaluating personal emotional intelligence. • explaining the biases affecting perception. • explaining the importance of first impressions and how to project a positive image. • describing the relationship between attitudes, behavior, and performance. • creating a positive self-concept. • comparing the three levels of moral development. • demonstrating awareness of ethical responsibility to business professionals and society.
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		defining various terms and concepts.
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Content Area Literacy Standards	21 st Century Skills
CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<i>Interact effectively with others through the growth and use of social skills</i> <i>Have a better understanding of self</i> <i>Work creatively and innovatively with others</i> <i>Problem solve</i> <i>Communicate clearly</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources

Human Relations in Organizations Unit 2: Communication, Collaboration, and Conflict

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to apply situationally appropriate communication skills in order to initiate, build, and maintain relationships. - Students will demonstrate the ability to identify and integrate human relations concepts within an organization in order to successfully manage people. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: NBEA Communication 1: listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness. NBEA Communication 2: apply interpersonal skills in personal and professional environments to communicate effectively. NBEA Communication 3: prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses. NBEA Communication 4: demonstrate professional speaking techniques and strategies. NBEA Management 4: develop personal management skills to function effectively and efficiently in a business environment. NBEA Management 8: utilize information and technology tools to conduct business effectively and efficiently.	Transfer	
	Students will be able to independently use their learning to build strong interpersonal relationships through effective communication.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - communication is vital for the success of organizations. - organizational communication flows through organizational structure. - digital information technology has changed the way people communicate. - communication barriers can lead to miscommunication. - communicating with people brings out emotions. - dealing effectively with emotions reduces stress and improves human relations and performance. - people can control behavior, not feelings. - dealing with emotions, self and others, is part of emotional intelligence. - the ability to manage conflict is critical to success. - the common organizational structure today is based on teams. - team performance depends on behavior and human relations.	ESSENTIAL QUESTIONS - How would you describe good/effective communication? - How do you deal with emotional people? - How does conflict affect people? - Is conflict inevitable? desirable? avoidable? - What role does conflict play in collaboration?

	● norms are essential for a group to maintain consistent and desirable behavior. ● meeting leadership skills are necessary for career success. ● problem solving and decision making are an important part of group structure. ● the more effective the group structure and dynamics, the higher the stage of development, and the higher the stage of development, the greater the level of performance of the group.	
Acquisition		
	Students will know... ● that there are four steps in the communication process. ● that there are specific ways to give feedback in communication. ● that there are five response styles. ● that there are different leadership styles and communication approaches that accommodate each style. ● there are things that should and should not be done to calm an emotional person. ● that specific behaviors and ego-states lead to conflict. ● that passive, aggressive, and assertive behavior affect motivation and performance. ● that conflict resolution is a multi-step process. ● that teams must agree on clear objectives in order to be effective.	Students will be skilled at... ● explaining how organizations are structured. ● explaining and analyzing the flow of communication within an organization. ● explaining the communication process. ● identifying and analyzing barriers of communication. ● listening with an objective position. ● demonstrating a command or interactive listening techniques in a variety of settings. ● understanding the needs of primary and secondary audiences. ● analyzing the relationship between non-verbal cues and success in the work place. ● effectively sending, receiving, and responding to messages. ● analyzing ethical implications of written messages containing misleading, distorted, and missing information.

	● that team structure components and dynamics affect team performance. ● that team norms can be positive or negative. ● that team/group members have specific roles and responsibilities. ● that meeting planning is necessary. ● that personality types emerge in team meetings. ● that problem solving and decision making are an important part of group structure. ● that there are differences between creativity and innovation. <i>vocabulary:</i> organizational structure, organizational communication, vertical communication, horizontal communication, grapevine, communication process, encoding, messaging, decoding, paraphrasing, feedback, emotional labor, empathic listening, reflective statements, transactional analysis, ego states, assertiveness, conflict, XYZ Model, conflict resolution, teamwork, team performance model, team dynamics, norms, status, roles, task roles, problem solving, decision making, creativity, innovation, brainstorming	● analyzing the readability of messages and revise to ensure audience understanding. ● explaining how emotions affect communication. ● explaining how emotional intelligence is used by organizations. ● creating a plan to deal with emotional people. ● giving and receiving criticism ● using behavior from the adult ego state during human relations. ● explaining the differences between passive, aggressive, and assertive behavior. ● avoiding passive aggressive behavior. ● dealing with anger and the anger of others. ● knowing the reasons for conflict. ● employing the five conflict management styles. ● initiating conflict resolution. ● understanding the importance of the team performance model. ● implementing the group situational supervision model. ● using the decision making model. ● selecting the appropriate level of participation when making group decisions. ● handling problem team members. ● analyzing the differences between problem solving and decision making. ● defining various terms and concepts.
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Content Area Literacy Standards	21 st Century Skills
CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● <i>Interact effectively with others through the growth and use of social skills</i> ● <i>Work creatively and innovatively with others</i> ● <i>Problem solve</i> ● <i>Communicate clearly</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources

Human Relations in Organizations Unit 3: Leading an Organization

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to analyze various leadership theories and traits in order to select the most appropriate leadership style for a given situation. - Students will demonstrate the ability to identify and integrate human relations concepts within an organization in order to successfully manage people. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: NBEA Management 1: analyze the management functions and their implementation and integration within the business environment. NBEA Management 2: analyze management theories and their application within the business environment. NBEA Management 4: develop personal management skills to function effectively and efficiently in a business environment. NBEA Management 6: describe human resource functions and their importance to an organization's successful operation. NBEA Management 12: examine the issues of corporate culture and managing in the global environment.	Transfer	
	<i>Students will be able to independently use their learning to apply leadership theories and traits at school and in the workplace.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - leadership ability is important to everyone in an organization. - leadership and management are not the same. - personality traits affect leadership style and creative outcomes. - you cannot be a truly effective leader without trust. - trust affects behavior, human relations, and performance. - being trustworthy is important in both personal and professional situations. - motivation affects behavior, human relations, and performance. - capitalism demands that companies be responsive to change. - change is an ongoing and never-ending process of an organization. - organizational values are important. - culture, climate, and morale can be different at various levels in an organization. - valuing diversity means including all groups in all levels of an organization.	ESSENTIAL QUESTIONS - How do you define leadership success for yourself? - What happens when an organization resists change? - How are people transformed through their relationships with others? - What are the benefits and challenges of a diverse organization?

Acquisition		
	Students will know... ● that there are various styles of leadership. ● that there are characteristics and traits that distinguish leaders from followers. ● that there are different types of trust. ● that trust can be learned and developed. ● that trust is earned and builds over time. ● that motivation is an employee's willingness to put forth effort. ● that knowing how to motivate people (employees) is important. ● that people resist change for a variety of reasons. ● that there are different types of change. ● that there are different stages in the change process. ● that there are variables in resistance to change. ● that there are several dimensions to an organization's culture and climate. ● that groups and organizations that value diversity outperform those that do not. ● that there are common areas of employment discrimination. ● that there are laws affecting employment opportunity. <i>vocabulary:</i> leadership, leadership trait theory, behavioral leadership, Leadership Grid, contingency leadership theory, leadership continuum, normative leadership, situational leadership, autocratic style, consultative style, participative style, laissez-faire style, trust, motivation, content motivation theories, process	Students will be skilled at... ● defining and applying the two-dimensional leadership styles. ● analyzing contemporary behavioral theories. ● explaining the four contingency leadership theories. ● selecting the most appropriate leadership style for a given situation. ● comparing and contrasting the leading function to other management functions. ● understanding the types of trust. ● knowing how to repair trust. ● applying the motivation process. ● analyzing the importance of motivation and how it affects behavior, human relations, and performance. ● explaining the four content motivation theories. ● explaining the two process motivation theories. ● motivating others. ● analyzing the management skills necessary for leading at various levels of management. ● explaining how management theories evolve and are interrelated. ● illustrating how past and current management theories are applied in the business environment. ● identifying emerging management theories and explain how they expand upon current theories. ● analyzing the extent to which organizations meet the needs of employees.

	motivation theories, needs hierarchy, giving praise, objectives, managing by objectives (MBO), job enrichment, job design, job simplification, types of changes, automation, resistance to change, organizational culture, organizational climate, morale, development, standards, coaching model, prejudice, discrimination, minority, affirmative action, disability, sexual harassment, sexism,	● evaluating the effectiveness of incentive and recognition programs. ● assessing procedures used in the evaluation process. ● analyzing the impact of performance appraisals on motivation and job performance. ● identifying avenues for professional growth. ● explaining why lifelong learning and development is important. ● explaining the role of innovation and change. ● describing a leader's role in change management. ● analyzing the reasons for resisting change and how to overcome resistance. ● comparing the differences and similarities between culture and climate. ● analyzing the relationship between culture and climate. ● describing some of the major laws and areas of discrimination in employment. ● identifying how employment law has impacted the workplace. ● evaluating the importance of valuing and managing diversity. ● describing the benefits and challenges of managing a diverse workforce. ● explaining strategies for effectively managing a diverse workforce. ● defining various terms and concepts.
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CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● <i>Interact effectively with others through the growth and use of social skills</i> ● <i>Work creatively and innovatively with others</i> ● <i>Problem solve</i> ● <i>Communicate clearly</i>
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources

Personal Money Management: Money

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to make rational and informed decisions in order to set financial goals. - Students will demonstrate the ability to evaluate earnings and spending to minimize expenses and increase savings in order to increase financial wealth. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> NBEA - National Business Education Association - NBEA Personal Finance 1: Use a rational decision making process as it applies to the roles of citizens, workers and consumers. - NBEA Personal Finance 2: Identify various forms of income and analyze factors that affect income as part of the career decision-making process. - NBEA Personal Finance 3: Develop and evaluate a spending/savings plan. - NBEA Personal Finance 5: Apply a decision making model to maximize consumer satisfaction when buying goods and services.	Transfer	
	Students will be able to independently use their learning to make informed personal financial management decisions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - Financial situations change throughout one's life. - There are steps in making a rational decision in making a personal economic decision in money management and purchases. - The taxes we pay fund federal, state and local expenses	ESSENTIAL QUESTIONS How do people's personal values and experiences affect how they make financial decisions?
	Acquisition	
	Students will know... - that having a plan helps to manage spending and achieve financial goals. - that life events affect you financially - that there is a difference between needs, wants and goals - that there are different types of income - that taxes are collected to provide revenue for public expenses - that there is a difference between saving and investing vocabulary: needs vs wants, behavioral finance, opportunity costs, stock market, gross income, net income, hourly pay, salary, commission, piecework, overtime, taxes, saving vs investing	Students will be skilled at... - using a financial decision making grid - exploring careers - calculating different types of earnings - calculating net income - analyzing needs vs wants and their financial impact - understanding paycheck stubs - tracking the stock market - analyzing the stock market - analyzing the impact of economic changes on future jobs - analyzing the effects of career choice on income - explaining the different types of taxes and their impact on income - exploring potential tax deductions - creating spending plans according to short and long terms goals

		• comparing the costs and benefits of purchasing, leasing, and renting • calculating costs of living and the impact on spending and saving
Content Area Literacy Standards		21st Century Skills
CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		• <i>Reason effectively</i> • <i>Access and evaluate information</i> • <i>Implement innovations</i> • <i>Use and manage information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Personal Money Management: Banking and Other Financial Institutions

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze offerings of financial institutions vs. their own needs in order to reduce potential financial risks. - Students will demonstrate the ability to compare and evaluate saving, investing, and borrowing while protecting their money in order to support their financial well-being. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> NBEA - National Business Education Association - NBEA Personal Finance 4: Evaluate savings and investment options to meet short-term and long-term goals. - NBEA Personal Finance 6: Evaluate services provided by financial deposit institutions. - NBEA Personal Finance 7: Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit. - NBEA Personal Finance 8: Analyze choices available to consumers for protection against risk and financial loss.	Transfer	
	<i>Students will be able to independently use their learning to realize the impact of their personal financial decisions.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - There are different types of financial institutions for various needs - There are financial pitfalls to avoid - Credit scores can affect the ability to borrow money as well as the interest associated with a loan - Financial planning is a guide through life - Financial planning will help keep control of income, expenses, and investments.	ESSENTIAL QUESTIONS - How easy is it to get a loan? - How much does lack of financial knowledge cost?
	Acquisition	
	<i>Students will know...</i> - That there is a difference between checking and savings accounts - That there is a difference between a debit card and a credit card - That there are fees associated with bank accounts - That amortization schedules show a breakdown of the principal and interest paid on loans - That there are risks associated with using credit and borrowing money - That there are laws and regulations around borrowing and credit	<i>Students will be skilled at...</i> - Analyzing financial statements (bank, credit cards, etc.). - Applying an amortization schedule to various loans - Calculating loan payments - Calculating and analyzing the impact of debt to income on personal finance - Describing the risks and responsibilities associated with using credit along with maintaining a good credit rating - Identifying how various actions affect credit scores

	There are different types of insurance to help provide protection <u>vocabulary:</u> credit, debit, loan, principal, interest, amortization schedule, credit score, credit report, APR, 20-10 rule, Schumer box, fixed vs variable rate, identity theft, predatory lending, bankruptcy, insurance, truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection, title transfer, responsibility limits, collateral requirements, co-signing	- Explaining why so many people fall prey to bad financial decisions - Identifying how to mitigate bad financial decisions - Creating a financial plan including protection against risk - Comparing and contrasting different interest rates - Comparing the various ways to transfer funds - Evaluating products and services and related costs and fees associated with financial institutions - Analyzing various sources and types of credit - Selecting an appropriate form of credit for a particular buying situation - Analyzing credit ratings and credit reports - Identifying strategies for effective debt management - Applying rights and responsibilities of consumers according to credit legislation - Explaining the differences between legal and illegal types of credit - Identifying specific steps that consumers can take to minimize their exposure to identity theft - Applying specific steps that should be taken by a victim of identity theft - Explaining the process and implications of foreclosure and bankruptcy
Content Area Literacy Standards		21st Century Skills
CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		<i>Make judgement and decisions</i> <i>Think creatively</i> <i>Access and evaluate information</i> <i>manage goals and time</i> <i>Be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Memo

To: Dr. Cochrane
From: Maria Watkins, CFO / Business Administrator
CC:
Date: May 26, 2021
Re: Timberlane Tuition Rates

Listed below are the 2021-2022 tuition rates. Please have the Board review and approve these rates at their next meeting.

I have calculated the following rates:

Kindergarten	9,300
Elementary	18,600
Middle School	17,900
High School	19,000
Special Education*	37,100

Previous Tuition Rates

	<u>2020-21</u>	<u>2019-20</u>	<u>2018-19</u>
Kindergarten	8,900	8,600	8,600
Elementary	17,800	17,300	17,200
Middle School	17,800	17,700	17,000
High School	18,000	17,600	17,000
Special Education*	35,800	35,000	34,300

* Special Education rate does not include costs associated with specialized services, specialized transportation, or one-to-one assistance.

TIMBERLANE POLICY COMMITTEE

RECOMMENDATIONS TO THE SCHOOL BOARD

SECOND READ/ADOPTION

NOTE: Policies JI, JIA, JIC, JICD, JICD-R, JICI-R are presented with revisions based on changes to RSA 193:13. Those language changes include:

- limiting the duration of long-term (“LT”) suspensions to 20 days;
- limiting the reasons a student may receive a long-term suspension;
- requiring intervention plans for students who are re-entering after a long-term suspension;
- specifically allowing for educational services to be provided to an expelled student;
- requiring districts to adopt separate standards for short term suspensions of less than 5 days, and those of five or more days;
- establishing/clarifying avenues for modification/reinstatement/enrollment after expulsion; and
- creating avenues of appeal if board/district declines reinstatement or enrollment of an expelled student.

1

JI STUDENT RIGHTS AND RESPONSIBILITIES (Last updated in 2019, language consistent with NHSBA language except for slight revision to policy reference JIA v. JIC)

2

JIA STUDENT DUE PROCESS (Recommendation to repeal as language is now covered under JICD)

3

JIC STUDENT CONDUCT (Extensive revision based on law changes. PC recommends effective date of July 1, 2021.)

4

JICD STUDENT DISCIPLINE AND DUE PROCESS (Numerous changes throughout based on law revisions. PC recommends effective date of July 1, 2021.)

5

JICD-R MEMORANDUM OF UNDERSTANDING BETWEEN THE TIMBERLANE REGIONAL SCHOOL DISTRICT AND THE POLICE DEPARTMENT (minor revisions – last updated in 2012. PC does request SB review on whether this MOU should be signed on an annual basis by Police Departments and Superintendent.)

6

JICI-R MODIFICATION OF WEAPONS EXPULSION (Recommendation to repeal as language now covered under JICD)

7

CCB LINE AND STAFF RELATIONS (generally the same as NHSBA language; minor change to reference Pre-School)

Timberlane Regional School District	Policy Code: JI
Adopted: 07-21-83 Revised: 10-02-97 Revised: 02-24-05 Revised: 04-03-08 Revised: 07-25-19 Revised:	Page 1 of 1

STUDENT RIGHTS AND RESPONSIBILITIES

Related Policies: JIC, JICD

Student rights and responsibilities shall be published in a District publication and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to the provisions of Board Policies ~~JA~~-JIC and JICD.

Legal Reference:

RSA 189:15, Regulations

NH Code of Administrative Rules, Section Ed. 306.04(a)(3)

NH Code of Administrative Rules, Section Ed. 306.04(f)(4)

NH Code of Administrative Rules, Section Ed. 317.04(b)

Timberlane Regional School District	Policy Code: JIA
Adopted: 07-21-83 Revised: 10-02-97 Revised: 02-24-05 Revised: 04-03-08 Revised: 07-25-19 Revised: 11-05-20	~~Page 1 of 1~~ <u>REPEALED</u>

STUDENT DUE PROCESS RIGHTS

~~Related Policies: JI, JICD~~

~~Students facing discipline will be afforded all due process rights given by law. In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.~~

~~Student due process rights shall be printed in the Parent Student Handbook and will be made available in another language or presented orally upon request.~~

~~Specific application can be found in Policy JICD.~~

~~Legal References:~~

~~RSA 189:15, Regulations~~

~~NH Code of Administrative Rules, Section Ed 306.04(a)(3), Policy Development, Discipline~~

~~NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline~~

~~NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures~~

~~Appendix: JICD-__R~~

~~Repealed by the School Board on _____. See policy JICD~~

Timberlane Regional School District	Policy Code: JIC
Adopted: 07-99 Revised: 04-03-08 Revised: 10-20-11	Page 1 of 4

STUDENT CONDUCT

Related Policies: JICD, JICK

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness ("MTSS-B") as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy JICD.

B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a [Student Code of Conduct] with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review [delete footnote] each year, either separately or with the applicable student handbook.

Timberlane Regional School District	Policy Code: JIC
Adopted: 07-99 Revised: 04-03-08 Revised:	Page 2 of 4

Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.

Timberlane Regional School District	Policy Code: JIC
Adopted: 07-99 Revised: 04-03-08 Revised: 10-20-11	Page 3 of 4

4. Information regarding RSA 193:13, 193-D, this policy, Board policy {**}JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

*EFFECTIVE JULY 1, 2021

Timberlane Regional School District	Policy Code: JIC
Adopted: 07-99 Revised: 04-03-08 Revised:	Page 4 of 4

Legal References:

[RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education](#)

[RSA 193:13, Suspension and Expulsion of Pupils](#)

[RSA 193-D:4, Written Report Required](#)

[RSA 631:2-a, Simple Assault](#)

[NH Code of Administrative Rules, Section Ed. 306.04\(f\)\(4\), Student Discipline](#)

[NH Code of Administrative Rules, Section Ed. 306.04\(g\), Suspension & Expulsion](#)

[NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate](#)

[NH Code of Administrative Rules, Section Ed. 317.04\(b\), Disciplinary Procedures](#)

~~Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other board policies or is otherwise inappropriate is prohibited. Students are expected to maintain appropriate classroom behavior that allows teachers and staff to perform their professional duties effectively and without disruption.~~

~~Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; and/or while attending or engaged in school activities. Students may also be discipline for off-campus behavior in accordance with the provisions of Policy JICK.~~

~~Terms and levels of discipline are established in Policy JICD. Disciplinary measures include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.~~

Legal References:

RSA 193:13, Suspension and Expulsion of Pupils

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 1 of 13

STUDENT DISCIPLINE AND DUE PROCESS

Related Policies: ADC, JI, JIC, JICF, JICFA, JICH, JICL, JICK

A. Policy Statement.

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable **Code of Conduct**.

B. Standards and Procedures Relative to Disciplinary Consequences.

- "Removal from the classroom"** means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Detentions are not appealable.

- "Restriction from school activities"** means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 2 of 13

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 3 of 13

Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. “Probation” means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.

6. “Out-of-school suspension” means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

a. Short-term suspension. A “short-term suspension” means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, and act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 4 of 13

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

- b. Long-term suspension. A “long-term suspension” is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The **Superintendent** is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;
- ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but **the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g).** including, without limitation, the requirements for advance notice and a written decision.

- c. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the **Superintendent's [or other person designated under B.6.b, above]** hearing and written decision required under N.H.

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 5 of 13

Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long term suspensions.

e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.

f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended **more than 10 school days in any school year**, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.

7. **"Expulsion"** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV. An expulsion may be for either a stated duration or permanent.

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 6 of 13

a. Grounds for Expulsion. Any pupil may only be expelled by the School Board, and only for the following grounds:

- i. A repetition of an act that warranted long term suspension under section **B.6.b.** above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
- (2) The pupil's disciplinary history.
- (3) Whether the pupil is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the pupil.
- (5) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the **due process standards set forth in Ed 317.04(f)(3) through 317.04 (m)** are followed.

c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 7 of 13

student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per **B.7.a.v**, shall be for a period of not less than 12 months.

d. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion.

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph **B.6.f** above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. Modification by Superintendent. Subject to all other applicable laws, regulations and Board policies, and paragraph **C.3**, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.

2. Review and reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

3. Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 8 of 13

Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

E. Sub-committee of Board. For purposes of sections **B.6** and **B.7** of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

F. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 9 of 13

This policy shall be made available to families, students and staff as provided in Board policy JIC.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

EFFECTIVE JULY 1, 2021

Legal References:

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D, Safe Schools Zones

RSA 631:4, Criminal Threatening

RSA 651:5, XIII "Act of Violence"

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures

In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

Definitions

- ~~1. Disciplinary measures include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.~~
- ~~2. Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.~~
- ~~3. Detention means the student's presence is required during non-school hours for~~

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 10 of 13

~~disciplinary purposes. The building principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school.) Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.~~

- ~~4. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.~~
- ~~5. An out-of-school suspension means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules or policies.~~
- ~~6. A restriction from school activities means a student will attend school and classes and practice but will not participate in school extra-curricular activities.~~
- ~~7. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.~~
- ~~8. Expulsion means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.~~

Standards for Removal from Classroom and Detention

~~Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.~~

~~Likewise, classroom teachers may assign students to detention for similar conduct.~~

~~The building principal or designee may assign students to detention under the same standard.~~

Standards for In-School Suspension, Restriction of Activities, and Probation

~~The building principal or designee is authorized to issue in-school suspensions, restrictions of activities, or place a student on behavior probation for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other board Policies or is otherwise inappropriate is prohibited.~~

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 11 of 13

Process for Out-of-School Suspension:

~~The power of suspension is authorized as follows:~~

- ~~1. The building principal or designee is authorized to suspend a student for 10 school days or less for gross misconduct or for neglect or refusal to conform to school district policies or rules. The principal or designee shall consult with the Superintendent prior to issuing any suspension.~~
 - ~~A. Pursuant to Ed 317.04(a)(1), a suspension of 10 school days or less shall be considered a "short-term suspension" and may be issued for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school under RSA 193:13, I.~~
 - ~~B. As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.~~
- ~~2. The Superintendent is authorized to continue the suspension of a pupil for a period in excess of 10 school days. Prior to this extended suspension, the Superintendent will provide an informal hearing on the matter. The informal hearing need not rise to the level and protocol of an official hearing before the school board.~~
 - ~~A. Pursuant to Ed 317.04(a)(2), a suspension in excess of 10 school days shall be considered a "long-term suspension."~~
- ~~3. A long-term suspension may be issued for an act of theft, destruction, or violence as defined in RSA Chapter 193-D, for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or for any violation of any rule established using the authority granted by RSA 189:15, provided the rule includes notice that a student may receive a long-term suspension and/or may be expelled for violation of the rule and the rule has been recorded in the official records of the School Board. Any suspension in excess of 10 school days, as described in Paragraph 2 of this Section, is appealable to the school board, provided the Superintendent receives the appeal in writing within 10 days after the issuance of the Superintendent's decision described in Paragraph 2. Any suspension in excess of 10 school days shall remain in effect while this appeal is pending.~~
- ~~4. Due process standards for short-term suspensions (10 days or less) will adhere to the requirements of Ed 317.04(d)(1).~~

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 12 of 13

- ~~5. Due process standards for long term suspensions (more than 10 days) will adhere to the requirements of Ed 317.04(d)(2).~~

Process for Expulsion

- ~~1. Any pupil may be expelled by the School Board for an act of theft, destruction, or violence as defined in RSA Chapter 193-D, for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or for any violation of any rule established using the authority granted by RSA 189:15, provided the rule includes notice that a student may receive a long-term suspension and/or may be expelled for violation of the rule and the rule has been recorded in the official records of the School Board.~~
- ~~2. Additionally, any pupil may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than 12 months.~~
- ~~3. The District will ensure that the due process standards set forth in Ed 317.04(d)(3) are followed.~~
- ~~4. The Superintendent is authorized to modify the expulsion requirements of any student on a case-by-case basis.~~

~~NOTE: Students with disabilities, 504, and/or students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individual with Disabilities Education Act (IDEA). Discipline matters for students with disabilities will be addressed on a case by case basis by administration. As such, and depending on the disability, consequences set forth in the Code of Discipline may vary or be waived, in whole or in part.~~

~~This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).~~

See also policies JI, JIA, JIC, JICC, JICD, JICK

Legal References:

RSA 193:13, Suspension & Expulsion of Pupils

RSA 193-D, School Safe Zones

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline

Timberlane Regional School District	Policy Code: JICD
Adopted: 02-24-05 Revised: 01-03-08 Revised: 09-02-10 Revised: 12-15-11 Revised: 04-03-14 Revised: 02-15-18 Revised:	Page 13 of 13

~~NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline~~
~~NH Code of Administrative Rules, Section Ed 317.04, Standards and Procedures For~~
~~Suspension and Expulsion of Pupils Assuring Due Process~~
~~NH Rules for the Education of Children with Disabilities, Part ED 1124, Disciplinary Procedures for~~
~~Children with Disabilities~~

See Appendix: JICD-R

Timberlane Regional School District	Procedure Code: JICD-R
Adopted: 09-29-11 Revised: 09-20-12 Revised:	Page 1 of 6

**MEMORANDUM OF UNDERSTANDING BETWEEN THE TIMBERLANE
REGIONAL SCHOOL DISTRICT AND THE POLICE DEPARTMENT**
for administering the Provisions of RSA 193-D Safe School Zones

1. General Principles

The Timberlane Regional School Board and the Police Department agree to work in a cooperative effort to provide a safe and healthy school environment for students, staffs and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D Safe School Zones. The Board and the Police Department further agree to respond effectively to incidents of school delinquency or criminal behavior in school, on school grounds, and at school sponsored events.

This memorandum deals with the law enforcement response to any incident involving the possession, use, sale or distribution of alcohol and other drugs in a school setting or during any school sponsored activity. This memorandum also addresses the efforts by- the school and police to respond to incidents of violence; weapons possession; or acts of theft, violence or destruction, on school property and at school functions, under the provisions of and in concert with the implementation of the Safe Schools Act, RSA 193-D. This Memorandum applies to reportable behavior of adults, as well as, children.

The School Board and the Police Department agree to coordinate these efforts with the local prosecuting Attorney's Office and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff or the community, the Police Department and the School District may act without regard to the Memorandum of Understanding. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees from requesting police assistance on matters not referred to in this Memorandum.

In the event either the School Board or the Police Department desires to amend this Memorandum, the agency seeking changes will arrange for meeting with the other.

2. Definitions

The following terms, [as defined in RSA 193:D-1](#), apply to this Memorandum:

- "Safe School Zone" means an area inclusive to any school property or school buses.
- "School" means any public elementary or secondary school in New Hampshire. It will not include home schools.
- "School Employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing, or performing continuing contract services for any public or private school, school districts school department or school administrative unit.

Timberlane Regional School District	Procedure Code: JICD-R
Adopted: 09-29-11 Revised: 09-20-12 Revised:	Page 2 of 6

- "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

3. School/Police Liaisons

In order to facilitate prompt and clear communication of incidents the School Board and the Police Department will designate individuals to serve as primary contact liaisons. The Superintendent of Schools will designate the Principal, or designated Assistant Principal, at each school as that school's Reporting Official. He/she will be responsible for handling all reportable incidents of: (1) drug/alcohol use, possession, sale and/or distribution; (2) assault or violence; (3) possession of weapons; and/or (4) theft or destruction of property. The School District liaison will communicate information on such incidents to the Police Department.

The Chief of Police will designate a police officer(s) who will be responsible for handling all reportable incidents brought to the attention of the Police Department by the school's Reporting Officials. In addition to communication between the Reporting Official and the Police Officer on the specific incidents mentioned above, it is recommended that the Official and Officer meet regularly to discuss the scope of these problems, and to identify strategies aimed at reducing them.

4. Reportable Acts

A. School Reports to Police Department

1. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:
 - a. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property, or at school functions;
 - b. Possession, selling or distribution of any controlled substance (including drug paraphernalia) as defined in NH RSA 318-B, by an individual on school property, or at school functions;
 - c. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property, or at school functions;
 - d. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks and explosives, as defined in NH RSA's 208, 644 and 159, on school property, or at school functions;

Timberlane Regional School District	Procedure Code: JICD-R
Adopted: 09-29-11 Revised: 09-20-12 Revised:	Page 3 of 6

- e. Arson under RSA 634:1 any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;
 - f. Burglary under RSA 635: any person who enters a building to separately secured section of a building, with a purpose to commit a crime;
 - g. Robbery under RSA 636: including any theft that is accomplished by the physical force or the threat of imminent use of force;
 - h. Thefts of property where the value is more than \$50.00, repeated occurrences of theft by one student, (thefts by students who are in the third grade or lower are generally not reported to the Police);
 - i. Homicides under RSA 630: any death will immediately be reported to the Police Department, regardless of suspected cause;
 - j. Any first or second degree assault under RSA 631, whereby an injury occurs to a person caused by another person. Investigation may reveal that not all if these incidents constitute an actual crime. Reporting will allow an investigation to be conducted;
 - k. Any sexual assault under RSA 632-A will be reported;
 - l. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$50 or more of damage. This includes vandalism to school property;
 - m. Threatening behavior under RSA 631:4 which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.
2. Discretionary Reporting Events are up to the Discretion of the Building Principal or designated Assistant Principal.
- a. Refusal or neglect to conform to reasonable rules of the school or to clear non-injurious directions given by staff member.
 - b. Simple assault incidents~~Infractions~~ which don't meet the criteria as stated in 4.A.j. above, depending upon the nature of the incident, as determined by the school administration.
 - c. Theft, under RSA 637, of property ~~\$50~~49 or less.
 - d. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of ~~\$50~~49 or less of damage. This includes vandalism to school property.

Timberlane Regional School District	Procedure Code: JICD-R
Adopted: 09-29-11 Revised: 09-20-12 Revised:	Page 4 of 6

B. Police Department Reports to School

1. The following information will be reported by the Police Department to the School Principal or designated Assistant Principal:
 - a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student, or of other students in the school, where the law allows.
2. The following information may be shared with school Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality:
 - a. The arrest and filing of a delinquency complaint against any student under the age of 17 years.
 - b. Other non-criminal activity that the Police Department deems pertinent to the student's well-being, including but not limited to threatening to attempt suicide; victimization of the student by a parent, caretaker or other individual).

5. Procedures for Reporting

- A. It is agreed that every school employee who has witnessed, or has information from the victim of an act of theft, destruction, or violence in a safe school zone will report such act immediately to a supervisor. A supervisor receiving such report will immediately forward such information to the school Principal or designated Assistant Principal. The Principal or designated Assistant Principal will then contact the Police Department through the SRO, or if not available, call the Police Department and report the incident. The Principal or designated Assistant Principal will also provide the Police Department with a written report within 48 hours of the incident.
- B. The report required will include:
 1. Identification of the act of theft, destruction, or violence that was alleged.
 2. The name and address of witnesses to the alleged act.
 3. The name and home address of any person suspected of committing the act.
- C. The written report required above will be waived when there is a law enforcement response at the time of the incident which results a written police report.
- D. School Response
 1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act will:
 - a. Confront the student with the nature of the offense;

Timberlane Regional School District	Procedure Code: JICD-R
Adopted: 09-29-11 Revised: 09-20-12 Revised:	Page 5 of 6

- b. Take the student to the Principal's or designated Assistant Principal's office;
 - c. Retrieve and turn over any physical evidence to the Principal or designated Assistant Principal.
- 2. For Mandatory Reportable acts, the Principal or designated Assistant Principal will:
 - a. Notify the police and student's parent/guardian, and inform them of the nature of the incident;
 - b. Turn over any physical evidence seized and a written fact summary to the Police Department;
 - c. Initiate disciplinary action in accordance with Board policies.
- 3. For Discretionary Reportable Acts, the Principal or designated Assistant Principal will:
 - a. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible. Any incident reported to the Police shall also be reported to the student's parent/ guardian.
 - ~~a.b.~~ Initiate disciplinary action in accordance with Board policies.

E. Police Response

- 1. The Police Officer will make contact with the school as soon as possible after receiving a report from the Principal or designated Assistant Principal to investigate the incident, or take any other appropriate action.
- 2. During the investigation, the Police Officer may meet with the Principal or designated Assistant Principal, the student, the student's parent/guardian and appropriate persons with knowledge of pertinent facts, if required.
- 3. If at the conclusion of the investigation, the student is found to have committed the alleged offense, the Police Officer may initiate the formal complaint process.
- 4. When the Police Officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a weapon, and when probable cause exists for arrest, the Officer will take the appropriate action to initiate the formal complaint process.
- 5. To the greatest extent possible, precautions will be taken by both Police and school officials at all times to ensure the education process is not disrupted.

Timberlane Regional School District	Procedure Code: JICD-R
Adopted: 09-29-11 Revised: 09-20-12 Revised:	Page 6 of 6

Chief, Police Department

Date

Superintendent of Schools

Date

School Board Chair

Date

Timberlane Regional School District	Procedure Code: JICI-R
Adopted: 05-20-99 Revised: 12-17-09 Reaffirmed: 12-05-18	<u>Repealed</u> Page 1 of 1

MODIFICATION OF A WEAPONS EXPULSION

Repealed by the school board on . See Policy JICD.

~~Pursuant to RSA 193:13, IV, the Superintendent may, upon written application of an expelled pupil, recommend modification to the expulsion. Prior to consenting to such a modification, the pupil/parent shall be required to submit to the Superintendent sufficient evidence in the form of letters, work history or other documents or testimony demonstrating that it is in the school's best interest and the pupil's best interest to allow a modification. In making such a decision, due regard will be given to other pupils and staff whose safety and well-being shall be of paramount importance.~~

~~**Statutory Reference:**~~

~~_____ RSA 193:13, IV~~

~~_____ Reference Policy: JICI~~

Timberlane Regional School District	Policy Code: CCB
Adopted: 05-05-83 Reaffirmed: 12-06-90 Revised: 10-05-95 Revised: 12-03-98 Revised: 02-17-11 Revised:	Page 1 of 1

LINE AND STAFF RELATIONS

Related Policies: BHC, CB, CF, CFA

General Operations

The following principles shall govern the administrative operation of the school system:

1. Each school shall develop the educational program most appropriate for the students attending that school, consistent with District expectations, local school board policy, state law, and State Board regulations.
2. The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for children from Kindergarten [Preschool](#) through Grade 12.
3. Responsibility shall flow simply and clearly from the students through teachers, principals, and the Superintendent to the School Board.
4. Each member of the staff shall be told to whom he/she is responsible.
5. Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
6. Each staff member shall be told to whom he/she can go for help in working out his/her own functions in the school program.

Line of Responsibility

Each employee in the district shall be responsible to the Board through the Superintendent.

All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

The Superintendent, in administering this policy, shall be guided by the knowledge that the Board values the freest possible interchange of ideas outside the established framework of direct responsibility as preeminently desirable in the schools of the district. Nothing provided herein shall be interpreted as intended to interrupt the free and open flow of ideas and assistance among personnel at every level.