

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, DECEMBER 5, 2013

Regular Meeting - 7:30 PM

Danville Elementary School  
23 School Street, Danville, 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. November 21, 2013
5. Delegations or Individuals
6. Current Business
  - a. Department Report – Danville Elementary (30 minutes)
  - b. Committee Assignments – ACTION (5 minutes)
  - c. Policies – ACTION (20 minutes)
  - d. Budget Update – INFORMATIONAL (10 minutes)
  - e. Letter of Recommendation – ACTION (5 minutes)
  - f. SAT Prep Course – INFORMATIONAL (5 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
December 19	Regular Meeting	SAU	7:30 PM
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	

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

*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 December 5, 2013 School Board Meeting*

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

**One set:** *November 21<sup>st</sup> meeting.*

### **4. DELEGATION OR INDIVIDUALS**

### **6. CURRENT BUSINESS**

#### **a. Department Report – 30 minutes**

*Danville Elementary staff and students to present school report. Invitations were sent to the board of selectmen and the town's budget committee members. INFORMATIONAL*

#### **b. Committee Assignments – 5 minutes**

*Update assignments to address recently vacated board position. INFORMATIONAL*

#### **c. Policies – 20 minutes**

*Michael Mascola to present nine polices for first reading. ACTION*

#### **d. Budget Update – 10 minutes**

*George Stokingier to present most recent proposed budget numbers. INFORMATIONAL*

#### **e. Letter of Recommendation – 5 minutes**

*Board to draft letter of recommendation for Ben Militello for use in the college application process. ACTION*

#### **f. SAT Prep Course – 5 minutes**

*Dr. Metzler to discuss the possibility of funding an SAT prep course for interested students. 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.*

<b>December 19, 2013</b>	
Policies	<i>First and second readings</i>
District Action Plan	<i>45 minutes</i>
Budget Update	
Review of Warrant Articles	
All State Students	<i>Official congratulations from the board.</i>
Trip Request	<i>LEAD Conference/Libby-Barth</i>
Program of Studies	<i>First Reading</i>
Blizzard Bags	<i>Online security</i>

<b>January 2, 2014</b>	
Policies	<i>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>

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

### Back-Burner List

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

**TIMBERLANE REGIONAL SCHOOL BOARD  
COMMITTEE ASSIGNMENTS  
2013-2014**

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**Check Registers**  
*Nancy Steenson*

**Personnel**  
*Rick Blair*  
*Rob Collins – Chair*  
*Vacant*

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**Citizen Advisory Committee**  
*Kate Delfino*  
*Sue Sherman*

**Policy**  
*Peter Bealo*  
*Rob Collins*  
*Michael Mascola – Chair*

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**Community Relations & Liaison**  
*Peter Bealo*  
*Rob Collins*  
*Kate Delfino – Chair*  
*Kelly Ward*

**Professional Development**  
*Sue Sherman*

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**Curriculum & Assessment**  
*Peter Bealo*  
*Kate Delfino*  
*Nancy Steenson – Chair*

**Safety**  
*Michael Mascola – Chair*  
*Nancy Steenson*  
*Kelly Ward*

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**Energy**  
*Rob Collins*  
*Michael Mascola*  
*Nancy Steenson*  
*Kelly Ward – Chair*

**SERESC**  
*Michael Mascola*

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**Facilities**  
*Michael Mascola*  
*Sue Sherman*  
*Nancy Steenson – Chair*  
*Kelly Ward*

**Strategic Planning**  
*Vacant – Chair*  
*Rob Collins*

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**Finance**  
*Vacant, Alternate*  
*Rick Blair*

**Technology**

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**General Assembly Delegates**  
*Vacant*  
*Kate Delfino*

**Transition**  
*Kate Delfino*

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**Legislative Advocate**  
*Rob Collins*

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

## 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**

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

## **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*

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

~~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~~

<b>Timberlane Regional School District</b>	<b>Policy Code: IHBH-R</b>
<b>Adopted: 11-25-13</b>	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

<b>Timberlane Regional School District</b>	<b>Policy Code: IHBH-R</b>
<b>Adopted: 11-25-13</b>	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.

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

## **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

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

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

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

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.

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

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

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

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

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

## 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>
<del>Information and Communications Technologies – Computer Application, Web Design or Desktop Publishing</del> <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 <del>credits</del> , including algebra credit that can be earned through a sequential, integrated, or applied program
Physical Sciences	1 <i>credit</i>
<del>Biological</del> <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>
<del>Wellness</del>	½ <i>credit</i>
Health Education	½ <i>credit</i>
Physical Education/ <i>Wellness</i>	1 <i>credit</i>
Open Electives	6
Total	22

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

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

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

The Board may approve other academic requirements for graduation.

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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

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## **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 successfully complete eighth grade and 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

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outcomes as traditional classroom delivery

- 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*