

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, DECEMBER 19, 2013

Regular Meeting - 7:30 PM

Superintendent's Office
30 Greenough Road, Plaistow, NH

Dr. Earl Metzler, II, Superintendent
Dr. Roxanne Wilson, Asst. Superintendent

Robert Collins, Chair
Nancy Steenson, Vice Chair

AGENDA

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
 - a. December 5, 2013
5. **Delegations or Individuals**
6. **Current Business**
 - a. All State Recognition - INFORMATIONAL (10 minutes)
 - b. Trip Requests – ACTION (10 minutes)
 - LEAD Conference
 - DC Trip
 - c. All Day Kindergarten Presentation – INFORMATIONAL (15 minutes)
 - d. District Action Plan – INFORMATIONAL (45 minutes)
 - e. Program of Studies – ACTION (10 minutes)
 - f. Blizzard Bags – INFORMATIONAL (10 minutes)
 - g. Policies – ACTION (20 minutes)
 - h. Budget/Warrant Articles Update – INFORMATIONAL (10 minutes)
7. **Administrator's Report**
 - a. Update on School Activities – INFORMATIONAL
8. **Personnel Report**
9. **Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
 - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
January 2	Regular Meeting	SAU	7:30 PM
January 14	Deadline for Citizen's Petition/CBA		
January 16*	Public Hearing on Budget	PAC	7:00 PM
January 22	First Day of Filing for Vacancies	SAU	
January 31	Last Day to File for Vacancies	SAU	5:00 PM
February 6*	Deliberative Session	PAC	7:00 PM
February 20	Regular Meeting	SAU	7:30 PM
March 6	Regular Meeting	Sand. Central	7:30 PM
March 11	District Voting	Polls	

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.

*These required hearings/sessions are in place of regularly scheduled board meetings.

ADMINISTRATOR'S REPORT

Administrator's Report for December 19, 2013 School Board Meeting

1-3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES

One set: *December 5th meeting.*

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. All State Recognition – 10 minutes

Board to recognize 50 All State students with certificates. INFORMATIONAL

b. Trip Requests – 10 minutes

Jen Libby-Barth to request permission for student trip to LEAD Conference and Meaghan Guanci to request student trip to DC. See policy IJOA. ACTION

c. All Day Kindergarten – 15 minutes

Kindergarten team to present PowerPoint presentation on full day kindergarten. INFORMATIONAL

d. District Action Plan – 45 minutes

Presentation on action plans for Assessment, RTI, Facilities and Communication. Materials will be available shortly. INFORMATIONAL

e. Program of Studies – 10 minutes

First reading of the 2014-15 Program of Studies. Program scheduled for approval by C&A on December 17th and the SLT on the 18th. Final version made available to board after SLT review. ACTION

f. Blizzard Bags – 10 minutes

Dr. Roxanne Wilson and John Holland will provide an update on the planning and technology piece of Blizzard Bags. INFORMATIONAL

g. Policies – 20 minutes

Michael Mascola to present on the second reading/adoption of 9 policies and first reading on 6. ACTION

h. Budget/Warrant Articles Update – 10 minutes

George Stokinger to present an update on the 2014-15 proposed budget and first draft of the 2014 warrant. The board meets again on January 2nd at which time they will need to take action to move both items forward for public hearing on January 16th. INFORMATIONAL

7-9. REPORTS

7. Administrator's Report – Dr. Metzler to present

a. Update on happenings and activities with each of the district schools

8. Personnel Report – Dr. Metzler to present (if needed)

9. Reports of the School Board

10. CORRESPONDENCE

11. VENDOR AND PAYROLL REGISTERS

12. OTHER BUSINESS

Non-public (if needed)

13. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

*This information is provided for informational purposes only. Agenda items are subject to change.
The official agenda will be distributed one week prior to its scheduled meeting.*

January 2, 2014	
Policies	<i>First and Second reading/adoption</i>
TSSU Contract	<i>Finalize CBA for ballot (if not done earlier – must be done by 1/14)</i>
Budget / Warrant Articles	<i>Finalize for public hearing</i>
Program of Studies	<i>Second reading/adoption</i>
Star Assessment	<i>Assessment monitoring tool / Deb Armfield to present.</i>

January 16, 2014	
PH on Budget	<i>Also review of Warrant Articles</i>
Meeting immediately following	<i>Recommendation of Articles</i>

February 6, 2014	
Deliberative Session	
Special Meeting after	<i>To amend warrant article recommendations if needed</i>

February 20, 2014	
Policies	<i>First and second readings</i>
School Calendar	
Annual Report	

Back-Burner List

SERESC Update	<i>Beth Rincon</i>
NHSBA Resolutions	<i>September</i>
Soccer Field Dedication	
SAT scores	<i>Multiple year & state-wide comparisons</i>

On Saturday, November 16th, eighty-seven Timberlane students competed in the New Hampshire Music Educator All State Music Festival auditions. Students auditioning for All-State prepare repertoire and scales which they then perform “solo” for an adjudicator. This process selects students to perform in the NHMEA April Conference in the Orchestra, Band, and Chorus. The students must prepare music and individually perform these selections before a music adjudicator. The results are then compiled and only the top scoring students are selected to perform at the Capitol Center for the Performing Arts in the honor ensembles at the All State Music Educators conference held in April. Of the eighty-seven Timberlane students who auditioned ninety-nine times, (several students prepared music in two different areas), fifty Timberlane students were selected to be part of the honor groups of New Hampshire High School Musicians.

To put this achievement into proper perspective, consider the following.

Of the 405 total students selected, 13% are from Timberlane.

The top five schools in New Hampshire that have students selected for this festival are;

Timberlane 50

Hanover 31

Pinkerton Academy 21

Concord 20

Bedford 17

Of special note, five Timberlane students were the top scoring students in the state for their instrument;

Hope Aubrey, clarinet

Dan Main, percussion 1

Dan Reynolds, percussion 2

Annie Steenson, French horn

Laura Erickson, bass clarinet

Additionally, Annie Steenson auditioned in two separate areas, Soprano voice and French horn, and qualified for the honor ensembles in each area.

Congratulations to all students, parents, music teachers and administration for fostering an arts rich environment that makes extraordinary success such this a reality. The selected Timberlane musicians are listed below.

2013 Timberlane Students		
First Name	Last Name	Instrument
Danielle	Arena	alto voice
Liam	Arteaga	tenor voice
Hope	Aubrey	clarinet
Quinn	Averill	bassoon
Nicholas	Bealo	bass viol
Davide	Borrelli	tenor voice
Kyle	Brown	bass voice
Julia	Bruedle	alto voice
Adam	Caezza	tenor voice
Amy	Clark	violin
Sarah	Cole	trumpet
Nicole	Dill	violin
Tyler	Donovan	tuba
Laura	Erickson	clarinet bass
Toby	Esposito	bass voice
Kayla	Gaudet	violin
Anthony	Gentile	tenor voice
Josh	Grambow	cello
Brynn	Grambow	cello
Kathryn	Greenizen	alto voice
Lily	Hevesh	perc II
Mya	Hollins	french horn
Kaitlyn	Jones	soprano voice
Casey	Jones	perc I
Michaela	Kosta	alto voice
Allison	LaPorte	violin

2013 Timberlane Students		
First Name	Last Name	Instrument
Natalie	Livingston	alto voice
Daniel	Main	perc III
Joseph	Mancinelli	tenor voice
Colin	McCarthy	tenor voice
Brendan	McGuirk	trumpet
Nolan	McGurn	french horn
Braden	McKallagat	tenor voice
Timothy	McLaughlin	tenor voice
Aimee	O'Meara	alto voice
Julia	Perelgut	viola
Matthew	Perry	perc I
Sophia	Rendo	soprano voice
Daniel	Reynolds	perc II
Chris	Robinson	french horn
Siobhan	Sheehan	viola
Aurora	Sidor	violin
Angela	Simmons	bass viol
Elizabeth	Skerry	soprano voice
Jarrold	Solloway	violin
Annie	Stenson	french horn
Joy	Stenson	violin
Harrison	Szczapa	perc I
Madelynne	Torosian	clarinet bass
Jessica	Walsh	viola

American Studies

Washington D.C. Trip

Proposed by: Meaghan Guanci,
Patty Deyermond, and Joshua Silveira

Proposed Dates: Friday, March 20-
Sunday, March 22



Rationale

- Experiential Learning
 - Bring classroom content to life
- Awaken sense of travel and intellectual curiosity
- Packed with historical sites, informational museums
- Opportunity to see the nation's capital

Capital Tours

- Highly recommended by colleagues
- 35 years experience
- Experienced tour escort provided
- All inclusive company- provides airfare, motor bus coaches while in D.C., breakfasts and dinners
- Provides a security guard at hotel at night
- Collects payments directly via online registration

Overview of Costs/Itinerary

- Approximately \$640-\$700 (# of sign-ups drives price)
- Depart Logan on Southwest Flight #2499 @7:00 am Friday, March 20th
- Arrive @ Logan on Southwest Flight #1748 @ 11:00 pm Sunday, March 22nd
- Some stops include: Lincoln Memorial, Vietnam Memorial, World War II Memorial, Holocaust Museum, Newseum, National Air and Space Museum, White House, U.S. Capitol Building

FULL DAY RENAISSANCE KINDERGARTEN

PROPOSAL
2014-15 School Year



Our Committee

- Elizabeth LaRosa, K Teacher, Pollard
- Stephanie Mezquita, K Teacher, Danville
- Terry Kellaway, SpEd Teacher, Sandown
- Jill Feneberg, Literacy Specialist, Atkinson
- John Quinn, Parent, Atkinson
- Kelli Killen, Director Elem. Ed.
- Susan Sherman, School Board
- Nancy Barcelos, Danville Principal
- Kathie Dayotis, Atkinson Principal
- JoAnn Georgian, Sandown Principal
- Michele Vance, Pollard Assistant Principal
- Patrice Liff, Sandown Assistant Principal
- Dillard Collins, HCS Principal
- Michelle Gaydos, Pollard Principal



Our GOAL

- To implement a research-based developmentally appropriate Renaissance Kindergarten program in order to meet students' needs, teach the Common Core, and for the TRSD to remain at a competitive level with other districts in the region and state.



Our Reasoning

- Consistent with research that demonstrates early intervention with literacy-rich and numeracy-rich programs resulting in long-lasting improvement in student achievement
- Common Core State Standards are written for full-day kindergarten
- Affords more time to reinforce and enrich the kindergarten curriculum and State Standards
- Allows for more hands-on, discovery learning opportunities and time for exploration through spontaneous play
- Social and behavioral benefits such as a greater sense of conflict resolution and learning how to make friends.

Current Research

- Children who have attended full-day programs are better prepared for first grade.
- Participation in full-day kindergarten relates positively to subsequent school performance.
- Full-day allows both teachers and students to work in an unhurried setting.
- Full-day allows both teachers and students to cover the Common Core Standards more deeply.

What is a Renaissance Kindergarten?

- At least 1 or 2 classes a week with ART and MUSIC as well as to include the arts throughout the current curriculum areas.
 - ★ Theater/song could be incorporated; Listening and Speaking focus
 - ★ Art and more time for incorporating the Talk, Draw and Write lessons
- Spanish classes...1-3 lessons a week for full day (with a possibility of utilizing this teacher for the other K classes or first grade?)
- Technology integrated throughout the students' full day



What should be included in a full day?



- Common Core would be addressed more thoroughly with full day
- Ability to include more “typical” K areas that we currently don’t have time to teach such as fine motor skills (i.e. cutting) and group/individual art lessons.
- More time could be devoted to mastery of the current curriculum, which we currently have to cut back on due to time constraints.

Half-Day vs. Full-Day

ACTIVITY	Minutes/Day	
	Half-day	Full-day
Core Content	105	245
Specials	0	30
Morning Meeting	15	30
Lunch	0	25
Snack	10	15
Recess	0	20
Quiet Time	0	15
Dismissal Preparation	10	10
End of Day Meeting	0	15
TOTAL	140	405

Social/Behavioral Component to Full-Day

Advantages

- Better progress in social skills
- More time spent in dramatic play
- Higher self esteem and independence
- Increase in attendance
- More time to introduce, practice and revisit skills
- Work more cooperatively with peers
- Focus on relationships and character building
- Provide more hands on and gross motor experiences

Disadvantages

- Fatigue, crankiness, frustration may lead to an increase in negative behavior in some children
- Worn down before the day is done





Budget implications include:

- Hiring a Spanish teacher that could be used in all 4 schools
- All four schools would need to hire an additional $\frac{1}{2}$ Teacher and $\frac{1}{2}$ KEA to support full day.
- Furniture would need to be purchased for 2 schools (Atkinson and Sandown)
- Purchasing of iPads for all full day Kindergarten students (20 per school)
- No additional reading/math program materials would be needed (RS and EDM already used)



iPads



- Students can work at their own pace, receiving additional reinforcement and redirection when needed or moving ahead for a challenge.
(Differentiated Instruction)
- It would strengthen their fine motor skills and allow students to use technology more independently as most struggle to use a touch pad on a laptop and some still struggle with a mouse.
- iPads would enhance ways to practice and allow technology integration that otherwise would not be present at the Kindergarten level.



iPads Continued



- Many apps align with the common core standards
- iPads are unique in that Apps allow for touch to manipulate items on the screen and provide feedback and redirection. The touch screen is more developmentally appropriate for this age level. Traditional computer resources do not provide this. The feedback and redirection of the Apps provide more time-on-task and less frustration when working independently.

Kindergarten Staffing Needs

Town/School	Current		Projected		Estimated Increase
	P Staff	KEA	Prof Staff	KEA	
Atkinson	1.5	1.5	2	2	\$29,376
Danville	1.5	1.5	2	2	\$23,058
Plaistow	2.5	2.5	3	3	\$27,165
Sandown	2	2	3	3	\$29,376
TRSD Spanish Teacher	0	n/a	1	n/a	\$45,000
Total Increase:					\$153,975

Surrounding Towns w/ Full Day Kindergarten/Tuition

- **Hampstead:** current tuition: \$4200/yr
- **Newton:** all students no cost
- **Kingston:** all students no cost
- **Derry:** current tuition: \$3500/yr
- **Salem:** current tuition: \$3200/yr
- **Nashua:** uses Title I monies/Full Day K to at-risk schools
- **North Hampton:** all students no cost
- **Bedford:** current tuition: \$5000/yr
- **Hampton Falls/Seabrook:** 2014-15 all students no cost

Research and practice indicates full-day kindergarten will have a positive impact on students' social, emotional and academic learning not only in kindergarten but also in the subsequent years of their education.



Full Day Schedule

Time	Activity	Description
8:20 -8:35	Arrival	Children arrive at school; prepare for the day;
		Explore math and literacy centers. (sand table and other OT activities)
8:40 – 9:10	Community Circle/Calendar	Attendance; Announcements;
		Math Routines (Calendar, Graphing Weather; etc.)
		Oral Language (Speaking/Listening/Questioning): Story
9:10 – 10:45	Balanced Literacy Block	Mini-lesson
		Read Aloud/Shared Reading/Song
		Readers' Workshop (Independent Reading)
		Guided Reading
10:45 – 11:45	Writers' Workshop	Interactive Writing
	w/ Arts Integration	Sharing writing (author's chair)
		Handwriting instruction and practice
		Phonics; phonological awareness
		Word Study
11:45-12:15	Science, Social Studies/Health Block	Introduce new learning in curriculum area
		Students complete activities to reinforce or review concepts and skills.
12:15 – 1:00	Recess/ Lunch	
1:00-1:15	Quiet Time Read aloud	Story related to thematic unit for language development.
1:15 – 2:15	Math Workshop	Mini-lesson Explorations
		Small group instruction Math Congress
2:15-2:45	Specials	Art – 30 minutes 1x per week: Music – 30 minutes 1x per week
		P.E. – 30 minutes 1x per week Spanish???
		Library – 30 minutes 1x per week
2:45 – 3:00	Circle Time	
3:00 – 3:10	Dismissal	Pack backpacks with items to go home.

Half Day Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20	Arrival/Warm-up work	Arrival/Warm-up work	Arrival/Warm-up work	Arrival/Warm-up work	Arrival/Warm-up work
8:45	Circle	Circle	Circle	Circle	Circle
9:00	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading
9:15	Snack	Snack	Snack	Snack	Snack
9:30	Writer's Workshop	Library	Writer's Workshop	Writer's Workshop	Writer's Workshop
10:00	Math	Math	Math	Math	Math
10:30	Reading Instruction	Reading Instruction	Reading Instruction	Reading Instruction	Reading Instruction
11:00	up/Goodbye circle	up/Goodbye circle	up/Goodbye circle	up/Goodbye circle	up/Goodbye circle
11:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

A typical Morning Kindergarten schedule...Please keep in mind, it leaves no time for transitioning between activities (which takes many weeks for new kindergarteners to learn), nor delay in beginning activities due to others being behind schedule (i.e. the teacher can't begin the new math lesson when 4 students haven't returned from a reading group).

TIMBERLANE POLICY COMMITTEE

SECOND READING / ADOPTION

1. EEA – STUDENT TRANSPORTATION SERVICES

- last updated in 2012
- updated to clarify notification and decision making directives

2. IHBH – EXTENDED LEARNING OPPORTUNITIES

- last updated in 2008
- NHSBA language proposed
- Reviewed by TRHS and SLT (procedure created and adopted by PC)

3. IHBI – ALTERNATIVE LEARNING PLANS

- last updated in 2010
- Reviewed as part of high school policy review
- No changes proposed, recommend reaffirming.

4. IHCD – ADVANCED COLLEGE PLACEMENT

- Reviewed as part of high school policy review
- Recommend repealing and referencing IMBC – Alternative Credit Options

5. IKAA – INTERDISCIPLINARY CREDIT

- last updated in 2009
- Reviewed as part of high school policy review
- Recommend slight modification.

6. IKE – PLACEMENT, PROMOTION AND RETENTION OF STUDENTS

- last updated in 2009
- Reviewed as part of high school policy review
- Added placement piece specific to high school
- IKE-R to be reviewed and updated by SLT

7. IKF – HIGH SCHOOL GRADUATION

- Reviewed as part of high school policy review
- Modified for terminology and references to other policies.

8. IKFA – EARLY GRADUATION

- last updated in 2009
- Reviewed as part of high school policy review
- Removed procedural references within the policy and referenced the student handbook

TIMBERLANE POLICY COMMITTEE

9. IHCA – SUMMER LEARNING

- Reviewed as part of high school policy review
- Removed specific reference to students completing 8th grade
- Reference policy IMBC

FIRST READING

10. DO – FOOD SERVICE MEAL ACCOUNT BALANCES

- Completely re-written by special team of both Hampstead and Timberlane administrators
- Addresses limitations and consequences for negative food service account balances
- Shifts fees associated with using the online depository system to the depositor and not the school district
- A procedure was adopted by the SLT relative to the collection of negative balances

11. EFA – FOOD SERVICE MEAL ACCOUNT BALANCES

- Recommended repealing and referencing DO

12. JLCA – PHYSICAL EXAMINATION OF STUDENTS

- Last updated in 2005
- Reviewed and updated by district nurses
- Provides exception for students under the McKinney Vento Act

13. DKA – PAYROLL PROCEDURES

- Updates recommended by business administrator to clarify that all Timberlane staff members document and submit promptly accurate records of their time and attendance.

14. JH – STUDENT ABSENCES AND EXCUSES

- Updated to include references to Dean of Attendance, student handbooks and blizzard bags

15. IMBC ALTERNATIVE CREDIT OPTIONS FOR HIGH SCHOOL GRADUATION

- Updated to include requirement of prior approval

Timberlane Regional School District	Policy Code: EEA
Adopted: 01-01-83 Revised: 02-07-91 Revised: 10-07-99 Revised: 09-20-01 Revised: 01-19-12	Page 1 of 1

STUDENT TRANSPORTATION SERVICES

General Operating Policy

The Superintendent shall establish bus routes and bus stops and shall comply with RSA 189 and the procedural provisions set forth in District procedure EEA-R. Routes will be developed annually and posted.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's Principal. Parents of children whose conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. The school Principal *or designee* will have the authority to suspend the riding privileges of students failing to conform to bus rules and regulations. The Board must approve suspensions of riding privileges that continue beyond twenty (20) days as provided for in RSA 189:9-a.

Resolution of Conflicts

The Transportation Coordinator shall report all incidents and conflicts to the Superintendent or designee with 24 hours of the incident/conflict. Parents who wish to request a change or exemption from any of the Student Transportation policies shall direct such request to the SAU Transportation Coordinator. ~~The decision of the Transportation Coordinator shall be final.~~ *The Superintendent or designee will render the final decision on all conflicts.*

Legal References:

- RSA 189:6, Transportation of Pupils*
- RSA 189:8, Limitations and Additions*
- RSA 189:9, Pupils in Private Schools*
- RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons*

Appendix EEA-R

Timberlane Regional School District	Policy Code: IHBH
Adopted: 01-03-08	Page 1 of 2

EXTENDED LEARNING OPPORTUNITIES

Purpose

The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of Policy IMBC, Alternative Credit Options, will apply for high school graduation.

Roles and Responsibilities

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

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

Legal References:

*NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities
 NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities – Middle School
 NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School*

Timberlane Regional School District	Policy Code: IHBH
Adopted: 01-03-08	Page 2 of 2

~~It is the policy of the Board to allow extended learning opportunities as a means of meeting the diverse instructional needs of students with different talents, interest, and development. The Board's intent is to improve student achievement in situations where regular classrooms are not practical or effective.~~

~~All such opportunities must be aligned with the school's educational goals and objectives. Such opportunities may provide credit (under provisions of Policy IMBC) or supplement regular academic courses. Credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study. Where credit is not granted, such experiences may be used to fulfill prerequisite requirements for advanced courses. The granting of credit shall be based on a student's demonstration of course competencies, as approved by certified personnel.~~

~~The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:~~

~~Application, approval, appeals process~~

~~Administrative supervision and oversight of individual student's programs by certified personnel~~

~~Requirements that each extended learning program be approved prior to its beginning~~

~~Requirements that the experience will provide an opportunity for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school~~

~~Student participation in selecting, organizing, and carrying out extended learning activities~~

~~Reasonable limits on the number of approved extended learning opportunities that can be administered each school year - school wide and per student~~

~~Assurance of equal access for all students~~

~~Compliance with state and federal laws pertaining to minors~~

~~Approved learning opportunities are consistent with all policies of this board~~

~~Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances, students or their parents/guardians shall be responsible for all related expenses including tuition and textbooks.~~

~~Legal References:~~

~~NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Policy Development~~

~~NH Code of Administrative Rules, Section Ed. 306.26(f), Kindergarten - Grade 8 School Curriculum~~

~~NH Code of Administrative Rules, Section Ed. 306.27(b)(4), High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program~~

Timberlane Regional School District	Policy Code: IHBH-R
Adopted: 11-25-13	Page 1 of 2

EXTENDED LEARNING OPPORTUNITIES

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
5. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made

Timberlane Regional School District	Policy Code: IHBH-R
Adopted: 11-25-13	Page 2 of 2

within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, Principal's designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed:	Page 1 of 4

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance Counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.

The Guidance Counselor or Principal's designee is responsible for assisting students and

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed:	Page 2 of 4

their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation, including associated costs and transportation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed:	Page 3 of 4

recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.

4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student’s official transcript.

Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

- Provides for proper administration and supervision of the program or plan
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards
- Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning
- Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board’s next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent’s determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District’s policies on graduation.

<p>Timberlane Regional School District</p>	<p>Policy Code: IHBI</p>
<p>Adopted: 03-04-10 Re-affirmed:</p>	<p>Page 4 of 4</p>

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete the alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Legal References:

RSA 193:1, Duty of Parent; Compulsory Attendance by Student

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities - High School

<p>Timberlane Regional School District</p>	<p>Policy Code: IHCD</p>
<p>Revised: 07-21-99 Re-affirmed: 11-01-07 Revised: 03-04-10</p>	<p>Page 1 of 1 Repealed</p>

ADVANCED COLLEGE PLACEMENT

~~Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses or other suitable means.~~

~~Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.~~

~~See also policy LEB.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed 306.14(g), Advanced Course Work~~

District Reference:

~~Strategic Plan 2009-2015 Repealed by the Timberlane Regional School Board on _____. See policy IMBC - Alternative Credit Options~~

Timberlane Regional School District	Policy Code: ICAA
Adopted: 06-16-83 Revised: 05-02-91 Revised: 01-08-09	Page 1 of 1

INTERDISCIPLINARY CREDIT

High school students may earn course credit in one content area required for graduation, and apply said credit in a different content area through the awarding of interdisciplinary credit. Interdisciplinary credit may be counted only once in meeting graduation requirements.

The high school Principal *or designee* is charged with approving courses for interdisciplinary credit if: (1) the course has been adopted by a faculty team/committee; and (2) the course addresses the objectives for the subject area in which the credit is counted.

Legal References:

- NH code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit*
- NH code of Administrative Rules, Section Ed 306.14(f) Awarding of Credit*
- NH code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies*
- NH code of Administrative Rules, Section Ed 306.27(p), Counting Credits*

<p>Timberlane Regional School District</p>	<p>Policy Code: IKE</p>
<p>Adopted: 07-23-99 Revised: 01-08-09</p>	<p>Page 1 of 1</p>

PLACEMENT, PROMOTION AND RETENTION OF STUDENTS

*Upon entry to the Timberlane Regional School District, s*Students will be placed at the grade level to which they are best adjusted academically, socially, emotionally, and developmentally. Every effort possible will be made to ensure that all children encounter successful experiences throughout their school years. Students will usually progress annually from grade to grade, spending one year in each grade. However, some children will profit by staying an additional year in the same grade, while others might benefit from an advanced grade level placement. Criteria for placement would include: academic performance, attendance, and/or developmental maturity. *At the high school level, a student will be placed so that the student has an attainable path to meeting the requirements for high school graduation as outlined in policy IKF – High School Graduation.*

The final decision on grade level and program placement will rest with the Superintendent or his/her designee. Parental input will be considered in the decision-making process.

Appendix IKE-R

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08	Page 1 of 4

HIGH SCHOOL GRADUATION

Option 1 – Standard Diploma

A minimum of 22 credits are required for graduation with a standard diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Arts Education – Art, Music or Drama	½ <i>credit</i>
Information and Communications Technologies – Computer Application, Web Design or Desktop Publishing <i>Technology</i>	½ <i>credit</i>
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4 <i>credits</i>
Mathematics	3 <i>credits</i> , including algebra credit that can be earned through a sequential, integrated, or applied program
Physical Sciences	1 <i>credit</i>
Biological <i>Life</i> Sciences	1 <i>credit</i>
Science – Biological or Physical Sciences	1 <i>credit</i>
Social Studies – Government Today, Economics, World History or World Studies, American History or American Studies	3 <i>credit</i>
Wellness	½ <i>credit</i>
Health Education	½ <i>credit</i>
Physical Education/ <i>Wellness</i>	1 ½ <i>credit</i>
Open Electives	6
Total	22

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08	Page 2 of 4

Option 2 – Technical Diploma

A minimum of 23 credits are required for graduation with a technical diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Arts Education – Art, Music or Drama	½ credit
Information and Communications Technologies – Computer Application, Web Design or Desktop Publishing <i>Technology</i>	½ credit
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4 credits
Mathematics	3 credits , including algebra credit that can be earned through a sequential, integrated, or applied program
Physical Sciences	1 credit
Biological <i>Life</i> Sciences	1 credit
Science – Biological or Physical Sciences	1 credit
Social Studies – Government Today, Economics, World History or World Studies, American History or American Studies	3 credit
Wellness	½ credit
Health Education	½ credit
Physical Education/ Wellness	1 ½ credit
Course in Area of Concentration	3 ½ - 5 ½ credits – Total of 7 credits when combined with Open Electives (See Below)
Open Electives	3 ½ - 1 ½ credits – Total of 7 credits when combined with Course in Area of Concentration (See Above)
Total	23

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08	Page 3 of 4

Option 3 – Scholastic Diploma

A minimum of 25 credits are required for graduation with a scholastic diploma, as follows:

<i>Required Subjects</i>	<i>Credit(s)</i>
Arts Education – Art, Music or Drama	1 credit
Information and Communications Technologies – Computer Application, Web Design or Desktop Publishing Technology	½ credit
English – Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Semester Courses	4 credits
Mathematics	3 credits , including algebra credit that can be earned through a sequential, integrated, or applied program
Physical Sciences	1 credit
Biological/Life Sciences	1 credit
Science – Biological or Physical Sciences	1 credit
Mathematics, Science or a Combination of Mathematics Science	1 credit
Social Studies – Government Today, Economics, World History or World Studies, American History or American Studies	3 credit
Wellness	½ credit
Health Education	½ credit
Physical Education/ Wellness	1 ½ credit
World Languages – French, German or Spanish (Three years of same language)	3 credits
Open Electives	4 ½ credits
Total	25

The Board may approve other academic requirements for graduation.

Timberlane Regional School District	Policy Code: IKF
Adopted: 01-01-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 01-03-08	Page 4 of 4

AWARDING OF CREDIT

~~See policy IK, Earning of Credit. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the building principal, and will be in accordance with Policy ILBAA, Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.~~

ALTERNATIVE CREDIT OPTIONS

~~In some cases, credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted according to the provisions of P~~See policy IMBC, Alternative Credit Options.

ALTERNATIVE LEARNING PLANS

See policy IHBI, Alternative Learning Plans.

ACCOMMODATION FOR A STUDENT WITH DISABILITIES

~~A student with disabilities may be eligible for a reduction in the minimum number of credits, but not less than the state minimum standard of twenty credits. Prior to the end of a student's sophomore year an IEP team through the IEP process, with the approval of the building principal, director of guidance and the director of secondary education, will determine the minimum number of credits necessary for the student to earn a standard diploma while still meeting the state minimum standards. This determination will be included in the student's IEP Transition plan.~~

Legal Reference:

- NH Code of Administrative Rules, Section Ed. 306.04(a)(14), Policy Development
- NH Code of Administrative Rules, Section Ed. 306.14(f), Basic Instructional Standards
- NH Code of Administrative Rules, Section Ed. 306.27(d, m), Required Subjects and Unit of Credit for High School Graduation

<p>Timberlane Regional School District</p>	<p>Policy Code: IKFA</p>
<p>Adopted: 01-01-83 Reaffirmed: 05-02-91 Reaffirmed: 02-24-05 Revised: 04-03-08 Revised: 05-07-09</p>	<p>Page 1 of 2</p>

EARLY GRADUATION

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The ~~building high school~~ principal *or designee* shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. ~~Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.~~

A high school student may complete the requirements for graduation at the end of the Junior year or mid-way through the Senior year.

~~In order to qualify for early graduation, a student must meet all course and credit requirements for graduation.~~

~~It is absolutely necessary that a student and parents do the necessary long-range planning for early graduation.~~

~~According to School Board policy, It should be noted that early graduation in three (3) or three and a half (3-1/2) years at Timberlane Regional High School is a privilege and not a right. Therefore, students *Students* who wish to graduate early must strictly adhere to the following procedures in order to be considered for early graduation follow the *Early Graduation procedures as listed in the TRHS student handbook as determined by the administration of Timberlane Regional High School.*~~

- ~~1) The student will first meet with his/her *the* assistant principal of student services to discuss the possibility of graduating early. He/she will follow the proper procedures listed below (items 2 through 5).~~
- ~~2) The student will arrange a conference with his/her guidance counselor to determine his/her credit status. The student must show evidence of a plan to complete a program of studies that satisfies graduation requirements. Then the student will need written verification from the counselor that he/she will be able to gain the required number of credits in time for early graduation.~~
- ~~3) The student must prepare a composition indicating how early graduation is in his/her best interest. Strong emphasis should be~~

<p>Timberlane Regional School District</p>	<p>Policy Code: IKFA</p>
<p>Adopted: 01-01-83 Reaffirmed: 05-02-91 Reaffirmed: 02-24-05 Revised: 04-03-08 Revised: 05-07-09</p>	<p>Page 2 of 2</p>

~~placed on the student's immediate and long-term educational or career plans beyond Timberlane.~~

- ~~4) The student's parent(s) or guardian(s) must also prepare a written composition indicating support for the student's early graduation plans.~~
- ~~5) The students must obtain written recommendations from two (2) faculty members who have taught the student in an academic course.who can speak to the student's academic achievement.~~
- ~~6) The student must then arrange a conference with his/her the assistant principal of student services and parent(s)/guardian(s) to review the early graduation request.and receive approval.~~

~~For students planning to graduate a semester early, the procedures listed above must be completed by July 1st of the student's third year of high school. For those planning to graduate a year early, the procedures listed above must be completed by July 1st after the student's second year of high school.~~

~~The school-building principal or designee will carry approved applications to the Superintendent of Schools and the School Board for final approval.~~

~~The school-building principal and/or designee will assume full responsibility to see that the conditions of final approval are carried out.~~

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.27(s), Early Graduation

<p>Timberlane Regional School District</p>	<p>Policy Code: IHCA</p>
<p>Adopted: 07-21-99 Revised: 04-03-08 Revised: 05-02-13</p>	<p>Page 1 of 1</p>

SUMMER ACTIVITIES LEARNING

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. ~~Therefore, the Board encourages s~~Students *will be expected to have a plan complete for* summer activities that support student learning. *For students who have completed 8th grade and beyond there will be required summer work.*

~~Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning. After successful completion of 8th grade, s~~Students may take credit bearing courses, either at the high school or in an alternative setting, as defined by Policy IMBC – Alternative Credit Options for High School Graduation, ~~after July 1st.~~The Board also encourages all levels of schools within the district to offer enrichment type classes and for-credit classes, both for credit recovery and other reasons, at the high school as well.

~~Credit can be given earned upon the successful completion of an approved summer school program.~~These credits will carry the same value as those earned during the school year. If a student in grade 9-12 wishes to take a summer course for credit that is an addition to the student’s program rather than for a course that is being repeated the course shall be taken at an approved summer school, and the course must have the prior approval of his/her guidance counselor if inside the school district or by the principal or his/her designee if outside the school district. *Students who intend to complete course work for credit outside of the Timberlane Regional School District, must seek prior approval from building principal or designee.*

Legal Reference:

NH Code of Administrative Rules Section Ed. 306:14(h)

Timberlane Regional School District	Policy Code: DO/EFA
Adopted: 06-18-09 Revised:	Page 1 of 2

FOOD SERVICE MEAL ACCOUNT BALANCES

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

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

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

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

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

Collection of Negative Meal Account Balances

Negative meal account balances will not be allowed.* Food service debt must be recovered annually. The district has an obligation to taxpayers to ensure that students do not have a negative lunch balance at the end of the school year. The district will take all necessary steps to prevent and collect negative lunch balances. Policy DO/EFA – R outlines the procedure that is followed to collect a student's account balance that is negative. In the event that a student's meal account is in the negative, and attempts to recover the bad debt from the parent or guardian is unsuccessful, the district may use the following actions to collect the bad debt. Actions include but are not limited to: prohibiting the student from purchasing meals, or extra a la carte items, prohibiting a student from participating in

Timberlane Regional School District	Policy Code: DO/EFA
Adopted: 06-18-09 Revised:	Page 2 of 2

graduation activities, withholding a student's diploma, hiring a collection agency, setting up a payment plan, and using small claims court to collect the bad debt.

Positive Meal Account Balances

Any student accounts with positive balances at the end of the school year will be automatically carried over to the next school year. If requested, the balances will be refunded to the account owner. Students who have graduated or have left the district will have account balances refunded to the account owner at the building level or transferred to another student account at the request of the account owner.

Student with Documented Dietary Needs

Nothing in this policy prohibits providing a meal to a student with dietary needs such as, but not limited to, diabetes, as documented through a health plan, Sec 504, or in an IEP. If the meal is medically required, and the student has a negative balance, or does not have cash to purchase the meal, the necessary dietary needs will be met.

Staff Account Balances

The district provides the opportunity for staff to purchase meals from the school cafeteria. Staff may pay per meal or establish a prepaid account, but food cannot be purchased on credit. If a staff member's meal account is positive at the end of the school year, it will be automatically carried over to the next school year. If requested, the balance will be refunded to the account owner. It is the responsibility of the staff member to monitor his/her account balance. Administrators will have authority and discretion to charge meals or items for guests, staff and/or students on a case-by-case basis, as long as the debt does not go beyond \$20.00.

Bad Debt Transfer

Meal debt may not be carried over year to year by students. The food service operation must be reimbursed by another fund on an annual basis; at which point the meal debt belongs to the school district. The school board may authorize a transfer from the general fund to the lunch program to cover the bad debt at the end of the school year, and to put any subsequently recovered funds received by the district back into the general fund.

*See Meal Charging Guidance NH Department of Education 2012, and OMB CIRCULAR A-87 at http://www.whitehouse.gov/sites/default/files/omb/assets/agencyinformation_circulars_pdf/a87_2004.pdf

Timberlane Regional School District	Policy Code: DO-R
Adopted: 12-04-13	Page 1 of 1

FOOD SERVICE MEAL ACCOUNT BALANCES

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

School administrators are authorized to monitor students who maintain negative balances. If a student's account balance is in deficit of \$20.00 or more, the school will contact the student's parents/guardians. Repeated or consistent negative balances may result in a parent/guardian meeting with school administration. A "Free and Reduced Price School Meals Family Application" will be offered to the parent / guardian. If a negative balance continues with no payments, the district may involve a collection agency in the process.

Negative Balances of \$20.00 or more

Students will not be allowed to carry a negative balance of \$20.00 or more on their student lunch account.

High school students who have a negative balance of \$20.00 or more will not be able to receive a meal unless they have cash to pay for a meal.

Elementary and Middle school students, who have a negative balance of \$20.00 or more, will be allowed to receive the standard qualified meal, but will not be allowed to purchase a la carte items without cash. After 2 attempts of trying to recover the debt from parents/guardians, the administration is authorized to shut off meal charging privileges to elementary and middle school students, and the parents/guardians must provide a bagged lunch from home.

The school administration may contact the child welfare authority in cases where child neglect is suspected due to parents/guardians not providing their child with a lunch.

In the event that a student's meal account is \$20.00 or more in the negative, and attempts to recover the bad debt from the parent/guardian are unsuccessful, the district may use the following actions to collect the bad debt. Actions include but are not limited to: prohibiting the student from purchasing meals, or extra a la carte items, prohibiting a student from participating in graduation activities, withholding a student's diploma, hiring a collection agency, setting up a payment plan, and using small claims court to collect the bad debt., In these cases, parents/guardians will be notified by mail as to the action the district will take.

Administrators will have authority and discretion to charge meals or items for guests, staff and/or students on a case-by-case basis, as long as the debt does not go beyond \$20.00.

<p>Timberlane Regional School District</p>	<p>Policy Code: EFA/DO</p>
<p>Adopted: 06-18-09</p>	<p>Page 1 of 2 REPEALED</p>

FOOD SERVICE MEAL ACCOUNT BALANCES

~~The district encourages all parents/guardians provide a healthy breakfast and lunch for their student/s. The district provides the opportunity to purchase breakfast and lunch that meets or exceeds the federal nutrition standards from the school cafeteria for a very modest price.~~

~~Payment for meals is required in advance and is expected no later than when the meal is served. Advance payments may be sent to the schools by personal check, but the district encourages the use of the free online payment system that is available on the district website (Nutrikids.com). The cost for this service is covered by the district. This online system also provides transaction details even if the online payment option is not utilized. The student lunch account remains with the student throughout his time with the Timberlane Regional School District from elementary school through high school. All balances (both positive and negative) will remain on the students account from one year to the next. All student negative balances should be paid by the end of the school year so not to cause undue financial hardship on the program. Seniors will need to pay all negative balances before graduation.~~

~~Federal assistance is available through the Free and Reduced Priced Meals Program to any family that qualifies. The district requires all families to return this application at the beginning of each school year. The "Free and Reduced Price School Meals Family Application" is available both on the district/school websites and at each school and can be resubmitted multiple times during the school year if financial circumstances change. The applications are reviewed at the district office based on federal guidelines and families are notified by mail of the results. Participation in the Free & Reduced Program is completely confidential. The automated checkout system makes it impossible to tell which student participates in the Free & Reduced Program. The additional benefit to the district for approved Free & Reduced applications is that some funding opportunities are based on the level of approved applications.~~

Collection of Negative Balances

~~The following procedure is to be followed if a student's account balance is negative. All elementary students will continue to receive the standard qualified meal. A "Free and Reduced Price School Meals Family Application" should be offered when determined to be appropriate.~~

~~Every week each school principal is provided a list of their students who maintain negative balances. At the same time, letters to the parents/guardians are sent home if a student's account balance is in a deficit of more than \$20.00. Repeated or consistent negative~~

Timberlane Regional School District	Policy Code: EFA/DO
Adopted: 06-18-09	Page 2 of 2

~~balances will be followed up by a personal note from the school principal. If a negative balance continues with no payments, then collection calls are required by the principal.~~

~~Neither middle nor high school students will be allowed to carry a negative balance greater than \$20.00 on their student lunch account. No meal will be served to high school students who have a negative balance in excess of \$20.00 or cash to pay for a meal. Middle school students will be allowed to receive a meal, but will not be allowed to purchase a la carte items without cash.~~

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

~~Additional action is authorized to collect this debt and may be instituted on a case by case basis. These authorized actions include, but are not limited to; withholding progress or report cards; limiting student participation in nonacademic programs such as athletics, music, clubs and social events; hiring a collection agency and other legal means of debt collection, such as small claims court.~~

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

~~The district has both an obligation to educate students and an obligation to protect the district taxpayers by not supplying free meals.~~

Refund of Account Balances

~~Students who have graduated or have left the district will have account balances refunded to the account owner at the building level or transferred to another student account at the request of the account owner.~~

Staff Account Balances

~~The district provides the opportunity for staff to purchase breakfast and lunch from the school cafeteria for a modest price. Staff may pay per meal or establish a prepaid account, but no food may be purchased on credit.~~

~~See policy DO and procedure DO-R.~~

Timberlane Regional School District	Policy Code: JLCA
Adopted: 01-04-85 Reaffirmed: 06-06-91 Revised: 02-24-05 Revised:	Page 1 of 2

PHYSICAL EXAMINATIONS OF STUDENTS

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

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

Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical within the last two years. ~~Such exam must be completed at least once every school year.~~ This requirement does not apply to students participating in intramural athletics. ~~The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.~~

~~No child shall be excused from regular physical education except on the written notice of a duly licensed health care provider or on the written request of the parents, subject to the Superintendent's approval, in which case an alternative program shall be provided. The physical education teacher, school nurse, or principal, upon the request of the parents, may grant temporary excuses on a day-to-day basis.~~

Parent Notification – Certain Circumstances

~~Pursuant to No Child Left Behind and the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.~~

Legal Reference:

- RSA 141-C:20-c, Exemptions*
- RSA 200:32, Physical Examination of Pupils*
- RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*
- NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students*
- No Child Left Behind, Title II, Sec 1061*
- Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98*

Timberlane Regional School District	Policy Code: JLCA
Adopted: 01-04-85 Reaffirmed: 06-06-91 Revised: 02-24-05 Revised:	Page 2 of 2

~~A physical examination by a licensed physician shall be required of all students prior to or upon entering the school system. Additional examinations may be required by the Superintendent of Schools.~~

~~Screening, to include height, weight, vision, hearing and, where appropriate, sclerosis and blood pressure, will be conducted by school nurses.~~

~~Athletic physical examinations shall be borne by the parent.~~

~~Nurses and health education personnel shall communicate the need for good health practices and periodic examinations by the family physician.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: DKA</p>
<p>Adopted: 05-05-83 Reaffirmed: 01-03-91 Revised: 12-17-09</p>	<p>Page 1 of 1</p>

PAYROLL PROCEDURES

All salaries and supplements paid regular staff members, substitute or part-time personnel, and student workers will be paid through the business office.

It is the responsibility of ~~each hourly~~all employees to document and submit promptly an accurate record of their time and attendance- ~~on the last day of the time recording period.~~ Proper payroll procedures are dependent on staff attendance accounting and on the signing-in and signing-out of ~~part-time and hourly~~all workers. ~~Professional staff funded by a grant must also submit a record of their time.~~ The necessary procedures for this will be established by the Superintendent and carried out by the administrative personnel.

Compensation records kept by the business office will reflect an accurate history of the compensation and related benefits accorded each employee.

Timberlane Regional School District	Policy Code: JH
Adopted: 07-99 Revised: 01-08-09 Revised: 09-02-10 Revised:	Page 1 of 1

STUDENT ABSENCES AND EXCUSES

Students between the ages stated in RSA 193:1 are required to maintain regular and punctual patterns of attendance. Each building principal is responsible for overseeing attendance procedures and for ensuring that:

1. Attendance is accurately checked, recorded, and reported to the school office each day for each class.
2. All student absences are recorded.
3. All permanent records of student attendance are maintained at either the school district or SAU central office.

3.4. Students experiencing multiple absences will be referred to the appropriate school team and the Dean of Attendance for resolution.

An unauthorized absence (as defined in RSA 189:35-a) is considered truancy and will be treated as such. Truant students may be subject to school disciplinary measures in line with applicable Board policies and school procedures.

Students identified as being truant will be contacted by either a school official or truant officer and brought to school. The school administration will send a letter to parents/guardian of the truant student. If the truancy problem continues, the school administrator will send by registered mail, a letter to the parents of the truant student, indicating the nature and seriousness of the problem and enclose a copy of RSA 193:1. *Procedures that strictly enforce this policy are found in each school's parent/student handbook.*

Parents are required to notify the school either by note the day before or by phone on the morning of the absence. Absences of more than five (5) consecutive days require a note from a licensed medical professional. If a child is absent or dismissed for illness, he/she may not attend a school function and the day/evening of the absence/dismissal.

If a day of instruction has been called per the Superintendent as part of the Online Learning/Blizzard Bag option, and a student fails to complete the work, the student will be marked as absent for that day.

Legal References:

- RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
- RSA 193:7 Penalty
- RSA 193:8 Notice Requirements
- RSA 193:16 Bylaws of Nonattendance
- RSA 189:35-a Truancy Defined
- NH Code of Administrative Rules, Section ED 306.04(a)(1) Attendance and Absenteeism
- NH Code of Administrative Rules, Section ED 306.04(c) Policy Relative to Attendance and Absenteeism

Timberlane Regional School District	Policy Code: IMBC
Adopted: 01-03-08	Page 1 of 2

ALTERNATIVE CREDIT OPTIONS *FOR HIGH SCHOOL GRADUATION*

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

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

All students who wish to pursue an alternative credit option must receive prior approval from the building principal or designee before beginning the alternative credit option.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year - school-wide and per student
- ~~The number of alternative credits each student may use toward graduation requirements~~
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery

Timberlane Regional School District	Policy Code: IMBC
Adopted: 01-03-08	Page 2 of 2

- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or an approved home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- *Extended learning opportunities under the provisions of Policy [IHBH](#)*
- ~~Online/virtual learning opportunities education~~
- College Credit/Dual Credit

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition, transportation and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Legal Reference:

- NH Code of Administrative Rules, Section Ed. 306.04(a)(6, 12, 14), Policy Development*
- NH Code of Administrative Rules, Section Ed. 306.26, Kindergarten - Grade 8 School Curriculum*
- NH Code of Administrative Rules, Section Ed. 306.27(c), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program*
- NH Code of Administrative Rules, Section Ed. 306.27(d), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program*