

Hollis Brookline Cooperative School Board
Wednesday, August 16, 2017
Hollis Brookline Middle School Library

6:00

All times are estimates and subject to change without notice

- 6:00 Call to Order
- 6:05 Appointment of a process observer
Agenda adjustments
- 6:10 Approve meeting minutes
Nomination/ resignations/correspondence
- 6:15 Public Input
- 6:25 Principal Reports
- 6:35 Discussion
 - New England Association of Schools and Colleges – Update – Amanda Zeller
 - Facilities Study Update
 - Transportation Update
 - Summer Hires – Informational only
- 7:50 Deliberations
 - To see what action the Board will take regarding the Superintendent's recommendation regarding transportation
- 7:55 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
- 8:00 Motion to Adjourn

To: Hollis Brookline Cooperative School Board
From: Bob Thompson, Principal HBMS
Re: Principal's Report
Date: August 16, 2017



Information Only

Ready for a great school year! –The floors are shining, the paint has finished drying, the supplies have been ordered and the schedules are completed HBMS is ready to go. The first day of school for 7th graders is Wednesday, August 30th. Dismissal is at 12:00p.m. Lunch will be served. The first full day of school for both 7th and 8th grade is on Thursday, August 31st dismissal is at 2:20. We are excited for the upcoming school year!

Eagle Scout Project- HBMS would like to thank HBHS student, Ethan Hemenway, for creating an outdoor classroom space for students. Ethan chose the HBMS outdoor classroom project as part of his Eagle Scout Project. On August 1st Ethan delivered 5 pressured treated picnic tables that he built from scratch to HBMS. The tables will serve as outdoor instructional space for our teachers and students when they arrive back to HBMS in late August.

Crosswalk Update- HBMS has been working closely with Tom Bayrd from the Hollis Department of Public Works on the installation of the new crosswalk. We have ordered the signs and truncated domes that are required for the crosswalk. DigSafe is in the process of marking the location of the signage. Weather permitting we are looking at the crosswalk being installed at the end of August. We are hoping to have the lining coincide with the work the Town of Hollis is already undertaking.

Enrollment Numbers - This summer we have had a total of 9 new enrollments. This includes 2 eighth grade students and 7 seventh grade students. As of August 8th we have a total student population of 419. Last year at this same time our student population was at 414.

Joint Emergency Response Exercise- On August 22nd HBMS will hold a joint emergency response exercise with the Department of Homeland Security, Hollis Police and Fire. The purpose of the exercise is to test how each agency would respond in a crisis situation. The crisis situation is not known to the participants in advance of the activity. The information we collect from this activity will be used to improve safety protocols in the building.

Important Dates:

Registration Day- August 23rd

Teachers Return- August 28th

7th Grade Orientation Day- August 30th

First full day of school- August 31st

First day of athletics- August 31st

To: Andrew Corey, Superintendent

From: Rick Barnes, Principal

RE: August 2017 Board Report

Informational:

- NEASC Two Year Report Presentation

Parking: The work to pave the lower lot is well under way. We s anticipate that paving will be complete by the middle of the month. The spaces will also be numbered and lined.

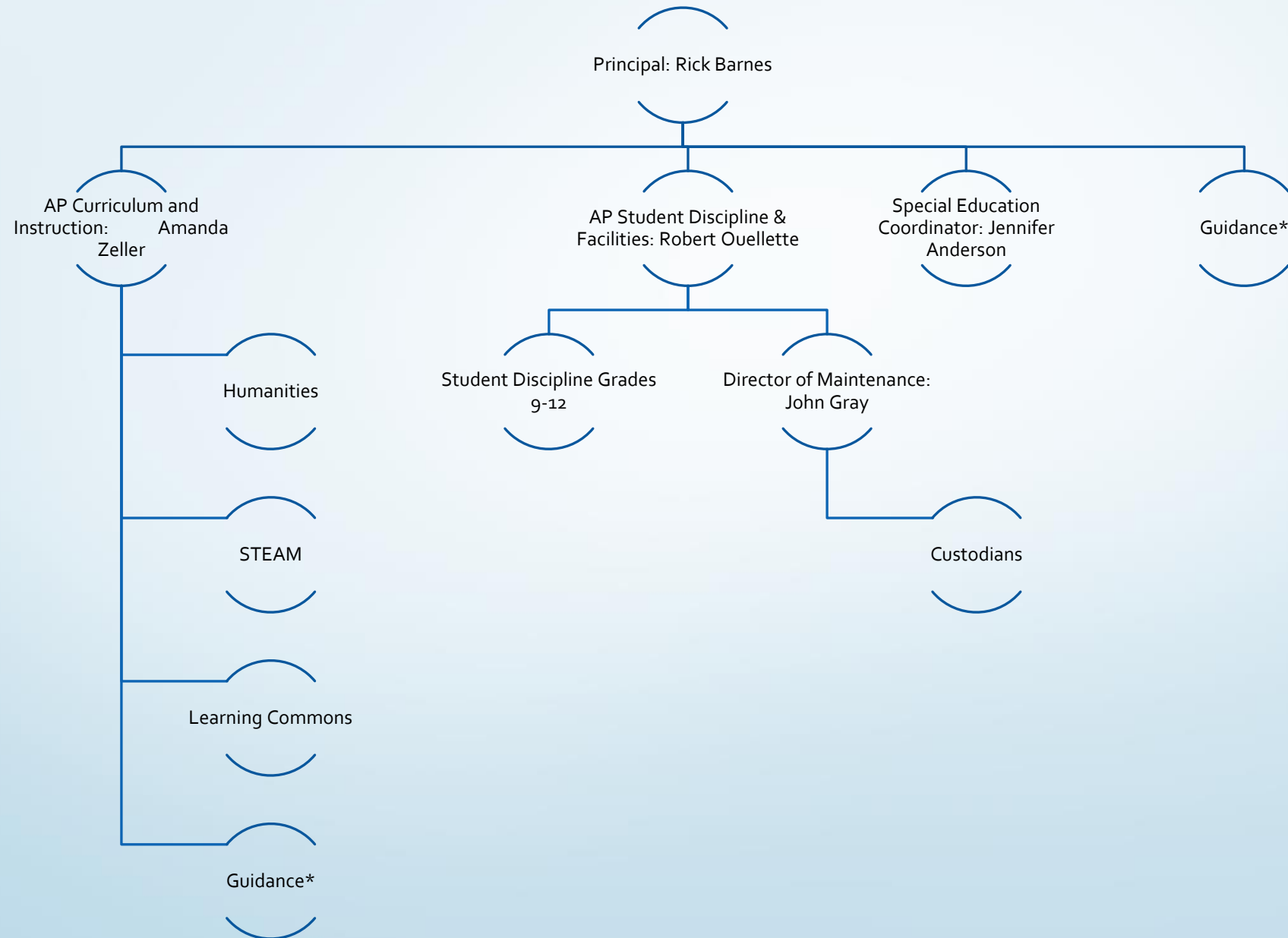
NHIAA Recognition: HBHS has received the NHIAA/National Federation of State High School Associations Award of Excellence. The award is for exhibiting outstanding sportsmanship during the 2016-17 school year. We are honored to receive this award on behalf of our amazing student athletes and coaching staff.

Delivery of Physical Education: Building administration is undergoing a review of how we deliver physical education to our students. One of the questions that continues to be asked by students and parents is whether students should earn PE credit through participation in athletics. We recognize that this is a topic with many variables. We plan to review all options for a possible presentation to the school board in the near future.

Respectfully Submitted,

Rick Barnes
Principal

Administrative Roles and Responsibilities



NEASC 2-year progress report

Recommendations and evidence



Seven standards

with Commendations and Recommendations for each

Teaching and Learning Standards

- Core Values, Beliefs, and Learning Expectations
- Curriculum
- Instruction
- Assessment of and for student learning

Support of Teaching and Learning Standards

- School culture and leadership
- School resources for learning
- School resources for learning



Standard 1:

Core Values, Beliefs, and Learning Expectations

- Commendations:

Development of core values and 21st century learning expectations with dedication to high standards for and support of students; wide range of course, club, and activity offerings



Recommendations

Develop and implement school-wide core values rubrics to drive policies, procedures, and curriculum



Evidence

- Rubrics for the 5Is
 - Integrity
 - Intellectual Curiosity--*example*
 - Innovation
 - Individuality
 - Involvement in the HB Community
- Core Values Project development
 - Committee assembled and outlining project proposal



Standard 2:

Curriculum

- Commendations:

Horizontal alignment of curriculum with appropriate support materials and programs due to the time and resources dedicated the support collaboration; emphasis on depth of understanding and higher-order thinking activities



Recommendations

Develop and implement course-specific rubrics that reflect 21st century learning expectations in all curriculum areas



Evidence

- Social Studies 4Cs rubrics
- English 4Cs rubrics
- World Language 4Cs rubrics
- Unified Arts 4Cs rubrics
- Science 4Cs rubrics--*example*



Standard 3:

Instruction

- Commendations:

Support for all students, including implementation of instructional strategies for IEP and 504 plans, dedication of time outside of the classroom, and use of PLC time to review best instructional practices



Recommendations

Review student data and engage professional discourse to improve instructional practices for all students



Evidence

- List of expected classroom supports (Tier 1) included in handbook (p.23) and implemented as best practices
- Professional Standards and Guidelines updated in new Professional Growth Master Plan (p.34)
- Continued development of CHOICES program
- Increase efficacy of administrative resources
 - Academic (instruction, guidance duties, curriculum)—*Amanda Zeller*
 - Facilities and discipline—*Bob Ouellette*
 - *see attached org chart*



Standard 4:

Assessment of and for student learning

- Commendations:

Teacher collaboration with the goal of widespread, implementation of rubrics prior to assessment and unified use of various assessment strategies, coupled with applicable feedback for students



Recommendations

Review and analyze student data to assess progress in achieving learning goals and identify/organize interventions



Evidence

- Student Intervention Team 2016/2017: data collection/processing
 - [Tier 2/3 placements](#)
- Building Leadership Team plan for 2017-2018: one meeting/month used for data review with department heads and guidance representative(s)



Standard 5:

School culture and leadership

- Commendations:

Collaborative spirit of school board, superintendent, and principal in decision making to create a safe and positive learning environment, including fiscal support of staff professional development and multiple course and co-curricular opportunities for students



Recommendations

Create opportunities for heterogeneous groupings and adult connections for student support



Evidence

- Contract for Honors options
 - Civics
 - Economics
- Unleveled writing course in English department
- Computer Science offerings
- Mentoring role being built into Core Values project



Standard 6:

School resources for learning

- Commendations:

Extraordinary student support outside of standard classroom time/structures through CavBlock, library media center, Fiemus program, and guidance department



Recommendations

Improve technology infrastructure for students



Evidence

- Laptops for School Counselors
- Additional access points to support over 500 staff and student devices
- Budget planning for FY19 to increase support for BYOD to support over 2000 devices
- Use of more Google Tools (GoogleClassroom)
- Expanded use of Odysseyware to support online learning for students



Standard 7:

Community resources for learning

- Commendations:

Staff's active engagement with community, and
community financial support of school;
cleanliness of grounds



Recommendations

Add storage and create long-range plan for facilities



Evidence

- Storage and facilities
 - Athletic hallway
 - Unit outside café
 - Repurposing darkroom
 - Weight room/storage reorganized
 - Coaches' box



(con.t)

- Long range planning
 - develop and implement a capital improvement budget which aligns with the newly created facilities expendable trust
 - **Restructuring maintenance/custodial staffing**
 - adding a night supervisor
 - dedicating our Director of Maintenance to focus on preventative
 - full time fields maintenance employee and shifted this responsibility to the Athletic department
 - Architectural study:
 - Robotics back to HS
 - Weight room reconfiguration
 - Additional field



NEASC next steps

- Submit 2 year report
- Prepare for the 5 year report
- Start to plan for the 10 year NEASC visit



INTELLECTUAL CURIOSITY

Listening

Listens effectively. When listening, deciphers meaning, including knowledge communicated by the speaker and the speaker's values, attitudes, and intentions.

Consistently asks questions to gain clarification on the intended message.

Listens actively and attentively, demonstrates interest in the speaker's message, and provides verbal or nonverbal feedback to indicate that the message was received; shows understanding.

Consistently honors established norms related to listening (e.g., "shares the air").

Openness and Courage to Explore	<p>Is curious, flexible, and open to ambiguity in exploring ideas; consistently challenges existing parameters or ideas.</p> <p>Clearly describes the larger context surrounding the issue with few errors.</p> <p>Displays sufficient willingness to challenge and go beyond one's underlying assumptions/beliefs when exploring ideas and solutions.</p> <p>Consistently perseveres in exploring ideas when encountering moments of failure or constructive criticism; shows resilience in situations in which failure is part of the experience.</p> <p>Has a clear vision of the end product or performance. Displays sufficient resilience when confronted with production challenges or setbacks; is confident and able to take calculated risks and adapt plans.</p>

Information and Discovery	<p>Clearly defines the problem, investigation, or challenge; continuously seeks clarity and understanding.</p> <p>Identifies inquiry questions clearly and precisely; engages in an open-ended thinking process to develop an initial set of questions related to the problem, investigation, or challenge; refines the initial set of questions; and identifies a key question or prioritized set of questions on which to focus. Questions provide a solid foundation for inquiry.</p> <p>Selects information that is sufficient in terms of its quantity, diversity, and relevance to inquiry questions.</p>
Interpretation and Analysis	<p>Compares and classifies information accurately; almost always identifies characteristics that create meaningful comparisons.</p> <p>Evaluates the accuracy and relevance of information and the strengths of arguments, with no significant errors.</p>
Reasoning	<p>Offers generalizations that relate in a significant way to the problem, investigation, or challenge.</p> <p>Presents logical conclusions regarding how to solve the problem, meet the challenge, answer the question, etc. that illustrate substantial understanding.</p> <p>Provides explanations that are generally clear, citing sufficient evidence for conclusions drawn.</p> <p>Demonstrates ethical reasoning and judgment by clearly sharing</p>

	perspectives on why the proposed course of action is morally the best decision.
Constructing Arguments	<p>Provides a claim that clearly articulates an opinion; clearly explains the reasoning for claims. Cites a sufficient quantity of relevant evidence to support most claims.</p> <p>Presents a clear and sufficient treatment of most available evidence relating to the argument; clearly and convincingly addresses counter arguments.</p>
Responsiveness	<p>Consistently provides constructive feedback; delivers feedback effectively in a manner that is well-received by the recipients.</p> <p>Proactively solicits feedback; consistently accepts and shows appreciation for constructive feedback.</p>
Engaging in Conversations and Discussions	<p>Consistently uses effective interpersonal skills during conversations to build positive relationships with collaborators.</p> <p>Propels conversations by posing and responding to questions; clarifies, verifies, or challenges ideas and conclusions with diplomacy; and consistently participates relevantly in conversations;</p> <p>Consistently delivers feedback in a manner that makes the recipients feel safe.</p> <p>Consistently communicates positively and indicates that collaborators' opinions and ideas are valued.</p>

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Critical Thinking

NH Science Competency: (Circle all that apply)

- | | | |
|-------------------------|----------------------|----------------------------------|
| 1. Patterns | 2. Cause and Effect | 3. Scale, Proportion, & Quantity |
| 4. Systems & Models | 5. Energy & Matter | 6. Structure & Function |
| 7. Stability and Change | 8. Nature of Science | 9. Other _____ |

Performance Area	1	2	3	4
Gathering Information	Does <i>not yet show</i> an ability to define the problem, investigation, or challenge and is unable to find the right information.	Shows <i>limited ability</i> to define the problem, investigation, or challenge and selects information that is sometimes insufficient in terms of its quantity, diversity, depth, and relevance.	Shows <i>some ability</i> to define the problem, investigation, or challenge and selects information that is sufficient in terms of its quantity, diversity, depth, and relevance.	Shows an <i>impressive</i> level of depth of understanding of the problem, investigation, or challenge and selects information that goes above and beyond in terms of its quantity, diversity, depth, and relevance.
Analysis/Conclusions	Does <i>not yet show</i> an ability to draw reasonable generalizations or accurate conclusions.	Shows <i>limited ability</i> to create accurate generalizations or draws conclusions that lack clarity.	Shows <i>some ability</i> to evaluate the evidence and draws accurate conclusions that are generally clear.	Provides an <i>impressive</i> examination of the evidence and draws logical, accurate, and sophisticated conclusions that are not immediately obvious.
Reflection	Does <i>not yet show</i> the ability to identify errors in the information of process, evaluate the reliability of results, and suggest reasonable changes to procedures to decrease error in the information process.	Shows a <i>limited ability</i> to identify errors in the information of process, evaluate the reliability of results, and suggest reasonable changes to procedures to decrease error in the information process.	Shows <i>some ability</i> to identify errors in the information of process, evaluate the reliability of results, and suggest reasonable changes to procedures to decrease error in the information process.	Shows an <i>impressive level</i> of ability to identify errors in the information of process, evaluate the reliability of results, and suggest reasonable changes to procedures to decrease error in the information process.

Collaboration

NH Science Competency: (Circle all that apply)

- | | | |
|-------------------------|----------------------|----------------------------------|
| 1. Patterns | 2. Cause and Effect | 3. Scale, Proportion, & Quantity |
| 4. Systems & Models | 5. Energy & Matter | 6. Structure & Function |
| 7. Stability and Change | 8. Nature of Science | 9. Other _____ |

Performance Area	1	2	3	4
Leadership & Cooperation	Does <i>not yet</i> show an ability to perform a team role, meet team goals, builds consensus, and shows respect for others.	Shows <i>little ability</i> to perform a team role, meet team goals, builds consensus, and shows respect for others.	Shows <i>some ability</i> to perform a team role, meet team goals, builds consensus, and shows respect for others.	Shows an <i>impressive</i> ability to perform a team role, meet team goals, builds consensus, and shows respect for others.
Responsibility & Productivity	Does <i>not yet</i> show ability to inspire and motivate the group; create timelines, organize and set goals.	Shows <i>little ability</i> to inspire and motivate the group; create timelines, organize and set goals.	Shows <i>some ability</i> to ability to inspire and motivate the group; create timelines, organize and set goals.	Shows an <i>impressive</i> ability to inspire and motivate the group; create timelines, organize and set goals.
Use of technology	Does <i>not yet</i> show ability to use current technology tools to communicate and support team goals.	Shows <i>little ability</i> to use current technology tools to communicate and support team goals.	Shows <i>some ability</i> to use current technology tools to communicate and support team goals.	Shows an <i>impressive</i> ability to use current technology tools to communicate and support team goals.
Responsiveness & Reflection	Does <i>not yet</i> show ability to provide and receive feedback from himself and others, to produce a high quality product.	Shows <i>little ability</i> to provide and receive feedback from himself and others, to produce a high quality product.	Shows <i>some ability</i> to provide and receive feedback from himself and others, to produce a high quality product.	Shows an <i>impressive</i> ability to provide and receive feedback from himself and others, to produce a high quality product.

Communication

NH Science Competency: (Circle all that apply)

- | | | |
|-------------------------|----------------------|----------------------------------|
| 1. Patterns | 2. Cause and Effect | 3. Scale, Proportion, & Quantity |
| 4. Systems & Models | 5. Energy & Matter | 6. Structure & Function |
| 7. Stability and Change | 8. Nature of Science | 9. Other _____ |

Performance Area	1	2	3	4
Scientific Language	Does <i>not yet show</i> evidence of appropriate use of scientific language and refrains from colloquialisms, jargon, or slang.	Shows <i>little</i> evidence of appropriate use of scientific language and refrains from colloquialisms, jargon, or slang.	Shows <i>some</i> evidence of appropriate use of scientific language and refrains from colloquialisms, jargon, or slang.	Shows <i>impressive</i> evidence of appropriate use of scientific language and refrains from colloquialisms, jargon, or slang.
Delivery Format	Does <i>not yet show</i> evidence of use of a tool or format, level of formality, and style that is appropriate based on the communication purpose and channel.	Shows <i>little</i> evidence of use of a tool or format, level of formality, and style that is appropriate based on the communication purpose and channel.	Shows <i>some</i> evidence of use of a tool or format, level of formality, and style that is appropriate based on the communication purpose and channel.	Shows <i>impressive</i> evidence of use of a tool or format, level of formality, and style that is appropriate based on the communication purpose and channel.
Effectiveness of Delivery	Does <i>not yet show</i> evidence of developing a clear, concise, and accurate message where both the sender and receiver understand the same information as a result of the communication.	Shows <i>little</i> evidence of developing a clear, concise, and accurate message where both the sender and receiver understand the same information as a result of the communication.	Shows <i>some</i> evidence of developing a clear, concise, and accurate message where both the sender and receiver understand the same information as a result of the communication.	Shows <i>impressive</i> evidence of developing a clear, concise, and accurate message where both the sender and receiver understand the same information as a result of the communication.

HBHS Science Department 21st Century Learning Rubrics - 4C's (2015)

Creativity

NH Science Competency: (Circle all that apply)

- | | | |
|-------------------------|----------------------|----------------------------------|
| 1. Patterns | 2. Cause and Effect | 3. Scale, Proportion, & Quantity |
| 4. Systems & Models | 5. Energy & Matter | 6. Structure & Function |
| 7. Stability and Change | 8. Nature of Science | 9. Other _____ |

Performance Area	1	2	3	4
Product Idea	Does <i>not yet show</i> level of evidence of original and imaginative ideas.	Shows <i>little</i> level of evidence of original and imaginative ideas.	Shows <i>some</i> level of evidence of original and imaginative ideas.	Shows an <i>impressive</i> level of evidence of original and imaginative ideas.
Product Design	Does not yet show a level of thoughtful, relevant, and a sophisticated manner	Presented in an adequate level of thoughtful, relevant, and a sophisticated manner.	Presented in a sufficient level of thoughtful, relevant, and a sophisticated manner.	Presented in an <i>impressive</i> level of thoughtful, relevant, and a sophisticated manner.
Product Presentation	Does <i>not yet demonstrate</i> a level of confidence in depth of understanding, elaboration, and meets audience's needs.	Demonstrates an <i>adequate</i> level of confidence in depth of understanding, elaboration, and meets audience's needs.	Demonstrates a <i>sufficient</i> level of confidence in depth of understanding, elaboration, and meets audience's needs.	Demonstrates an <i>impressive</i> level of confidence in depth of understanding, elaboration, and meets audience's needs.

edited copy struggling student list for April

File Edit View Insert Format Data Tools Add-ons Help Last edit was 2 days ago

Comments Share

	A	B	C	D	E	F	G	H	I	J	K
1	student last name	student first name	teacher	struggling but comes for help	struggling but does not seek help	attendance issues	recommend Tier 3?	already in tier 3?			
41	XXXXX	XXXXX	Milette	x			Currently in tier 3				
42	XXXXX	XXXXX	Melim								
43	XXXXX	XXXXX	Milette		x						
44	XXXXX	XXXXX	Judy McDaniel		x						
45	XXXXX	XXXXX	Roy		x		no				
46	XXXXX	XXXXX	Wilcox		X		No - He needs help, but I'm working with him				
47	XXXXX	XXXXX	Brown	x (infrequent)			no- comes to tier 2 when assigned/requested				
48	XXXXX	XXXXX	Balfour	sometimes							
49	XXXXX	XXXXX	Danis	occasionally							
50	XXXXX	XXXXX			x		Maybe. Improving, but still having trouble				
51	XXXXX	XXXXX	Melim			attendance					
52	XXXXX	XXXXX	Robbins			x (fails to make up work)	yes				
53	XXXXX	XXXXX	Melim			attendance					

struggling student sort by student D/F list sort by student struggling students sort by teacher D/F list sort by teacher Tier 2 assignments Feb

swords.png

Show all

1:41 PM 8/9/2017

Contract for Honors Economics

Please carefully review the information, including the project write-up and rubric and other requirements of the Contract for Honors Economics option. If you would like to pursue this option, please return a copy of this contract signed and dated by yourself and a parent or guardian.

Your Task. For the Contract for Honors, you will work individually to create a comprehensive Economic analysis or guide of an issue of your choice. The issue must be interdisciplinary, connecting Economics with another discipline. Sample interdisciplinary issues include:

- The Economics of Sustainability (Science)
- The Economics of Self-Driving Vehicles (Engineering)
- The Economics of the Sports Industry (Physical Education)
- The Economics of the Music Industry (Music)
- The Economics of Art Museums (Art)
- The Economics of Marriage (Sociology)
- The Economics of Political Parties (Civics)

In addition to being an interdisciplinary issue, the chosen issue should be of interest to you, broad enough to conduct in-depth research, yet specific enough to you personally. To help you choose an issue, brainstorm ideas, areas of interest, etc. Then, use this statement to guide you: My topic connects Economics with _____ (another discipline) and explores _____ (specific topic). The central theme of your project will then be the Economics of _____ (specific topic).

All elements of the project should be available in one central location – a student-created website or blog – to be accessed and assessed by the instructor. Your website or blog must include at least five sections that connect your topic to the five central themes of Economics. In addition, your website can and should include a variety of products, components, and media. For example, you could incorporate writing, graphs, student-created infographics, student-created videos, etc.

Your comprehensive Economic analysis must connect your topic to the five central themes of Economics. For each theme, consider your topic through the lens of that theme. The five central themes are below with sample concepts that relate to each theme (note: the concepts are not exhaustive).

1. Foundations and Fundamentals of Economics
 - a. Sample concepts include: scarcity, opportunity cost, factors of production, economic systems
2. Microeconomics/Personal Finance
 - a. Sample concepts include: optimizing individual, cost-benefit analysis, incentives, budgeting, saving, investing, credit, insurance
3. Business in the United States/Supply and Demand
 - a. Sample concepts include: supply and demand, markets, substitutes and complements, elasticity, types of businesses
4. Government in the Economy

- a. Sample concepts include: government intervention (ex. monetary policy), macroeconomics, inflation, unemployment, GDP
- 5. The Global Economy
 - a. Sample concepts include: trade, absolute and comparative advantage, protectionism, free trade, multinationals, globalization

In addition, your website or blog should include a landing page that summarizes or introduces your topic and project, an About Me section, and a comprehensive Works Cited page (see more information on sources in the Sources section of this write-up).

Resources. Use the following list of resources to help you get started.

- Research: Library databases (ex. Gale, Ebsco, Opposing Issues In Context, Learn 360)
- Website/blog builders: Wix, Weebly, Google Sites, Google Blogger
- Sample websites/blogs from HBHS Senior Seminar students and previous Honors Contract students (note these example are not specifically for the Honors Economics project): <http://madmaticus.wix.com/connection>, <http://appdevelopment8.wix.com/adaptation>, <http://165647.wix.com/spreadingtheword>, <https://gfrugard.wixsite.com/abortionrhetoric>

Sources. You must include a minimum of ten high-quality and relevant sources that are documented in a works cited page. Wikipedia and personal experience do not “count” as high-quality sources. Your works cited page must be properly formatted using MLA conventions. You may use websites such as refme.com or easybib.com to help you with the formatting of your works cited page.

Grading. You will be graded according to the rubric, below. The rubric evaluates the “4C’s” – Critical Thinking, Creativity, Collaboration, and Communication. Your final project will be graded with this rubric.

Dates/Deadlines. The Honors Contract requires students to be responsible for their own learning and work independently. There are required check-ins and deadlines, below. In addition to these required check-ins, you may want to create additional checklists, set goals, or adhere to benchmarks you create for yourself.

Contract due date: second Friday of the semester

Check-in #1: Quarter 1/Quarter 3 Progress Report

- Students will meet with their teacher during CavBlock and propose/discuss their topic as well as ideas for connecting the topic to each of the five central themes of Economics

Check-in #2: End of Quarter 1/Quarter 3

- Two out of five central themes of Economics (your choice of which themes) should be completed for instructor review and feedback

Check-in #3: Quarter 2/Quarter 4 Progress Report

- Four out of five central themes (two additional themes; your choice of which themes) of Economics should be completed for instructor review and feedback
- Website or blog created with required elements of a landing page that summarizes or introduces your topic and project, an About Me section, and a comprehensive Works Cited page

Final deadline: Projects are due on the last day of class prior to Winter Break (Semester 1) or Memorial Day Weekend (Semester 2).

Additional notes on Economics Honors Contract:

- Students who fail to demonstrate progress by each check-in will be removed from Honors Economics.
- Students who have questions about Honors work will need to see their teacher during Cav Block, before or after school, if available. Teachers will not discuss individual projects during class.
- Honors Economics is subject to HBHS enrollment policies and will be included on the student's official HBHS transcript. Students are responsible for completing all coursework within the deadline outlined above. **Once enrolled, failure to complete the course at the honors level will result in a WP or WF and noted on the transcript. Student would be re-enrolled in the college preparatory level and would be so marked on the transcript.**
- Contract packet and rubric will be turned into teacher of record. A copy of the contract can be found on the teachers Google Classroom page under the About tab.

Contract for Honors Economics

By signing this contract, I, _____, testify that I have read, understand and agree to the terms specified regarding the work I must complete and work ethic I must demonstrate in order to receive credit for Honors Economics.

Student Signature

Date

Parent Signature

Date

Performance Area	1	2	3	4
Critical Thinking	Shows inability to discover,	Is able to discover, cull, and	Is proficient at discovering, culling,	Shows an impressive ability to

	cull, or analyze relevant information to create an Economics research project on chosen issue.	analyze relevant information on a basic level in order to create an Economics research project that is limited in support and introspection.	and analyzing relevant information on a substantial level in order to create an Economics research project that is well-substantiated and introspective.	discover, cull, and analyze relevant information on a sophisticated level in order to create Economics research project that is thoroughly substantiated and introspective.
Creativity	Generates few ideas, most of which are not original, unique, imaginative, or authentic; Generates a product that has a vague or incomplete connection to the task.	Generates some ideas, but many are not original, unique, imaginative, or authentic; Somewhat effectively generates a product that is complete and connected to the task.	Generates many ideas, most of which are original, unique, imaginative, and authentic; Effectively generates a product that is complete and connected to the task.	Takes an original, unique, imaginative, and authentic approach to idea generation; Impressively generates a product that is complete and connected to the task.
Collaboration	Focuses on his/her work in isolation; has no evidence of collaborating with or consulting others. Responds to constructive feedback with a negative and/or disengaged attitude. Shows inability to reflect on learning as a result of collaboration.	Sometimes shows evidence of collaborating with or consulting others. Shows minimal appreciation for constructive feedback. Some evidence of self critique and reflection as it relates to learning as a result of collaboration, but lacks clarity.	Shows consistent evidence of collaborating with or consulting others. Proactively solicits feedback; accepts and shows appreciation for constructive feedback. Shows consistent evidence of self critique and reflection as it relates to learning as a result of collaboration.	Shows excitement about the task at hand; inspires and motivates collaborators, consultants, and contributors. Shows a high comfort level in receiving feedback; seeks helpful, descriptive feedback. Is highly reflective and shows a strong capacity for self-critique.
Communication	Lacks clarity, organization, substance, and style, which are rarely appropriate to the context, purpose, and audience.	Somewhat clear and accurate, but could be more concise to convey ideas more effectively. Organization, substance, and style are sometimes appropriate to the context, purpose, and audience.	Clear and accurate; able to convey ideas effectively. Organization, substance, and style are consistently appropriate to the context, purpose, and audience.	Discusses presentation topic clearly and with passion and excitement; generates a high level of interest from the audience.

Contract for Honors Credit: Civics and Government

Please carefully review the information, including the project write-up and rubric and other requirements of the Contract for Honors Credit option. If you would like to pursue the Honors Credit option, please return a copy of this contract signed and dated by yourself and a parent or guardian.

Your Task. For the Contract for Honors, you will work individually to create an Informed Citizen's Guide on an issue of your choice. The issue must be interdisciplinary, connecting Civics and Government with another discipline. Sample interdisciplinary issues include:

- Civics and Science: Environmental impacts of the Northern Pass proposal
- Civics and Mathematics: The mathematics of electoral voting systems
- Civics and Spanish: The changing role of the Spanish language in political rhetoric
- Civics and English Language Arts: A literary analysis (ex. Feminist, Marxist, post-structural, psychoanalytic) of US Presidential speeches
- Civics and Education: Special education policy in New Hampshire
- Civics and American History: The evolution of third party candidates
- Civics and Economics: Tax policies from state to state
- Civics and Health: Reproductive rights and American politics

In addition to being an interdisciplinary issue, the chosen issue should be of interest to you, broad enough to conduct in-depth research, yet specific enough to you personally. To help you choose an issue, brainstorm ideas, areas of interest, etc. Then, use this statement to guide you: My topic connects Civics with _____ (another discipline) and explores _____ (specific topic).

Your informed citizen's guide will include a variety of components and products. All elements of the project should be available in one central location – a student-created website or blog – to be accessed and assessed by the instructor. Your website or blog will have a variety of required components and products that must be included or embedded on the website or blog as described, below.

Required Components and Products of your Informed Citizen's Guide:

1. A resource guide/works cited page with embedded links where applicable. You must include a minimum of 10 high-quality sources. Wikipedia and personal experience do not "count" as high-quality sources. Your works cited page must be properly formatted using MLA conventions.
2. A written, narrative introduction to the topic that provides context (ex. Historical, political, Constitutional) to the topic
 - Note: This should appear on the landing page of your website/blog
3. Glossary of "must know" terms related to your chosen issue. The glossary should be self-created (it should not just be definitions from the dictionary), accessible on the final website/blog, and linked to other parts of the website. For example, if you use the term "first-past-the-post voting" in your narrative introduction, it could link to that term in the glossary.
4. Interview with someone associated with the government with knowledge of or insight into your issue. Your interviewee could be an elected or appointed official, someone who works in a local, state, or federal government office, someone who works for a not-for-profit organization or

Non-Governmental Organization (NGO) associated with your issue, etc. To prepare for your interview, you must develop interview questions. After you conduct the interview (in person, via Skype, or through email), write up the interview and also create a written interview analysis.

5. A media guide with analysis. Based on at least 5 pieces of media – newspaper articles, magazine articles, videos from media outlets – write an in-depth, detailed analysis about how your issue is represented or portrayed in the media today as well as how citizens can best understand media related to your chosen issue. Your media guide can be informed by all of your research, but you must discuss and analyze at least 5 pieces of media in your media guide.
6. Student-created infographic related to the issue. An infographic is a visual representation of information or data. Make sure to consider what aspect of your topic might be best presented in an infographic rather than in another form.
7. Advocacy component (ex. Fundraising effort, voters guide, brochure, photostory, awareness campaign, letter-writing campaign) with written analysis of your intended audience, purpose, use of techniques (ex. propaganda techniques), tone, etc.
8. Marketing component (ex. Poster, television advertisement, radio spot, print media) with written analysis of your intended audience, purpose, use of techniques (ex. propaganda techniques), tone, etc.
9. Communication component (ex. Twitter account, Facebook page, sample e-mails to supporters) with written analysis of your intended audience, purpose, use of techniques (ex. propaganda techniques), tone, etc.
 - Note: The products for the advocacy, marketing, and communication components should not be repeated. In other words, if you decide to create a video for the marketing component, you should not also choose a video product for the communication or advocacy component.

Resources. Use the following list of resources to help you get started.

- Research: Library databases (ex. Gale, Ebsco, Opposing Issues In Context)
- Website/blog builders: Wix, Weebly, Google Sites, Google Blogger
- Infographic builders: Venngage, Piktochart, Easel.ly
- Sample websites/blogs from HBHS Senior Seminar students and previous Honors Contract students: <http://madmaticus.wix.com/connection>, <http://appdevelopment8.wix.com/adapptation>, <http://165647.wix.com/spreadingtheword>, <https://gfrugard.wixsite.com/abotionrhetoric>

Sources. You must include a minimum of ten high-quality and relevant sources that are documented in a works cited page. Wikipedia and personal experience do not “count” as high-quality sources. Your works cited page must be properly formatted using MLA conventions. You may use websites such as refme.com or easybib.com to help you with the formatting of your works cited page.

Grading. You will be graded according to the rubric, below. The rubric evaluates the “4C’s” – Critical Thinking, Creativity, Collaboration, and Communication. Your final project will be graded with this rubric.

Dates/Deadlines. The Honors Contract requires students to be responsible for their own learning and work independently. There are required check-ins and deadlines, below. In addition to these required check-ins, you may want to create additional checklists, set goals, or adhere to benchmarks you create for yourself.

Contract due date: second Friday of the semester

Check-in #1: Quarter 1/Quarter 3 Progress Report

- Students will meet during CavBlock and propose/discuss their research topics as well as ideas for products/components

Check-in #2: End of Quarter 1/Quarter 3

- Components 1-3 due at this time (3 in total)
 - Resource guide/works cited page
 - Narrative introduction
 - Glossary

Check-in #3: Quarter 2/Quarter 4 Progress Report

- Components 4-6 due at this time (3 additional components; 6 in total)
 - Interview (the actual interview does not need to be completed at this time; however, a plan for who you might want to interview as well as questions should be prepared by this check-in)
 - Media guide
 - Infographic

Final deadline: Projects are due on the last day of class prior to Winter Break (Semester 1) or Memorial Day Weekend (Semester 2).

- All Components due at this time (9 in total)
 - Resource guide/works cited page
 - Narrative introduction
 - Glossary
 - Interview
 - Media guide
 - Infographic
 - Advocacy component
 - Marketing component
 - Communications component

Additional notes:

- Students who fail to demonstrate progress by each check-in will be removed from the Honors Contract for Credit option.

- Students who have questions about Honors work will need to see their teacher during Cav Block, before or after school, if available. Teachers will not discuss individual projects during class.
- Honors Civics and Government is subject to HBHS enrollment policies and will be included on the student’s official HBHS transcript. Students are responsible for completing all coursework within the deadline outlined above. **Once enrolled, failure to complete the course at the honors level will result in a WP or WF and noted on the transcript. Student would be re-enrolled in the college preparatory level and would be so marked on the transcript.**
- Contract packet and rubric will be turned into teacher of record. A copy of the contract can be found on the teachers Google Classroom page under the About tab.

Contract for Honors Civics

By signing this contract, I, _____, testify that I have read, understand and agree to the terms specified regarding the work I must complete and work ethic I must demonstrate in order to receive credit for Honors Civics and Government.

Student Signature

Date

Parent Signature

Date

Performance Area	1	2	3	4
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Critical Thinking	Shows inability to discover, cull, or analyze relevant information to create an informed citizen's guide on chosen issue.	Is able to discover, cull, and analyze relevant information on a basic level in order to create an informed citizen's guide that is limited in support and introspection.	Is proficient at discovering, culling, and analyzing relevant information on a substantial level in order to create an informed citizen's guide that is well-substantiated and introspective.	Shows an impressive ability to discover, cull, and analyze relevant information on a sophisticated level in order to create an informed citizen's guide that is thoroughly substantiated and introspective.
Creativity	Generates few ideas, most of which are not original, unique, imaginative, or authentic; Generates a product that has a vague or incomplete connection to the task.	Generates some ideas, but many are not original, unique, imaginative, or authentic; Somewhat effectively generates a product that is complete and connected to the task.	Generates many ideas, most of which are original, unique, imaginative, and authentic; Effectively generates a product that is complete and connected to the task.	Takes an original, unique, imaginative, and authentic approach to idea generation; Impressively generates a product that is complete and connected to the task.
Collaboration	Focuses on his/her work in isolation; has no evidence of collaborating with or consulting others. Responds to constructive feedback with a negative and/or disengaged attitude. Shows inability to reflect on learning as a result of collaboration.	Sometimes shows evidence of collaborating with or consulting others. Shows minimal appreciation for constructive feedback. Some evidence of self critique and reflection as it relates to learning as a result of collaboration, but lacks clarity.	Shows consistent evidence of collaborating with or consulting others. Proactively solicits feedback; accepts and shows appreciation for constructive feedback. Shows consistent evidence of self critique and reflection as it relates to learning as a result of collaboration.	Shows excitement about the task at hand; inspires and motivates collaborators, consultants, and contributors. Shows a high comfort level in receiving feedback; seeks helpful, descriptive feedback. Is highly reflective and shows a strong capacity for self-critique.
Communication	Lacks clarity, organization, substance, and style, which are rarely appropriate to the context, purpose, and audience.	Somewhat clear and accurate, but could be more concise to convey ideas more effectively. Organization, substance, and style are sometimes appropriate to the context, purpose, and audience.	Clear and accurate; able to convey ideas effectively. Organization, substance, and style are consistently appropriate to the context, purpose, and audience.	Discusses presentation topic clearly and with passion and excitement; generates a high level of interest from the audience.

August 1, 2017

DRAFT PROJECT SCHEDULE

Brookline- Hollis High School

Hollis, New Hampshire

	2017					2018		
	August	Sept	Oct	Nov	Dec	Jan	Feb	March
Meetings	*	*	*	*	*		*	
DESIGN:								
Program								
Existing Conditions Survey								
Options Development								
Staff Review		*						
MEP Review								
Structural Review (TBD)								
Public Forum			*		*	?		
Develop Preferred Option								
School Board Design/Cost Approval				*				
Meet with Local Inspector/FD			*					
Meet with DOE			*					
Meet with DES			*					
ESTIMATING:								
Review Construction Delivery Methods		*						
Cost Estimates								
BOND PREP:								
Budget Review					*			
Issue Warrant						*		
Bond Hearing							*	
Bond Vote								*

 Consultant:

 Banwell Architects

 Cost Estimate


Date: August 16, 2017
To: Coop School Board
From: Andy Corey, Superintendent
Re: Transportation

During my August meeting with the bus company we identified a concern regarding two Brookline bus routes. Both routes, which are in the area north of route 13, are scheduled to be at or over capacity and must be addressed prior to the opening of school. We had hoped that we could delay this transportation increase until FY 19 but our large incoming seventh grade class, combined with new enrollments, has impacted these two bus runs.

I am recommending that we add an afternoon run to one of our elementary only runs at a cost of \$24,671.93. The funding for this increase in transportation will come from the FY 18 operating budget.

COOP Professional Staff New Hires FY18							
Name	Position	Building	Degree	Institution	Step	Salary	
Dawn Breault	.5 Guidance	High School	Doctorate	Plymouth State University 2016	18	\$38,290.00	
Crystal Paul	Case Manager	High School	B.A.	Keene State 2002	13	\$57,874.00	
Lorna Spargo	Computer Science Teacher	High School	M.A.	University of Phoenix 2011	10	\$61,944.00	
Nicole Ainsworth-Brown	English/SpEd Teacher	High School	M.Ed.	Plymouth State University 2016	8	\$54,506.00	
Matthew MacFarline	Latin Teacher	High School	M.A.	Brandeis University 2016	1	\$44,319.00	
Camille Carson	Science Teacher	High School	M.Ed.	Rivier University 2017	2	\$45,648.00	
Megan Cleary	Science Teacher	High School	B.A.	Keene State 2017	1	\$39,382.00	
Gregory O'Brien	SS Teacher	High School	M.Ed.	Southern NH University 2007	13	\$67,689.00	
Jaime Johannsen	SS Teacher	High School	B.S.	Boston University 2016	2	\$40,031.00	
Kristine Turcotte	Guidance	Middle School	M.Ed.	University of NH 2006	12	\$63,494.00	
Allison Franklin	PE Teacher	Middle School	M.Ed.	Springfield College 2013	2	\$45,648.00	
Melissa Joyce	School Psych	Middle School	CAGS	Rivier University 2016	2	\$48,900.00	
COOP Non-Professional Staff New Hires FY18							
Name	Position	Building	Degree	Institution	YOE	Salary	
Dawn Breault	.5 Transition Specialist	High School	Doctorate	Plymouth State University 2016	18	\$38,500.00	Tweener Contract
Michael Thompson	Athletic Trainer	COOP	B.S.	University Southern ME 2009	7	\$47,807.00	Allied Health Contract