

Hollis Brookline Cooperative School Board
Wednesday, November 16, 2016
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 Presentation(s)
 - High School Program of Studies – Principal Barnes
- 6:55 **Deliberation**
 - To see what action the Board will take regarding – policy EEA, Student Transportation – second reading
 - To see what action the Board will take regarding the proposed calendar change for March 2017 (voting day)
- 7:10 Discussion
 - FY 18 budget update from Budcom meeting – Liz Brown/Andy Corey
 - Staffing
 - Discussion of architectural proposals received relative to the weight room area and potential rectangular field
 - To begin a conversation with regards to the Coop District identifying a possible well location for HBMS
 - Start time committee – action(s) and recommendation(s)
 - Every Student Succeeds Act (informational handout)
- 8:20 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
- 8:30 Motion to Adjourn

To: Hollis Brookline Cooperative School Board
From: Bob Thompson, Principal HBMS
Re: Principal's Report
Date: November 16, 2016 Scheduled Meeting

INFORMATION ONLY

Student Council Elections. Congratulations to 8th grader Spencer Murray who will serve as the HBMS Student Council President for the 2016-2017 school year. Congratulations are also in order to 7th grader Ellie Maxwell who will serve as the HBMS Vice President for the 2016-2017 school year. Representatives include: Marin Bateman, Amelia Collard, Emma Harley, Jess Hu, Grace Goolsby (treasurer) Victoria Madsen, Troy Moscatelli, Cassie Pyle, Avery Gillespie (secretary) and Ben Starnes.

Robotics. On October 29th HBMS Robotics Team Voltage and Team Gigabyte held their first scrimmage of the year at UNH Manchester. Both teams took second place out of a total of 15 teams during their respective competition times. The team's next scrimmage will take place on Saturday, November 19th at UNH Manchester. A big thank to HBMS 8th grade Math teacher Pat Marquette and her army of parent volunteers that make this opportunity for our students possible.

Instructional Leadership Team- The instructional leadership team is currently working on the planning of the November 23rd professional development day. Our focus will be on meeting the needs of struggling learners and to further develop interventions and modifications to curriculum and assessment.

Fall Sports - The fall athletic season at HBMS had 115 participants in four sports - cross country, field hockey, soccer and girls volleyball. Both the boys and girls cross country teams finished third in the Tri-County League Championships. The field hockey team had a year of tremendous growth as more than half their team had never played the sport. They looked like a totally different team by the end of their season. The girls soccer team and boys soccer team finished 7th and 5th, respectively, but both lost in the quarter finals. The girls volleyball team finished the season in second place and lost by two points in the finals. The Sports Recognition Night held on November 1 was well attended by our athletes and their families.

Main Street Crosswalk - On November 7, The Hollis Board of Selectmen held a public hearing to discuss the feasibility of adding a crosswalk across Main Street in front of the Farley Building. There were approximately 30 residents who attended the hearing. At the conclusion of the hearing the Hollis Selectmen Board voted to move forward with the project. This will allow the Cooperative School District to now work with the State to put the crosswalk in place. The target date for completion of this project is Spring 2017.

Important Dates:

November 10 – Veterans Day Assembly

November 18 - HBMS Night at the Manchester Monarchs

December 6 – 7th Grade Winter Concert

December 7 – 8th Grade Winter Concert

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To: Andrew Corey, Superintendent

From: Rick Barnes, Principal

Re: November 2016 Board Report

Action Items

- Trip to Spain 2017 (Attached)
- Program of Studies (Attached)

Change the Direction: HBHS hosted representatives from the Change the Direction initiative on November 4th. Judge John Broderick and Dr. Leisl Bryant spoke to students from HBMS and HBHS throughout the day. According to their [website](#), the initiative consists of representatives from behavioral health, businesses, education, law enforcement, medical care, and policy makers in New Hampshire who have joined together to launch the Campaign to Change Direction New Hampshire, the first state-wide effort of The Campaign to Change Direction, a national initiative to change the culture of mental health in America. Based on feedback from staff and students the message was well received.

Former Coach and Recruiter, Jack Renken, is a national motivational and educational speaker who will be presenting on the realities of athletic recruiting. Athletes and parents are encouraged to attend this informative presentation on Tuesday November 15th in the HBHS Auditorium at 7 PM.

Teacher Workshop Day: The SAU-wide workshop held on 11/8 was a tremendous success. Staff were emphatic in their appreciation of the time they were given to collaborate and engage with one another regarding best practices.

Program of Studies Attached to this report is a draft of the program of studies. Changes were made using the tracking feature in Microsoft Word. I focus on the changes that will have the biggest impact during the board meeting. I look forward to feedback from the board.

Fall Sports Update: HBHS recently celebrated the accomplishments of all of our athletes during our Fall Awards Ceremony sponsored by the HBHS Athletic Booster Club and held on Wednesday 11/9. Many teams played well into the post season. We could not be more proud of the Girls' Volleyball team this year. The team successfully defended their Division I title from last year in a dominating performance over second ranked Concord High School. This is the team's third division I title overall.

Veterans Day Assembly: HBHS hosted its annual Veteran's Day assembly the day after Election Day. The assembly was organized by the Homefront Club at HBHS and included a large number of veterans from the community. We were honored to host our veterans and deeply appreciate their service and sacrifice for our country.

National Merit Semifinalists Officials of National Merit Scholarship Corporation (NMSC) announced the names of approximately 16,000 Semifinalists in the 62nd annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 7,400 National Merit Scholarships worth more than \$32 million that will be offered next spring. I am pleased to announce that **Hayden J. Kubishta, Magnolia M. Moskun, Rebecca J. Nelson, and Madylin D. Partridge** are representing HBHS among this elite pool of 2017 semifinalists. Congratulations to these four students for their commitment to excellence in the classroom!

National Merit Commended Students Jonathon B. Byrne, Parker Coady, Kristianna R. Fox, Vivek Nithapalan, Adriana Radosavljevic, Vienna G. Scott, and Ryan G. Swope have been named Commended Students in the 2017 National Merit Scholarship Program. The National Merit Scholarship Corporation recognizes that "these young men and women have demonstrated outstanding potential for academic success...these students represent a valuable national resource; recognizing their accomplishments, as well as the key role their schools play in their academic development, is vital to the advancement of education excellence in our nation." Congratulations to these seven students as well for their commitment to excellence in the classroom!

Congratulations to : Tom Michaud '17! In addition to being a student at HBHS, Tom is also a member of the Forestry Team at Alvrine High school. The team toughed it out for about 10 hours in the cold pouring rain this fall earning a Gold Team award and placing *seventh in the nation* out of approximately 40 teams. Individually, Tom Michaud, placed 11th earning a gold medal and \$400 dollars!

Respectfully Submitted,

Rick Barnes

Principal

(page 2)

What are the transportation arrangements? Buses and Planes are coordinated by EF _____
If transportation is by private vehicle, original driver's license and proof of insurance must be submitted to the main office. Copies will be made and kept on file in the main office.

Transformation Information attached: Bus _____ Parent _____ Air _____

TRAVEL RATIONALE:
(see attached travel rationale)

DETAILED ITINERARY:
(specific details of itinerary still to be ironed out by EF. Broad itinerary attached)

CURRICULAR GOALS:
As a Spanish teacher, my job is to provide our students with what is sometimes referred to as the "Five C's." They are: Communication, Cultures, Connections, Comparisons, and Communities. Simply put, the goal is get students to be able to communicate with others in the target language, understand foreign cultures, find connections to other subject areas, compare and contrast our two cultures, and create a global community. This trip seeks to satisfy all of these goals in a way that the classroom just can't.

Department Head Signature: _____ Date _____

It is the responsibility of the lead chaperone to present the student roster to be reviewed by the principal.

Approved:

Not approved:

Signature of Principal  _____ Date 11/13/16

Submitted for School Board approval (date) _____

Approval of School Board _____ Date _____

Rationale for Proposed Trip to Spain

This year, I am proposing a trip to Spain for April vacation 2017 for 38 student travelers and 8 adults. As a Spanish teacher, my job is to provide our students with what is sometimes referred to as the “Five C’s.” They are: Communication, Cultures, Connections, Comparisons, and Communities. Simply put, the goal is get students to be able to communicate with others in the target language, understand foreign cultures, find connections to other subject areas, compare and contrast our two cultures, and create a global community. This trip seeks to satisfy all of these goals in a way that the classroom just can’t. No matter how much we try to create an authentic foreign environment, there is just no way to completely capture what it would be like to travel to these places that we study.

I chose Education First (EF) because they have a proven track record with this school. Hollis Brookline took a successful trip to Costa Rica in the spring of 2015. I took part in that trip and I witnessed first-hand on the Costa Rica trip the value of a company like EF, which takes care of nearly every aspect of the trip, including airfare, breakfasts and dinners, tour escorts, and all tickets for all excursions.

I feel very confident in the 6 chaperones I have selected, which includes 3 world language speakers (Kristen Roy, Elissa McCormick, & myself), Officer Bergeron, a special education expert (Karen Johnson), and another strong male teacher from the building (Adam Wilcox). Each of them adds something to our trip because of our familiarity with the students, knowledge of the Spanish language and culture, and attention to safety. Additionally, Elissa’s husband and Adam’s wife will be joining as paying travelers. They will be fingerprinted with the town and while I’m sure they will prove helpful on the trip, at no time will they be alone with the students.

Safety is without question the overall goal of the trip. Students will count off before leaving, and upon arriving at destinations. As stated at the bottom of the Application to Travel (attached), students AND parent/guardian will agree (through signature) to ensure that all participants on the trip will refrain from drugs/alcohol, under the penalty of being immediately sent home at the family’s expense. All school policies will be in effect during the trip.

Sincerely,

Alex Basbas
Spanish Teacher
Hollis-Brookline High School
Alex.basbas@sau41.org

Behavior and Compliance Agreement

Student Name: _____ Home Phone _____
Address: _____ Zip Code _____
Date of Birth: _____ Place of Birth _____
School: **Hollis-Brookline High School** School Phone **603-465-2269**

Parents'/Guardians' Full Name: _____
Place/Time of employment: _____
Employment Phone: _____

Person to be contacted in an emergency: _____
Phone: _____ Address _____
Physician: _____ Phone _____

Release

I, a participant in the excursion to **Spain, April 2017**, agree to all the following conditions:

I agree to abide by all rules, regulations, policies and standards of behavior established and to follow the specific instructions of the chaperones in all instances. I understand that the safety and welfare of the group is the most important consideration.

I understand that I am expected to participate in all group and individual activities. I understand that all rules; policies and standards of the school remain in force. I further understand that the use of alcohol is strictly forbidden.

In the event of any infraction of the rules, the chaperones reserve the right of final decision and may, if deemed necessary, place a collect telephone call to my parents. They may further send me home at my expense (or my parents'/guardians') as a result of any action deemed to be detrimental to the safety of well being of the program or its participants.

As a representative of my school, I agree to act in a responsible, ethical and positive manner so as to derive the greatest benefits from the program and make valuable contribution to the school.

I therefore certify that I have read and understood this behavior compliance agreement and that I agree to abide by all provisions.

Student Signature _____ Date _____

Signature of Witness (parent/guardian) _____ Date _____

I certify that I am the parent or legal guardian of the student named above and that I have read the foregoing agreement. I agree to every part of this release and hereby relinquish any claim that may have against the program organizers, chaperones, and the School District.

What you'll experience on your tour

Day 1: Fly overnight to Spain

Day 2: Madrid

- Meet your Tour Director at the airport in Madrid, the capital and largest city in Spain. During your stay you can explore Puerta del Sol, the heart of the city, and travel back in time to Spain's Golden Age at Plaza Mayor, where you'll learn about this grand square's history of bullfights, royal weddings and public executions. At the Prado, behold paintings like Velázquez's *Las Meninas* and Goya's paired canvases. Get a taste of royal Madrid at the extravagant Palacio Real, where you'll wander the fabulous palace interior and find more than 2,000 rooms decked in beautiful frescoes, delicate porcelain wares and finely woven rugs.
- Take a walking tour of Madrid
- Visit the Prado

Day 3: Madrid

- Take an expertly guided tour of Madrid: Puerta del Sol; Plaza Mayor
- Visit the Palacio Real

Day 4: Toledo | Granada

- Travel to Toledo
- Take an expertly guided tour of Toledo
- Visit Toledo Cathedral
- Visit the Church of Santo Tomé
- Visit a synagogue
- Travel to Consuegra
- See Don Quixote's windmills
- Continue on to Granada

Day 5: Granada | Costa del Sol

- Take an expertly guided tour of Granada
- Explore more of Granada through a "City Challenge" scavenger hunt
- Visit the Alhambra, Granada's crowning jewel that's widely recognized as the world's premier example of Moorish architecture. Built as an all-in-one alcazaba (fortress), alcazar (palace) and small medina (city), the Alhambra was home to the last of the Nasrid Sultans. Elaborately embellished in the 14th century and surrounded by lush green trees, it was described by Moorish poets as "a pearl set in emeralds." See the exotic mosaics, fountains, latticed windows, arabesques and ornamented courtyards that made this vast stronghold worthy of royal occupancy. Here, King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.
- Travel to the Costa del Sol

Day 6: Costa del Sol

- Full day to see more of Costa del Sol or
- Visit Morocco

Day 7: Seville

- Travel to Seville, city of bullfights, flamenco dancing, Don Juan and Carmen, and the heartbeat of Andalusian culture. During your stay you can follow narrow, twisting alleys through the Barrio de Santa Cruz, where picturesque whitewashed houses, flower-filled patios and tiled benches are pleasant reminders of an unhurried lifestyle. Pass by Maria Louisa Park to admire the mosaics and fountains of Plaza de España, centerpiece of the 1929 Ibero-American Fair. Visit the Moorish Alcázar and the grave of Christopher Columbus, inside Seville's Cathedral. And imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros, celebrated for its Baroque architecture and historical significance.
- Take an expertly guided tour of Seville
- Visit the Seville Cathedral
- Take a walking tour of Seville: Giralda Tower; Torre del Oro; Plaza de Toros
- Enjoy a free evening or
- Attend a Seville Flamenco Evening

Day 8: Córdoba | Madrid

- Travel to Córdoba
- Visit the Mezquita
- Continue on to Madrid

Day 9: Madrid

- Full day to see more of Madrid or
- Visit El Escorial and Segovia

Day 10: Depart for home

• 2-DAY TOUR EXTENSION

Days 10-12: Madrid | Barcelona

- Travel by AVE train to Barcelona
- Take a walking tour of Barcelona: Las Ramblas
- Take an expertly guided tour of Barcelona: La Sagrada Família; Montjuïc Hill; Barrio Gótico
- Visit Park Güell

I traveled for the first time with EF when I was a junior in high school to Spain it was the best thing that ever happened to me! I am now a high school Spanish teacher and I just took my first group of students to Spain this year with EF and I know they had an amazing time and I was so happy to pass on the experience of traveling! Traveling changed my life and made me who I am today!

- MELISSA, GROUP LEADER



Via Facebook

Going to Madrid, Granada, Toledo, Costa Del Sol, Seville, and Cordoba was a memory and experience I will never forget.

- ALEJANDRA, TRAVELER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____



Hollis Brookline High School



Program of Studies

20176 – 20187



Hollis Brookline High School

24 Cavalier Court Hollis, New Hampshire 03049

phone 603.465.2269 fax 603.465.2485

www.hollisbrookline.org

Administration

Principal: Richard D. Barnes
Assistant Principals: Robert F. Ouellette
Timothy E. Girzone

Guidance

School Counselors: Sandra Bent
Kerry Dod
Kathleen Maynard
Richard Winslow

We Value:

Integrity • Intellectual Curiosity • Innovation • Individuality • Involvement in HBHS community

We Believe In:

- Inspiring lifelong learning and achievement through a broad range of experiences.
- Encouraging all to strive for their maximum potential.
- Upholding an atmosphere of mutual trust and respect essential to the educational process.
- Recognizing that students, parents, and staff share responsibility for open communication to maintain a thriving school community.
- Maintaining a safe, productive, and inclusive learning environment.

Academic Expectations

Students will:

- Read and write fluently, expressively and accurately.
- Listen and speak with sensitivity and discrimination.
- Solve problems logically and analytically.
- Use their creative abilities in original and productive ways.
- Use their critical abilities to recognize and value excellence and quality.
- Be prepared to meet the changing technological demands of the marketplace.

Social Expectations

Students will:

- Respect the rights and values of others.
- Resolve conflicts appropriately.
- Accept responsibility for their actions.

Civic Expectations

Students will:

- Understand and accept their duties as citizens of a democracy.
- Contribute to the greater well-being of society.
- Respect the differing values of the global community.

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Introduction

This *Program of Studies* has been prepared to assist students and their parents in deciding which courses to take at Hollis Brookline High School. It provides information on course descriptions, suggested course sequences, required and elective courses, credit requirements, special programs, and selected school policies.

The careful selection of required and elective courses is an important first step toward a successful educational experience at Hollis Brookline High School. Students should review the *Program of Studies* with their parents. Counselors will meet with students to hand out registration information, explain the registration process and discuss program planning. Students should consult with their core teachers to determine appropriate placement before online course registration begins. Be sure to pay particular attention to course prerequisites, required courses, and college admissions requirements when selecting your courses.

It may not be possible to offer all the elective courses listed in this *Program of Studies*. The courses offered will depend on the number of students who enroll for each course. Conflicts may also arise due to a student's specific course requests, therefore, be sure to choose at least two alternate elective courses when registering online.

Principal's Message

Dear HBHS students and parents/guardians,

This *Program of Studies* is designed to be your guide as you chart your path over the next four years. A great deal of thought and work goes into planning the scope and sequence of our curriculum to ensure that it is designed with our students' best interests in mind.

We are excited about the changes to this year's program, including two new Advanced Placement courses, as well as our new Senior Quest program. Please use this guide as a reference for graduation requirements and course prerequisites, as well as a tool to help you map out your selections for the 2016-17 School Year and beyond. There are many wonderful opportunities to take advantage of here at HBHS. As you develop your plan for the years ahead, I urge you to consider balancing your schedule between courses that will challenge you and courses or co-curricular activities that you simply enjoy. I also encourage you to communicate regularly with your parents, teachers, and school counselors throughout the course selection process as these decisions will affect your plans for the future.

As you navigate through the process of selecting your courses, please do not hesitate to contact your school counselor as well as current and former teachers at any time if you have questions. We are always open to any feedback and suggestions that you may have as we work together toward creating the best academic program possible for our students.

Sincerely,
Richard D. Barnes
Principal

Student Services

The mission of the Hollis Brookline Guidance Department is to provide a comprehensive program that encourages the successful academic, career and social-emotional development of each individual. We believe through collaboration with students, families, school staff, and community members we can assist students in reaching their full potential.

Academic Achievement

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Planning

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Career and Technical Programs

HBHS students are eligible to attend Nashua, Milford, and Mascenic High Schools in the **11th and 12th** grades for career and technical education. The courses available in the *Program of Studies* and are listed in the “Career and Technical Programs” section. Specific information may be obtained from the Guidance Department. Career programs also include internships and work study through Hollis Brookline High School.

English Learners (EL)

The EL program is designed for students residing in the district whose language is other than English, or for students who come from a family where the influence of another language may impact his/her ability to compete with peers in English. EL not only provides listening, speaking, reading, and writing components, but also provides assistance and support for core classes. This may be achieved through advanced teaching of vocabulary, modifying assignments and possibly tests with the classroom teacher, or providing extra test-taking time with the ESOL teacher. The goal of EL is to help the student learn enough English to compete with peers. EL services are not available for exchange students from other countries.

Student Services & Compliance with Federal and State Laws

The Hollis Brookline Cooperative School District complies with all Federal and state laws that apply to schools. These include:

- Family Education Rights and Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA)
- Child Find Notice: Children With Disabilities Under IDEA or Section 504 (ADA)
- Notice of Procedural Safeguards Under Section 504 and the ADA
- Child Neglect and Abuse
- Section 504 of the Americans with Disabilities Act (ADA)
- Section 504/Title II Grievance Procedure.

The school’s website (www.hollisbrookline.org) provides brief information concerning these laws. Additional information is available through numerous government sources and through the school.

Visit the Hollis Brookline High School Web Site

www.hollisbrookline.org

Click on the Guidance link for assistance and information on:

| | | | |
|-------------------------------|---------------------|----------------------|-------------------|
| Career Services | Counseling Services | Program of Studies | School Profile |
| Career and Technical Programs | Helpful Websites | Register New Student | School Newsletter |
| College Admissions Testing | Naviance | SAT Prep | Summer Reading |
| College Information | Presentations | Scholarships | |

Hollis Brookline High School Graduation Requirements

Students must earn 23 credits to graduate with a Hollis Brookline High School Diploma. This diploma indicates that the student has completed a rigorous high school curriculum which exceeds the state requirements. The following courses are graduation requirements. The credit given for each course is included with the respective course description. **Note: A course cannot be used to earn credit in more than one category.**

| <u>Category</u> | <u>Credits</u> | <u>2019 and beyond</u> |
|---|----------------|----------------------------|
| English (including .5 Writing credit) | 4.50 | 4.50 |
| Mathematics (including 1.0 Algebra credit) | 3.00 | 4.00 |
| Information and Communication Technology (ICT) (Digital Portfolio) | 0.50 | 0.50 |
| Social Studies - 1 U.S. History, 1 World Studies, .5 Economics, .5 Civics credit | 3.00 | 3.00 |
| Science (including 1 Physical Science credit & 1 Biological Science credit) | 3.00 | 3.00 |
| Arts Education (all Performing Arts, Visual Arts) | 0.50 | 0.50 |
| Physical Education | 1.00 | 1.00 |
| Wellness | 0.50 | 0.50 |
| Restricted Electives | 3.00 | 3.00 |
| Three credits selected from at least two of the following areas: | | |
| <i>Arts Education:</i> Performing Arts, Visual Arts | | |
| <i>Practical Arts:</i> Computer & Technology, or Family and Consumer Sciences | | |
| <i>Career and Technical Education</i> | | |
| <i>World Language:</i> Level IV or V of a World language, or a second World language | | |
| <i>Mathematics, Social Studies and Science:</i> fourth credit | | |
| Free Choice Electives | 4.00 | 3.00 |
| Credits selected from any of the school's course offerings | | |
| TOTAL | 23.00 | 23.00 |

Hollis Brookline High School – NH State Standard Diploma

A NH State Standard Diploma for Academic Achievement may be awarded to any student who completes the state minimum required units of study as defined by Ed 306.27(m) but who does not qualify for a Hollis Brookline High School diploma as designated in Board Policy IKF. Students seeking a diploma under this policy are advised make a request, in writing, to the building principal no later than one semester prior to his/her anticipated graduation date. The principal must approve the request prior to awarding an alternative diploma.

| <u>Required Subjects</u> | <u>Credit(s)</u> |
|---|---|
| Arts Education | .5 credit |
| Information and Communications Technologies | .5 credit or demonstrate proficiency |
| English | 4 credits |
| Mathematics | 3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program |
| Physical Sciences | 1 credit |
| Biological Sciences | 1 credit |
| US and NH History | 1 credit |
| US and NH Government/Civics | .5 credit |
| Economics | .5 credit |
| World History, Global Studies, or Geography | .5 credit |
| Health Education | .5 credit |
| Physical Education | 1 credits |
| Open Electives | 6 credits |
| Totals | 20 credits |

Equivalency Diploma

An **Equivalency Diploma** shall be awarded to a student who receives special education services and who successfully completes the requirements for this diploma as established and set forth in the student’s Individualized Education Program (IEP) and who does not meet the requirements for a diploma set forth in the State Minimum Standards for Public School Approval and applicable District policy. The requirements for this Diploma may vary from student to student. The high school must secure the informed written consent of the parent or guardian and the student to choose this diploma program after review of the student’s academic history and the full disclosure of the student’s options.

Any student who receives an equivalency diploma pursuant to this policy will be allowed one opportunity to participate in the District’s graduation ceremony.



NH Scholars

New Hampshire Scholars is a community-based program that encourages students to take a more rigorous core course of study in high school. The program is federally-funded through the New Hampshire Department of Education, and is coordinated through a partnership between the New Hampshire College and University Council, Campus Compact for New Hampshire and the New Hampshire Department of Education. New Hampshire Scholars is part of the National State Scholars Initiative Network. Twenty-five states across the country participate in this national initiative. For more information visit nhscholars.org

New Hampshire Scholars must successfully complete their course of study with a grade of **C** or higher in all courses, including quarter and full year grades. Students have three pathways from which to choose: **NH Scholars Core**, **NH Scholars STEM Emphasis** and **NH Scholars Art Emphasis**.

NH Scholars Core Course Requirements

- English - 4 years
- Math - 4 years, including Algebra I, Geometry, and Algebra II, and 1 other competency
- Laboratory Science - 3 years of Laboratory Science (e.g. Biology, Chemistry, Physics, Anatomy & Physiology)
- Social Studies - 3.5 years (US History, World Studies/History, Civics/Economics, and 1 elective)
- World Language - 2 years of the same world language other than English

NH Scholars with STEM Emphasis

- English - 4 years
- Math - 4 years, including Algebra I, Geometry, and Algebra II, and 1 other competency
- Social Studies - 3.5 years (US History, World Studies/History, Civics/Economics, and 1 elective)
- World Language - 2 years of the same world language other than English
- **Science - 4 years, including 3 Laboratory Science (Biology, Chemistry, Physics, A&P, Pre-Engineering, Computer Science, etc)**
- **Technology Education – 1 year (All courses in Computer and Technology Education qualify for NH Scholars with STEM Emphasis)**
- **Minimum 3.2 GPA**

NH Scholars with Art Emphasis

- English - 4 years
- Math - 4 years, including Algebra I, Geometry, and Algebra II, and 1 other competency
- Laboratory Science - 3 years of Laboratory Science (e.g. Biology, Chemistry, Physics, Anatomy & Physiology)
- Social Studies - 3.5 years (US History, World Studies/History, Civics/Economics, and 1 elective)
- World Language - 2 years of the same world language other than English
- **Art Education – 2 years (All courses in Visual & Performing Arts qualify for NH Scholars with Art Emphasis)**
- **Minimum 3.2 GPA**



Approved courses are noted in the *Program of Studies* by the NH Scholars Seal.

Credit Accumulation Guidelines

Beginning in 9th grade, progress toward graduation depends on the accumulation of credits and passing required subjects. Algebra 1, French 1, and Spanish 1 taken in middle school may allow students to take Geometry, French 2, or Spanish 2 upon entering the 9th grade. Middle school courses will not count as part of the 23 credits required for high school graduation and are not reflected on the high school transcript. Students are able to schedule a study each year and still meet their graduation requirements.

These credit accumulations are guidelines for entrance into grades 10, 11, and 12:

| | |
|--------------------------------|------------|
| At the completion of Grade 9: | 6 credits |
| At the completion of Grade 10: | 12 credits |
| At the completion of Grade 11: | 17 credits |

It is a student's responsibility to meet periodically with his/her counselor to ensure all graduation and credit requirements are completed.

Credit Recovery

Students who fail a course for the year may earn credit in one of the following ways:

- Repeat the course at Hollis Brookline High School.
- Enroll in a summer school program at a local high school. Students must first meet with their school counselor to determine the appropriate course and program that will fulfill the lost credit as well as review academic information. Summer school programs require that students have passed at least two quarters of a full-year course or one quarter of a semester course and have obtained approval from the principal. An Alternative Credit Application (available in the Guidance Office) must be completed prior to taking the course. Credit will be awarded upon successful completion of the course. The course grade will be entered as a grade of P or F, and there is no adjustment to the student's GPA calculation.
- Competency recovery through the Virtual Learning Academy Charter School (VLACS) is an opportunity for students to complete the essential work required to have mastered a failed HBHS course. Teachers must first determine that the student is eligible for competency recovery. Competencies are then chosen by the HBHS teacher. An Alternative Credit Application must be completed and principal permission obtained. Competency completions will be reviewed by the Academic Review Committee. HBHS teachers may adjust the student's final grade. Credit will be awarded and GPA will be recalculated.

Alternative Methods of Earning Academic Credit

Generally courses required for graduation are taken at Hollis Brookline High School. Students who wish to take courses through an extended learning opportunity and/or online programs may do so in consultation with the school counselor and pre-approval of the principal. In all cases an Alternative Credit Application must be completed and permission obtained prior to the commencement of the class/program. Alternative credit may be accepted toward requirements leading to a student's Hollis Brookline High School diploma if approved by administration. It should be noted that these courses will reflect credit on the HBHS transcript if they are taken at an accredited high school. Official transcripts must be provided to the school registrar. See your counselor for more information.

1. **College/University Credit:** With prior approval from the principal and before the beginning of a semester, credit can be accepted for college level courses. All applications must be completed and approval granted from the principal. High school credit will be granted for a semester college course provided that a passing grade is earned.
2. **Online Courses:** With prior approval from the principal, credit may be earned by successfully completing online or distance learning courses, such as the Virtual Learning Academy Charter School, BYU, etc.
3. **Independent Study:** With approval from the principal and prior to the beginning of a semester, credit may be earned for academic independent study projects that will be coordinated, supervised, and evaluated by a Hollis Brookline High School faculty member. An alternative credit application must be completed and permission granted prior to commencement of the study project. Teachers must be certified in the course content area. Independent Study courses fulfill free choice and restrictive elective graduation requirements and are graded **Pass** or **Fail**.
4. **Out-of-District Placement:** The number of high school credits granted for courses, offered at out-of-district special education approved day and residential programs, will be determined by the principal upon successful completion of the courses.
5. **Study Abroad:** With prior approval of the principal, credit may be earned while studying abroad in a certified program. The courses taken should be in line with Hollis Brookline High School graduation requirements; otherwise, participation in a study abroad program may delay graduation. See your counselor for more information.

Summer Enrichment

Students are encouraged to participate in summer enrichment experiences. These programs are seen as enrichment only and do not qualify for credit. Programs such as People to People, St. Paul's Advanced Studies Program, Summer Institute, and language immersion programs do not qualify for academic credit. See your counselor for more information.

Grade Policies

Grade Reporting

Grades are reported quarterly via the PowerSchool parent portal four times a year. A student's quarterly grade, mid-term exam, final exam, and final grades appear in letter form. Assignment grades and attendance information is available to families through the PowerSchool Parent Portal. The letter grading system is outlined on page 13. Students have ten (10) school days from the date grades close to resolve any incomplete grades. Students with incomplete grades after that time will not be eligible for the Honor Roll. Mid-term and final exam grades appear on the parent portal and factor into the final course grade, but do not appear on transcripts.

Power Announcement messages will be sent as follows:

- At the end of each quarter notifying parents when term grades have been stored
- Mid-quarter for students who are receiving grades in the D/F range

Any parent who does not have access to a computer should inform the Registrar and a paper copy will be provided to the student.

Transfer of Credits

All courses transferred in to Hollis Brookline High School are included in a student’s cumulative GPA. All attempts for courses taken outside of Hollis Brookline High School that have been approved with an Alternative Credit Application will be noted on the HBHS transcript, including grades of withdrawal or failure.

Audit Policy

With the permission of the principal and the recommendation of the receiving and sending teacher, students may request to Audit a class they have previously taken. The purpose of the Audit is to repeat the course in an effort to further develop academic knowledge and build a stronger academic foundation. Students must complete an Audit Agreement (located in the guidance office) to be signed by parent, administration, teacher and school counselor. Please note: classes that are designated as audit do not meet the school requirement of carrying six classes in grades 9-11 or five classes for grade 12.

Grade Weighting

Honors and AP courses from each major department carry more weight in calculating grade point average.

| | | | |
|--------------------------|---------------|----------------------|------------------------|
| AP Biology | AP French | AP World History | Honors Choir |
| AP Calculus | AP Physics I | AP U.S. Government & | Honors French IV |
| AP Chemistry | AP Physics II | Politics | Honors Jazz Band |
| AP Computer Science | AP Psychology | AP U.S. History | Honors Literature |
| AP English Language | AP Spanish | Honors Anatomy & | Honors Pre-Calculus |
| AP English Lit. & Comp. | AP Statistics | Physiology | Honors Spanish IV |
| AP Environmental Science | AP Studio Art | Honors Chemistry | Honors U.S. Literature |

HBHS Grade Scale

GPA Point Value

| Letter Grade | Weighted | Regular | Range |
|--------------|----------|---------|----------|
| A+ | 5.00 | 4.33 | 97 - 100 |
| A | 4.67 | 4.00 | 93 - 96 |
| A- | 4.33 | 3.67 | 90 - 92 |
| B+ | 4.00 | 3.33 | 87 - 89 |
| B | 3.67 | 3.00 | 83 - 86 |
| B- | 3.33 | 2.67 | 80 - 82 |
| C+ | 3.00 | 2.33 | 77 - 79 |
| C | 2.67 | 2.00 | 73 - 76 |
| C- | 2.33 | 1.67 | 70 - 72 |
| D+ | 2.00 | 1.33 | 67 - 69 |
| D | 1.67 | 1.00 | 63 - 66 |
| D- | 1.33 | 0.67 | 60 - 62 |
| F | 0.00 | 0.00 | Below 60 |

Grade Point Average

A student’s Grade Point Average (GPA) is determined at the end of each year. HBHS utilizes a partially-weighted system to calculate GPA. The highest possible GPA in freshman year is 4.33. Inclusion of weighted courses in sophomore through senior year raises the GPA scale to 5.00. Thus, the highest cumulative GPA at the end of sophomore year is 4.52; junior year is 4.55, and 4.66 at the end of senior year. This GPA

calculation is based on a student enrolled in six weighted courses per year. However, due to scheduling constraints, some students may not be able to enroll in all weighted courses he/she requested during the course selection process. GPAs are recorded on the transcript both by year and cumulatively, and will be noted on the final report card of the year. **Hollis Brookline High School does not rank its students.**

Note: *Dropping a class after the add/drop period will be reflected on a student's official transcript. If a student withdraws from a class mid-quarter, a grade of WP or WF will be awarded based on the grade at the time of withdrawal and will not be factored into the calculation of GPA. If a student withdraws from a class at the quarter, the quarter grade will be entered and a WP or WF will be entered for the final grade. Any quarter grade of WP or WF prohibits students from being eligible for the quarter honor roll in which the withdrawal grade is awarded.*

Academic Progress Reports

Academic Progress is available to all students and parents at all times through the PowerSchool Parent Portal. General guidelines regarding the grade book are as follows: teachers will post grades generally within 10 days from the due date and will indicate, in the PowerSchool grade book, a missed assignment within 3 days of the original due date. These reports inform students and parents about the progress or lack of progress that has taken place. In many instances, unsatisfactory and failing grades should be followed by a student-parent-teacher conference. Parents may also want to discuss any difficulties that their son/daughter might be experiencing with their child's counselor.

All seniors are notified in writing of their graduation requirements at the start of senior year and after mid-term exams. At the end of third quarter an additional letter will be sent for those students in danger of failing a graduation requirement. These notices are intended to keep students and parents informed of graduation progress and any deficiencies that may impede graduation.

CAVBlock

Students in grades 9-11 meet in their assigned CAVBlock three times per week to confer with teachers, collaborate with peers, and complete assignments. During this 45-minute period, students may sign up for enrichment activities, access the library, attend school assemblies, Guidance Department programs, and other scheduled school programs. Learning labs are available for those students who require additional classroom help.

Honor Roll

The scholastic Honor Roll is prepared and published at the end of each marking period to recognize outstanding academic achievement. Students must be carrying a minimum of six classes at Hollis Brookline High School to be eligible for honor roll designation. Students who drop a class and receive a grade of **WP** or **WF** as a quarter grade will be ineligible for honor roll for that term.

There are two honor roll classifications:

High Honors: Students who have received a grade of A- or higher in all subjects

Honors: Students who have received a grade of B- or higher in all subjects

Senior Options

The Senior Options Program allows 12th grade students in good academic standing to manage their time during the day when they are not scheduled for a class. The following privileges are available to seniors during their unassigned period.

- Use of the library, cafeteria and, when available, computer labs, music rooms and gym.
- The option of arriving to school after 7:15am but prior to their first scheduled class, or leaving after their last class of the day, but prior to 2:24pm.

Course Registration Procedures

Course registration begins in January/February for returning high school students and in February for 8th grade students. The process is announced by teachers and the Guidance Department, to provide students and parents information to make appropriate course selections. Many courses have prerequisites and core courses require approval from the current teacher for enrollment. Students should discuss levels with their current teachers or core class instructors to ensure correct placement in courses. Courses are prioritized on a first-come/first-served basis once course registration closes; therefore, course registration deadlines are important. When courses fill, a wait list is established to ensure students have a fair opportunity to enroll in the classes. Students should always work with their counselor if they have any questions or concerns.

Restrictions on Course Selection

Students should choose electives at the grade level for which they are listed; however, upperclassmen may choose electives below their grade level providing there are no conflicts and there is space available.

Teacher Recommendations/Overrides

Teachers recommend the appropriate course selection for students. Experience has confirmed our belief that a student's current teacher is the most qualified person to make this recommendation based not only on the student's performance, but also on the teacher's evaluation of the student's potential and ability.

At times, parents may disagree with the teacher recommendation. When this occurs, we strongly encourage you to discuss the course selection with your child, the teacher and school counselor. Parents and students are highly cautioned about completing a **Course Override Form**. If a parent overrides a teacher recommendation and the student begins to experience difficulty in the class, **moving the student to a lower level may not be possible. In addition, your child's transcript will permanently reflect a grade of WP (withdraw/pass) or WF (withdraw/fail).** Please consider this decision carefully before taking this course of action. **Students who receive a quarter grade of WP or WF are ineligible for the quarter Honor Roll. An HBHS Override Form cannot be used to deviate from the scope and sequence of HBHS courses.**

Add/Drop Procedures

During the initial course registration phase students are asked to make their selections carefully since staff is hired and resources are allocated based on these requests. Once the master schedule is developed, **course changes are very limited.** In the event that a schedule adjustment is necessary, an add/drop period at the beginning of each semester allows students to enroll in the courses they request in a fair and equitable manner. Those who have an incomplete schedule or are in need of a graduation requirement are seen immediately. Add/Drop begins two days after the first full day of the fall semester and runs for three days. Full year courses may only be dropped during the fall add/drop period. Second semester add/drop begins two days after the start of the spring semester and runs for two days. Only second semester courses can be adjusted at this time. Students must see their counselor and not the classroom teacher in order to make schedule changes. Wait lists are put in place to ensure fairness in the process, and students must attend the classes on their current schedule until changes have been made and a new schedule is processed by the Guidance Department.

Note: *Requests for class placement and/or specific teachers are not allowed. Students may not drop a full*

year course after the fall semester add/drop period.

Level Changes

If a student is identified as inappropriately placed in a core course a request may be considered to change the level of the course. Level changes, when necessary, are considered at the 1st and 2nd quarter. The quarter grade will be entered for the course the student has been attending. A level change will result in a WP or WF entered for the final grade. The teacher of the new course will award grades for the remaining quarters and a student's GPA will be calculated based on the weight of the course when credit is awarded.

Overview of College Admission Requirements

The choice of a high school curriculum and course selection may limit or enhance college entrance opportunities and achievement in college. Students are strongly encouraged to take as demanding a schedule as possible where they will be successful. Most successful candidates for admission to college have taken *at least* four years of English, three plus years of college preparatory mathematics, laboratory science, and social studies. Successful candidates have also completed three years of study in a single world language. However, students must read specific college catalogs to be certain of their particular requirements especially in areas such as engineering, nursing and physical therapy. A major factor leading to success in college admission and as a college student is the academic preparation a student achieves in high school. Students need to consider this as they plan for their course selection each year.

The Guidance Department has developed a College Admission Handbook that reviews four-year course planning and the college admission process in detail. The handbook is available only through the Guidance website. Colleges are classified according to the selectivity of their admission requirements. Students should review these categories carefully as they plan for college.

College Selectivity

Colleges may be classified according to their standards for admission. Students should carefully review these categories as they plan for college.

Most Competitive

Even superior students will encounter a great deal of competition for admission to these colleges. In general, these colleges require a class rank in the top 10 percent and grade point averages of 4.0 and above. The strongest curriculum possible in high school is required. Average test scores of admitted students are 700 to 800 on each section of the Critical Reasoning SAT and 30 or above on the ACT. These colleges typically require at least three SAT Subject tests. These colleges admit only a small percentage of those who apply.

Highly Competitive

This group of colleges is looking for students with minimum grade point averages of 3.8 and accepts most of their students from the upper 10 to 20 percent of the high school class. A very strong high school curriculum is required. Average test scores of admitted students are 650 to 800 on each section the Critical Reasoning SAT and 28 and above on the ACT. These colleges recommend that prospective students take at least three SAT Subject tests.

Very Competitive

The colleges in this category admit students whose grade point averages are no less than 3.6 and above, who rank in the top 25-30 percent of their graduating class, and who have taken a solid college preparatory and honors program in high school. Average test scores are in the 600 to 700 range on each section of the Critical Reasoning SAT and from 28 and above on the ACT.

Competitive

These schools enroll students with average test scores from 500 to 650 on each section of the Critical Reasoning SAT and from 23 to 28 on the ACT. Many colleges require a grade point average of 3.0-3.3 or higher in a solid college preparatory curriculum. Generally, these colleges prefer students in the top 30 to 40 percent of the graduating class.

Less Competitive

The colleges in this category look for students in the upper half of their graduating class who have taken a college preparatory program and have scored around 500 on each section of the Critical Reasoning SAT and 20-26 on the ACT. They admit students with a GPA range of 2.5.

Noncompetitive

Colleges in this category require only evidence of graduation from an accredited high school program or equivalent. Some require entrance examinations for course placement purposes.

Special Colleges

These colleges feature specialized programs of study. They include professional schools of art, music, or theater arts, or seminaries preparing students for the clergy. In general, admission requirements are not based on academic criteria but on evidence of talent or special interest in the area of study and often require an audition or portfolio of the student's work in order to be admitted.

Post High School Education

Some students benefit from a post graduate year of study. Students who do not feel academically, socially or emotionally ready to attend college have often found success with this option after graduation. There are a variety of schools that offer this year of study that helps students solidify their academic foundation enabling them to move on to a collegiate experience of their choice.

Post-High School Employment

Students who are interested in going on to a career immediately after high school may take advantage of career opportunities offered throughout their high school experience in order to enhance their opportunities. Employers will base their decision to employ a student on a variety of factors. These factors include high school diploma, grades, attendance record, recommendations from teachers and counselors, extracurricular activities, and personal characteristics.

Gap Year Programs

Students who would like to pursue a year of community service or volunteer opportunities prior to enrolling in college can pursue various Gap Year programs. The Guidance office has lists of organizations that offer various programs such as City Year, Habitat for Humanity, Dynamy Internship, and many more.

Career Education

Registering for the following courses require that students follow an **application process** and that they work with their school counselor.

H976. Internship 1 **Gr. 12** **.5 Credit** **Semester**

Prerequisite: Students must complete an internship application.

(Career Education)

This course is designed for a limited number of motivated students seeking career exposure in a specific field. You must complete the application available in the Guidance Office and then meet with the school counselor about placement and availability. Acceptance into this course is based on attendance, GPA and discipline record. Students may earn up to one academic credit for Internship. Students are required to work at a career-focused job site for a minimum of 70 hours. Students will have scheduled meetings to review course progress. Interns will keep a weekly journal, log hours, and complete a final career presentation.

H977. Internship 2 **Gr. 12** **.5 Credit** **Semester**

Prerequisite: Students must complete an internship application.

(Career Education)

This course is designed for students who would like to extend their Internship 1 placement, with approval from the work site mentor. Course expectations are consistent with the Internship 1 Course.

H1001. Work Study 1 **Gr. 11-12** **.5 Credit** **Semester**

Prerequisite: Students must be employed three weeks prior to enrolling in this course.

(Career Education)

By participating in this paid, out-of-school employment experience, students will increase work skills for employability and increase self-confidence for workplace readiness. Students must make an appointment with the school counselor to review course expectations and to complete paperwork. Student must return a contract signed by the employer and must submit documentation that he/she is working a minimum of ten hours per week. Students will meet with a counselor as scheduled, to review fulfillment of work that is directly related to the employment experience. In order to remain in this course, students must complete the above requirements when they are due and receive positive performance reports from their employer.

Note: *Termination of employment by either the student or the employer prior to the end of the term will result in a grade of WF (withdraw/fail) and loss of credit.*

H1002. Work Study 2 **Gr. 11-12** **.5 Credit** **Semester**

Prerequisite: Students must be employed three weeks prior to enrolling in this course.

(Career Education)

This course is designed for student who would like to extend in their work study placement. Course expectations are consistent with the Work Study 1 program.

H975. Aide Positions**Gr. 11-12****.25 Credit****Semester**

Aide positions are available in the following departments: Academic teachers, Office, Guidance, Library, Athletics and Health Office. Students must gain permission from the requested faculty member as well as school counselor, administrator, and parent to pursue this credit. Grades are awarded as Pass/Fail only and students cannot earn more than 1 credit during their high school career. Pass/Fail grades do not count toward a student's GPA.

Please note: Students may only **TA** in a course they have previously completed.

*For **Career and Technical Education Programs** offered at other high schools
Please see page 70 for course descriptions and information.*

Computer & Technology Education

HBHS is now [partnering](#) with Project Lead the Way. As outlined on their website, the **PLTW Engineering Program** provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career. It is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

PLTW courses may be offered as a dual-credit enrollment with New Hampshire Institute of Technology.

H352. ICT Digital Portfolio (ICT)

Gr. 9-12

.5 Credit

Demonstration of competency in Information and Communication Technology (ICT) is required by New Hampshire State Graduation Requirements. All students will complete a digital portfolio using artifacts created in regular content courses. Completion of this portfolio is graded Pass/Fail.

H356. Introduction to Graphic Arts

Gr. 9-12

.5 Credit

Semester

(Practical Arts)

Using *Adobe Illustrator, Photoshop, and InDesign*, students learn the art of combining graphic design principles (line, shape, color, value, texture, and form) with typography to visually and creatively communicate information.

Please note: ~~Beginning with the class of 2020, this course does not fulfill the arts requirement.~~

H363. Web Page Design

Gr. 10-12

.5 Credit

Semester

(Practical Arts)

The presentation of website content has to look good, but it also has to be easy to navigate so visiting the site is a positive experience. Good web design requires balanced attention to both a site's graphic design and to its functionality. Similarly, this course provides balanced instruction in applying elements of visual design and in using web authoring tools to bring design ideas to fruition. These tools include XHTML, Flash, and Cascading Style Sheets (CSS). Software used will include *Adobe Dreamweaver* and *Flash*. Students will apply what they are learning about web design to create real sites for real clients.

H353. Computer Science Principles

Gr. 9-12

.5 Credit

Semester

formerly known as Intro to Computer Science

(Practical Arts & ICT)

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, Computer Science Principles prepares students for future computer sciences courses, college and career.

Please note: *Students who completed Intro to Computer Science are not eligible to enroll in this course.*

H362. Advanced Placement Computer Science **Gr. 10-12** **1 Credit** **Full Year**

Weighted Course

Prerequisite: A grade of B or higher in Algebra 2 or permission of Department Chair (Practical Arts & ICT)

This course is an introduction to the Java programming language and prepares students for the AP Computer Science exam. It is designed to give students a foundation in programming methodology and Java syntax. Topics include primitive data types, arithmetic, relational, and assignment operators, string concatenation, input/output, decision and looping structures, and arrays. Emphasis is placed on programming methodology, recursion procedural abstraction, algorithms, data structures, and data abstraction.

Note: Successful completion of the AP Computer Science exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Computer Science exam at the end of this course for a fee of approximately \$95, payable to the College Board. Financial assistance is available to those who qualify for SAT waivers.

H358. Computers & Technology **Gr. 9-12** **.5 Credit** **Semester**

(Practical Arts & ICT)

This course will introduce students to skills needed to perform many tech-support tasks. Designed as a hands-on course, students will analyze computer components, study network design and troubleshooting as well as installation of software and hardware.

H704. Robotics 1 **Gr. 9-12** **.5 Credit** **Semester**

(Practical Arts)

In this project-oriented, hands-on course, students will be exposed to basic robotics, simple machines, open-looped and closed-loop systems, sensors, feedback, and real world robotics applications. Students will use Mind storm kits to experiment with robotics and robotic mechanisms. This class requires students to work independently as well as in a group. This class is for self-motivated students with an interest in technology, robotics, or gadgets.

H705. Robotics 2 **Gr. 9-12** **.5 Credit** **Semester**

Prerequisite: Grade of "C" or better in Robotics 1 or permission of Department Chair

(Practical Arts)

This is a highly project-oriented, hands-on course that teaches students various aspects of robotics technology. Students explore many topics, including the physics of motion, control systems, microprocessors, programming, sensors, and robot fabrication techniques. Students gain first-hand experience creating small, functional, mobile robots for a variety of tasks.

H710. Project Lead The Way Digital Electronics **Gr. 10-12** **1 Credit** **Full Year**

Prerequisite: Algebra 1 or permission of Department Chair

(Practical Arts)

This is a hands-on pre-engineering course that teaches electronics, from basic circuit and electrical principles to digital concepts and devices. Students learn through theory and practice about electricity, digital logic, Boolean algebra, simplification, programmable logic devices, microprocessors, and a vast array of related topics. This course is an excellent introduction for students who are considering electrical

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

English

All students need 4.5 English credits for a Hollis Brookline High School diploma. These credits include **Grade 9:** English Nine, 1 credit; **Grade 10:** English Ten, 1 credit and Writing, .5 credit; **Grade 11:** U.S. Literature, Honors U.S. Literature or AP English Language, 1 credit; **Grade 12:** English electives.

H111. English Nine Read **Gr. 9** **1 Credit** **Full Year**

Prerequisite: Recommendation of Department Chair and/or Case Manager
(English Nine)

English Nine Read is a basic, introductory language arts course designed to meet the needs of students deficient in reading skills. Students work extensively in the areas of vocabulary building and reading development. Admission to the course will depend, in part, on the results of standardized reading tests. Other factors to be considered are teacher recommendations and other school specialists' input.



H112. English Nine **Gr. 9** **1 Credit** **Full Year**
(English Nine)

English Nine is an introductory language arts course. Areas of study are composition, reading, vocabulary development, reading development, literature, research and library skills, and daily language activities focusing on punctuation, grammar, and usage. The reading list includes an introduction to selected classic and contemporary literature, surveying the genres of the short story, the novel, drama, and poetry. Students develop skills in reading for detail as well as for overall comprehension. They refine their understanding of paragraph development and practice basic techniques of writing in various forms, including the essay. Students practice oral communication skills through participation in a speech unit.



H113. Accelerated English Nine **Gr. 9** **1 Credit** **Full Year**
(English Nine)

Accelerated English Nine is intended for those students who have demonstrated a mastery of many of the skills detailed in the English Nine course description. They should write proficiently, read insightfully, and articulate skillfully. Areas of study include those listed for English Nine, with additional emphasis on more intensive literary interpretation. Admission to this course is based on the recommendation of the student's 8th grade English teacher. (*Students who select this class will be required to complete reading/assignments during the **previous** summer.*)

H121. English Ten Read **Gr. 10** **1 Credit** **Full Year**

Prerequisite: Recommendation of Department Chair and/or Case Manager
(English Ten)

English Ten Read is a continuation of English Nine Read. An emphasis on oral reading is intended to sharpen fluency and comprehension. There will be a continuation of essay writing for a variety of purposes with an emphasis on organization of ideas. Special units of study may include study skills, test-taking skills, speaking and listening skills, reading comprehension, and grammar, as needed. Admission to the course is based on the recommendations of the student's 9th grade English teachers.

**H122. English Ten****Gr. 10****1 Credit****Full Year***Prerequisite: English Nine*
(English Ten)

English Ten is a continuation of English Nine, focusing on composition, vocabulary and reading development, literature, and daily language activities in punctuation, grammar, and usage. Composition work is expanded to include longer formal and informal essays. The study of the novel, play, short story, and poetry emphasizes more sophisticated methods of literary analysis. The literary essay may be introduced as an additional genre. Students practice oral communication skills through participation in a speech unit. The course also includes weekly vocabulary development and the basic library skills necessary to complete a research project or paper.

**H123. Accelerated English Ten****Gr. 10****1 Credit****Full Year***Prerequisite: A grade of B- or higher in English Nine and teacher recommendation*
(English Ten)

Accelerated English Ten includes those areas listed in English Ten, with emphasis on abstract, critical thinking, literary criticism, and more extensive library research. Admission to Accelerated English Ten is based on the recommendation of the student's 9th grade English teacher. (*Students who enroll in this course will be required to complete a summer assignment prior to the start of class.*)

H136. Writing**Gr. 10****.5 Credit****Semester**

(Writing)

This 10th grade requirement is a half-year course that improves students' performance in the four domains of descriptive, narrative, expository, and persuasive writing. Course work includes basic skills needed in everyday written communication and in academic assignments, as well as writing for enjoyment. Student evaluation is based on all the stages of the writing process, including drafting, revising, editing, and final product. Students are expected to participate in teacher conferences and peer response groups in order to develop the ability to evaluate, revise, and edit writing. As a major unit, students will demonstrate mastery in a culminating project that includes a formal research paper; students may be required to present parts of this project to their classmates.

H136C. College Composition (Writing)**Gr. 10****.5 Credit****Semester***Prerequisite: Recommendation of 9th grade teacher*

Note: *This 10th grade course is taught as a dual-credit enrollment with Nashua Community College. Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NCC as well as .5 credit from HBHS. There is a mandatory \$150 NCC course fee plus \$50 for a required text.*

Students learn to write clearly and effectively for defined audiences through a range of strategies. Emphasis is on the writing process from pre-writing through drafting, revising, and editing. Students gain confidence by learning the basic principles of effective expository composition and the application of these principles in writing essays and documented papers. Students become aware of the variety of strategies, behaviors, habits, and attitudes and choose those that help them improve. Students also will read and examine an assortment of writers and writing styles.

H132. Fundamentals of English**Gr. 11-12****1 Credit****Full Year***Prerequisite: Recommendation of Department Chair and/or Case Manager*
(U.S. Literature)

This course is designed to strengthen the basic skills of reading, writing, speaking, and listening. Emphasis

will be placed on developing and strengthening oral and independent reading skills. Students will write for a variety of real-world and academic purposes and use these skills to successfully analyze, interpret, and explain different kinds of information. Course readings focus on a mixture of fiction and nonfiction texts. In addition to reading and writing, units will focus on developing and reinforcing communication skills. Placement in this course is determined by teacher referral, departmental assessments, or performance on required state assessments.



H151. United States Literature

Gr. 11

1 Credit

Full Year

Prerequisite: English Ten
(U.S. Literature)

This course involves reading and interpreting texts in a variety of genres, from a wide range of writers from different periods in American literary history. Material is organized around a number of specific themes, including, for example, “Individual Needs and Social Expectations,” “The Nature of American Freedom,” “The American Dream,” “Times of Conflict,” and “The Expanding Nation.” Students are taught to read with greater understanding and insight, exposed to numerous on-demand writing experiences, and expected to participate productively in large and small group discussions. The course also includes weekly language activities focused on punctuation, grammar, and usage, as well as a year-long vocabulary program. Students will also complete a research paper incorporating literary criticism.



H171. Honors United States Literature

Gr. 11

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of **B-** or higher in English Ten and teacher recommendation
(U.S. Literature)

This course is recommended for students who have demonstrated that they can both read with advanced understanding and insight as well as write with sophisticated voice and purpose. Honors United States Literature students must demonstrate competency in formal writing, public speaking, critical thinking, prepared academic discussion, independent study, and well-developed listening and note-taking skills. Furthermore, students electing this honors-level course do so with the expectation of lengthy daily reading assignments and frequent, challenging research and critical analysis essays. The course also includes weekly language activities focused on punctuation, grammar, and usage, as well as a year-long vocabulary program. The requirements and subject matter of this course are designed as a preparation for post-secondary education and demand a personal and academic commitment. Students will be exposed to a variety of literary genres and a myriad of works by American authors.

Note: Students will be required to complete a summer assignment **prior** to the start of class.



H154. Advanced Placement English Language & Composition

Gr. 11

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of **B-** or higher in English Ten and teacher recommendation
(U.S. Literature)

This college level course involves the reading and interpretation of representative texts in a variety of genres. The AP English Language curriculum balances fiction and non-fiction helping students deepen their understanding and awareness of how language works by focusing on three skills: analysis (with a focus on rhetoric), argument, and synthesis. Students focus on nonfiction (essays, biographies, autobiographies, speeches, newspaper and magazine articles) as well as texts by a number of classic American authors. Students will consider the visual media that surrounds them whether spoken, displayed, or broadcasted. Students will write timed essays in class as well as completion of essays requiring multiple drafts, revision conferencing and final proofreading. essays from multiple drafts, including an independent research project. This course is recommended for students who have an appreciation for language, have demonstrated they can read with considerable understanding and

insight, and can write correctly, effectively, and gracefully. Students electing this AP course should expect longer daily reading assignments as well as frequent, challenging writing assignments. *Students will be required to complete an extensive and demanding ~~reading program assignment~~ during the summer.*

Note: Successful completion of the AP English Language exam may entitle the student to receive college credit, depending on the policy of the college and the test score. Students are expected to take the AP English Language exam at the end of this course for a fee of approximately \$95, payable to the College Board. Financial assistance is available to those who qualify for SAT waivers.

The Elective Program in English

The English elective program offers students an opportunity to select courses that serve their individual interests and needs. It is designed to provide students with a range of academic ~~choices~~ choices aligned with the HBHS Core Values. ~~that foster the academic, social, and civic expectations of the HBHS Core Values~~. Accordingly, all English electives promote the following skills: reading and writing fluently, expressively, and accurately; listening and speaking with sensitivity and discrimination; problem solving logically and analytically; using creative abilities in original and productive ways; and using critical abilities to recognize and value excellence and quality.

The degree of course difficulty varies within the program. Students and parents should read the course descriptions carefully to ensure selection of the appropriate elective. Degree of difficulty is clarified in the course description. At times, specific recommendations are included to assist in the selection.



H184. Advanced Placement English Lit. & Composition

Gr. 12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of B- or higher in 11th grade English and teacher recommendation (English)

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students will develop their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of this course: assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Units include practice in timed-essay writing and applying the various forms of literary criticism. Although critical analysis makes up the majority of student writing for the course, well-constructed creative writing assignments help students see from the inside how literature is written. Participation in the course will be based on previous grades and departmental recommendation. Students electing this AP course should expect longer daily reading assignments as well as frequent, challenging writing assignments. *Students will be required to complete an extensive and demanding ~~reading program assignment~~ during the summer.*

Note: Successful completion of the AP English Literature exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP English Literature exam at the end of this course for a fee of approximately \$95, payable to the College Board. Financial assistance is available to those who qualify for SAT waivers.



H137. Advanced Writing

Gr. 11-12

.5 Credit

Semester

Prerequisite: Writing (English)

This course is designed to meet the needs of motivated, disciplined writers. Course content focuses on fiction, prose, personal essays, poetry and writing portfolios. The instructor encourages students to contact colleges, pursue publication opportunities, and enter creative writing contests, to extend students' mastery of the writer's craft. Students produce a portfolio of work, which they may use as a part of their college application.

H146. Advanced Media & Publishing Gr. 11-12 1 Credit Full Year
H147. Advanced Media & Publishing Gr. 11-12 .5 Credit Semester

Prerequisite: Grade of B- or higher in Journalism 1 and one other writing elective and/or permission from instructor.

(English)

Students in this course oversee, contribute to, and produce one or more of the following: the CavChronLINE (online newspaper), the *Excalibur* yearbook, ~~or Genres, a school-based literary magazine.~~ AMP students fulfill leadership roles such as editor-in-chief, assistant editor, or section/media editor, and are expected to commit after-school hours to one of the school's publications for a semester or a year. In addition to gaining skills in writing, media production, and publishing, students learn necessary skills to help run an organization and produce a product that reaches a community of readers and consumers.



H164. Film Studies Gr. 10-12 .5 Credit Semester
 (English)

This introduction to film studies is designed to help students develop a greater appreciation for film. Students will explore and analyze elements of classical and contemporary films in a wide variety of genres through literary, dramatic, and cinematic lenses. In addition, students will examine basic film theory and criticism from an historical and cultural perspective. Evaluation will be based on oral and written expression, independent projects, and assigned readings.



H180. Honors Literature Gr. 12 1 Credit Full Year
H183. Honors Literature Gr. 12 .5 Credit Semester

Prerequisite: A grade of B- or higher in 11th grade English and teacher recommendation
Weighted Course

(English)

Honors Literature is an advanced level program intended for students who have demonstrated a high aptitude in the areas of reading comprehension, literary interpretation, and writing about literature. Honors Literature students read substantial portions of the Bible and numerous texts from the literatures of Greece and Rome. In addition to improving traditional language arts skills, the examination of this important body of literature enhances and enriches students' engagement with all Western literature and history, preparing them for college-level humanities courses.

Note: *Students will be required to complete an extensive and demanding summer ~~reading program assignment~~ prior to the start of class. Students may sign up for a semester or a full year class.*



H140. Journalism 1 Gr. 10-12 .5 Credit Semester
 (English)

Students in this course learn and apply twenty-first century writing technology and communication tools. Additionally, students will serve as staff writers, design members, marketing team members, and staff photographers for ~~one or more of the following:~~ CavChronLINE (online newspaper) and the *Excalibur* yearbook, ~~and Genres, a school-based literary magazine.~~ Because students in this course work on real

projects with real consumers, this course also provides hands-on experience for the world of work, including functioning as part of a team, meeting project deadlines, working with new technology, and communicating with the public.

**H150. Journalism 2****Gr. 10-12****.5 Credit****Semester***Prerequisite: A grade of B- or higher in Journalism 1*
(English)

Students in this course continue to learn twenty-first century writing technology and communication tools. Additionally, students will serve as staff writers, design members, marketing team members, and staff photographers for ~~one or more of the following:~~ CavChronLINE (online newspaper) the *Excalibur* yearbook, ~~and Genres, a school based literary magazine.~~ Because students in this course work closely with Journalism 1 students, the course also provides experience in peer-coaching and team leadership. Students produce a portfolio of work, which they may use as part of their college application.

**H138. Memoirs and Biography I****Gr. 11-12****.5 Credit****Semester 1****H133. Memoirs and Biography II****Gr. 11-12****.5 Credit****Semester 2**

(English)

This elective focuses on reading memoirs and biographies chronicling real-life situations in which individuals have overcome significant adversities. These adversities may range from overcoming racism, coping with and learning about serious illness, to surviving family hardships. The course involves reading memoirs, biographies, and autobiographies for enjoyment, comprehension, and interpretation. Students will also be expected to write memoirs based on personal experiences as well as other genres of writing. Each unit will also include vocabulary work, research and oral/visual projects, and daily language activities focused on punctuation, grammar, and usage.

**H139. Poetry****Gr. 11-12****.5 Credit****Semester***Prerequisite: Writing*
(English)

Poetry focuses on the potential for beauty and communication inherent in the English language. Through both reading and writing, participants explore the secret lives of words, investigating how and why they exist in poetry and poetics. At the core of this course is the recognition that carefully chosen, effectively arranged words have the ability to evoke powerful thoughts and emotions in the reader. Students produce a portfolio of work, which they may use as part of their college application. Poetry is recommended for those students who intend to go on to post-secondary education.

H141. Popular Reading**Gr. 11-12****1 Credit****Full Year****H143. Popular Reading****Gr. 11-12****.5 Credit****Semester***Prerequisite: Recommendation of Department Chair, and/or Case Manager*
(English)

Popular Reading is intended for those students who enjoy reading, have difficulty with assigned reading in other English courses and require assistance with writing, organization and study skills. Alternating between fiction and non-fiction, students read novels, as well as newspapers, magazines, essays, biographies, and popular histories. Participants prepare written reactions to these readings and participate in daily discussions.



H185. Science Fiction
(English)

Gr. 10-12 .5 credit Semester

Science fiction often reflects the way we live in the twenty-first century and informs how we understand our world. This course will examine science fiction through some of its most influential works in the novel, short story, graphic novel and film formats. ~~although most of the reading will be short excerpts of larger works.~~ Students will be expected to respond to the readings via an online journal, participate in class discussions both online and in person, write short researched analysis pieces, and produce a creative piece using research. In addition, science fiction films (either whole or in part) will be viewed and analyzed. By the end of the course students are expected to have an understanding of the genre and identify its broad cultural impact.



H152. World Literature
H153. World Literature
(English)

Gr. 12 1 Credit Full Year
Gr. 12 .5 Credit Semester

Note: This 12th grade course is taught as a dual-credit enrollment with Nashua Community College. Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NCC as well as .5 credit from HBHS, per semester. There is a mandatory \$150 NCC course fee plus \$50 for a required text.

This course may be taken for college credit through the Running Start Program. Focus is on writing about literature. Reading selections range from ancient through modern texts from around the world including the British Isles, the Mediterranean, Western Europe, Africa, the Middle East, and Latin America. Discussion and writing about universal themes and issues in literature is the primary focus. Selections include readings from many genres: fiction, non-fiction, drama, poetry, and film. The course balances close reading of some selections and wide reading of others. Research or oral/visual projects as well as daily language activities focusing on grammar, punctuation, and usage are integrated into each unit. Structured essays that analyze and synthesize information from the readings are also components of the course.



H262. Senior Quest

Gr. 12 1 Credit Full Year

A cross-disciplinary 21st Century independent project
Prerequisite: By application only. Limited to 30 students.
Elective Credit is Awarded

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

Family and Consumer Sciences

The mission of the Family and Consumer Sciences Department is to prepare students for family, work, and community life. The philosophy focuses on empowering individuals, strengthening families, and enabling communities.

H833. Fashion & Retail Merchandising (Practical Arts)

Gr. 9-12

.5 Credit

Semester

This semester course explores careers in the business and retail industries. Instruction includes the marketing of apparel as well as retail and fashion merchandising. Units of study include the history of the fashion industry; fibers, fabrics, and finishes; producing fashion; fashion marketing; and career exploration.

H810. Foods & Nutrition 1 (Practical Arts)

Gr. 9-12

.5 Credit

Semester

Foods and Nutrition 1 is an introductory course in food science and nutrition. This course provides many life skills and explores the relationship between diet and health. With an emphasis on the MyPyramid guidelines, students discover the ability to cook properly, leading to successful food preparation. Students are also involved in technology based learning. Students will create tasty foods and snacks to meet their nutritional needs, while applying food safety and sanitation techniques at all times.

H811. Foods & Nutrition 2

Prerequisite: Foods & Nutrition 1

(Practical Arts)

Gr. 9-12

.5 Credit

Semester

Foods and Nutrition 2 is an advanced nutrition and culinary arts class. This class will help students separate nutrition facts from fiction. Special attention will be given to diet and disease, phytochemicals, and two units that research the relationship between "Sugar and Health Issues" and "Food Additives." Students will explore career opportunities in food science and nutrition, and will use a professional software program to analyze their diets and recipes and to create healthy meal plans. Culinary units will enhance all coursework and will include special projects in gourmet cooking, international foods, cake decorating, and garnishing.

H831. Human Relations (Practical Arts)

Gr. 10-12

.5 Credit

Semester

Human Relations focuses in-depth on all aspects of individual and family development. Interpersonal relationships and positive methods of communicating with others will be studied through many team-building activities and discussion groups. This course is geared toward students interested in maximizing their individual potential by studying units such as healthy relationships, personality, friendships, and family. Included in the family unit is an opportunity to take a baby mannequin home for 24 hours. A career unit gives students the opportunity to investigate managing multiple life roles. Human Relations also explores citizenship and includes at least one community service learning

project.

H832. Interior Decorating
(Practical Arts)

Gr. 9-12

.5 Credit

Semester

This course explores the fundamentals of interior design. Students learn how to express their creativity through the use of color, line, texture, and space in a variety of hands-on projects. Furniture, the history of design, and careers are all explored.

H620. Personal Finance
(Practical Arts)

Gr. 10-12

.5 Credit

Semester

This course will focus on the six aspects of personal financing as outlined by The National Endowment for Financial Education: (1) The financial planning process, (2) Goal setting, (3) Career decisions entrepreneurship, (4) Budgeting and cash flow, (5) Insurance, and (6) Saving/Investing.

Mathematics

Three (3) mathematics credits are required for graduation from Hollis Brookline High School; one of these credits must be Algebra 1. College-bound students should plan a sequence of courses through at least Algebra 2 to meet the entrance requirements of most colleges and universities. It is recommended that students have a grade of **C** or higher before moving to the next course.

Beginning with the **Class of 2019**, all high school students must successfully complete a math course each year of their high school career. One of the four courses may be an instructionally math-embedded course, as approved by the COOP School Board. ~~The following classes meet this criteria for the 2016-17 School Year: Physics: Principles and Problems, AP Physics I, AP Physics II.~~

The following chart shows the sequencing of mathematics courses at Hollis Brookline High School. Cross movement between levels is possible according to student performance and with teacher recommendation. Students will be advised by their current math teacher as to the next appropriate course in the sequence. **Incoming ninth grade students may be given a math placement exam at the conclusion of eighth grade to ensure proper placement. Results of this test may change course placement.** VLACs students must be issued a transcript showing credit earned prior to enrolling in the next course sequence at HBHS. Students seeking enrollment in an HBHS Accelerated/Honors course after taking a VLACs course have completed the Accelerated/Honors level of the previous VLACs course.

| 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|-------------------------|--------------------------|------------------------|--------------------------------|
| Grade 8 Math | Algebra 1A | Algebra 1B | General Geometry | General Algebra 2 |
| Grade 8 Math | Algebra 1 | Geometry | Algebra 2 | Algebra 3/Trig Pre-Calculus |
| Algebra | Algebra 1 | Geometry | Algebra 2 | Algebra 3/Trig Pre-Calculus |
| Algebra | Geometry | Algebra 2 | Pre-Calculus | Calculus AP Statistics |
| Algebra | Accelerated Geometry | Accelerated Algebra 2 | Honors Pre-Calculus | AP Calculus AP Statistics |

H310. Individualized Math Program

Gr. 9-12

1 Credit

Full Year

Prerequisite: Prior approval by Department Chair and Case Manager
(Mathematics)

The Individualized Math Program allows the student to work at his/her own pace to complete certain mathematics courses in the HBHS curriculum. Upon successful completion of course work, the transcript

will reflect the content of the actual course completed.

H311. Algebra 1A

Gr. 9

1 Credit

Full Year

Prerequisite: Recommendation of 8th grade math teacher
(Mathematics)

The Algebra 1A and Algebra 1B program will allow students to take Algebra 1 over two years. Algebra 1A introduces students to the structure of algebra. The course begins with a unit on making connections from previous math to algebra and the rules of algebra. Students will work with expressions, solve, write and graph linear equations, graph linear inequalities, and graph systems of linear equations. Students are expected to perform basic computations without the use of a calculator. Throughout the course, reference is made to real-life applications.

~~H320. General Algebra 1~~

~~Gr. 10~~

~~1 Credit~~

~~Full Year~~

~~*This course will become Algebra 1B in the 2017-18 School Year.*~~

~~*Prerequisite: Pre-Algebra (2017-18 Prerequisite: Algebra 1A)*~~
(Algebra 1)

~~*This course includes operations with real numbers, polynomials, and rational expressions. Students will solve and graph linear equations and inequalities, solve and graph systems of linear equations, solve quadratic equations by factoring and work with radical expressions.*~~

H320. Algebra 1B

Gr. 10

1 Credit

Full Year

Prerequisite: Algebra 1A

(Algebra 1)

This course will continue in the Algebra 1 curriculum where Algebra 1A left off. Topics will include writing and graphing linear equations and systems of linear equations to solve application problems, working with exponents, polynomials, and rational expressions. Students will solve quadratic equations by factoring and the quadratic formula and work with radical expressions.



H312. Algebra 1

Gr. 9

1 Credit

Full Year

Prerequisite: Recommendation of 8th grade math teacher
(Algebra 1)

This course is designed to introduce students to the structure of algebra. Students solve linear and quadratic equations, graph linear equations and linear inequalities, solve and graph systems of linear equations and write linear equations. Students will work with exponents, polynomials, and factoring. Students are expected to perform basic computations without the use of a calculator. Throughout the course, reference is made to real-life applications.

H327. General Geometry

Gr. 10-11

1 Credit

Full Year

Prerequisite: ~~General Algebra 1B~~ or Algebra 1
(Mathematics)

General Geometry stresses the applications of the structure of geometry. Emphasis is placed on applying definitions and conjectures. Topics include defined and undefined terms, angles, perpendicular lines, parallel lines, congruent triangles, similar polygons, circles, areas and volumes, quadrilaterals and constructions. Basic algebra skills are applied continuously to help enhance geometric concepts taught. The course is not intended for students who wish to major in mathematics, science, engineering, or computer science.

**H324. Geometry****Gr. 9-11****1 Credit****Full Year**

Prerequisite: Algebra 1 ~~or Advanced Algebra 1~~ or permission of the department chair
(Mathematics)

This course introduces students to the applications of geometry in the real world. Each course unit has a real-world theme and utilizes a guided-discovery approach to learn the geometric concepts taught. Students will study angle relationships, triangles, quadrilaterals, other polygons, right triangle trigonometry, circles, and 3-D solids. Students will study geometric theorems, write mathematical proofs and make connections between algebra and geometry.

**H328. Accelerated Geometry****Gr. 9-10****1 Credit****Full Year**

Prerequisite: Recommendation of Algebra 1 teacher or permission of the Department Chair
(Mathematics)

The underlying goal of this course is to teach students to think analytically and creatively to solve thought-provoking and interesting problems. This course is designed to go beyond memorization and repetition to challenge students to think in new and creative ways. This course includes standard topics in geometry as well as trigonometry, literal equations, formula development, and connections between algebra and geometry. The accelerated-level student is expected to demonstrate a higher level of mathematical understanding and aptitude to enjoy being challenged by higher order thinking problems.

H322. Running Start Algebra 2 w/Applied College Mathematics**Gr. 11-12****1 Credit****Full Year**

Prerequisite: General Geometry, Geometry or permission of the Department Chair
(Algebra/Mathematics)

General Algebra 2-This course is a continuation of Algebra 1 topics. The course content includes algebraic relations and functions, properties of irrational numbers, rational exponents, quadratic equations and use of the quadratic formula, sketching quadratic relations, and real numbers as exponents. The topics are covered with the same skills used in Algebra 2, but in a less rigorous manner. The course is not intended for students who wish to major in mathematics, science, engineering, or computer science. ~~A graphing calculator (TI-84+) is required.~~

~~Note: This course may be offered as a dual credit enrollment with Nashua Community College.~~

Note: This course is taught as a dual-credit enrollment with Nashua Community College. Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NCC as well as 1 credit from HBHS. There is a mandatory \$150 NCC course fee.

**H321. Algebra 2****Gr. 10-12****1 Credit****Full Year**

Prerequisite: Accelerated Geometry, Geometry or permission of the Department Chair
(Algebra/Mathematics)

Algebra 2 is a continuation of Algebra 1 and is recommended for most college-bound students. The course content includes algebraic relations and functions, properties of irrational numbers, rational exponents, quadratic equations and use of the quadratic formula, sketching quadratic relations, real numbers as exponents, logarithms, and complex numbers. A graphing calculator (TI- 84+) is required.

**H323. Accelerated Algebra 2****Gr. 9-11****1 Credit****Full Year**

Prerequisite: Accelerated Geometry, Geometry, or permission of the Department Chair (Algebra/Mathematics)

This course is intended for students with exceptional ability in mathematics. Students are expected to be capable of extensive critical thinking, problem solving, and synthesizing new material. The accelerated-level student is expected to demonstrate a higher level of mathematical understanding and aptitude and to readily grasp new mathematical concepts. All topics are covered in greater depth and additional topics are introduced. More emphasis is placed on multi-step problem solving. A graphing calculator (TI- 84+) is required.

H325. Consumer Math**Gr. 12****1 Credit****Full Year**

Prerequisite: By recommendation from previous mathematics teacher, Department Chair, School Counselor and/or Case Manager (Mathematics)

Students study the financial mathematical skills needed by consumers. This course focuses on personal finances, including gross pay, net pay, bank accounts, taxes, home expenses, budgets, loans and credit cards. Emphasis is placed on the use of technology and financial resources.

**H343. Algebra 3/Trigonometry (**Possible new Running Start) Gr. 11-12 1 Credit Full Year**

Prerequisite: Algebra 2 or General Algebra 2 (Mathematics)

This fourth-year math course continues the study of mathematics with the focus on functions (quadratic, polynomial, exponential and logarithmic) and trigonometry. Emphasis is placed on real-life applications. A graphing calculator (TI-84+) is required.

Note: Students who have successfully completed Pre-Calculus may not take Algebra 3/Trigonometry. Students may not take Algebra 3/Trigonometry and Pre-Calculus concurrently. T

This course may be offered as a dual-credit enrollment with Nashua Community College.

If we receive approval from NCC we will run the following statement:

Note: This course is taught as a dual-credit enrollment with Nashua Community College. Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NCC as well as 1 credit from HBHS. There is a mandatory \$150 NCC course fee.

**H344. Pre-Calculus (***)Possible new Running Start)****Gr. 10-12****1 Credit****Full Year**

Prerequisite: Algebra 2 (Mathematics)

This course is divided into the following units: functions, graphs and applications, trigonometry, sequences and series, and analytic geometry topics involving graphing. The course stresses less theory and more mechanical application of the above topics. A graphing calculator (TI- 84+) is required.

Note: Students who plan to take AP Calculus must take Honors Pre-Calculus, not Pre-Calculus.

Note: This course may be offered as a dual-credit enrollment with Southern New Hampshire University.

If we receive approval from SNHU we will run the following statement:

Note: This course is taught as a dual-credit enrollment with Southern New Hampshire University. Students who enroll as dual credit and successfully complete this course will be awarded 3 college

credits through SNHU as well as 1 credit from HBHS. There is a mandatory \$100 SNHU course fee.



H345. Honors Pre-Calculus

Gr. 10-12

1 Credit

Full Year

Weighted Course

Prerequisite: Accelerated Algebra 2 or permission of Department Chair (Mathematics)

This rigorous Pre-Calculus course is divided into the following units: functions, graphs and applications, trigonometry including polar coordinates, sequences and series, and limits. The theory and application of pre-calculus topics is strongly stressed. A graphing calculator (TI 84+) is required.



H346. Calculus **** (Possible Running Start)**

Gr. 11-12

1 Credit

Full Year

Prerequisite: Pre-Calculus or Honors Pre-Calculus (Mathematics)

This is an introductory course in differential and integral calculus. Students study basic limit theorems, differentiation techniques and integration of polynomials and transcendental functions with applications of both. This course stresses the mechanics of calculus rather than its theory. A graphing calculator (TI-84+) is required.

Note: *This course does **not** prepare students for the AP Calculus exam.*

Note: This course may be offered as a dual-credit enrollment with Southern New Hampshire University.

If we receive approval from SNHU we will run the following statement:

Note: This course is taught as a dual-credit enrollment with Southern New Hampshire University. Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through SNHU as well as 1 credit from HBHS. There is a mandatory \$100 SNHU course fee.



H347. Advanced Placement Calculus

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of B- or higher in Honors Pre-Calculus (Mathematics)

This Advanced Placement course covers differential and integral calculus. The theory of The Calculus, the application of differentiation and integration to solve problems, and extensive work with the theory of limits and continuity are stressed. An approved graphing calculator is required.

Note: *Successful completion of the AP Calculus exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Calculus exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.*



H335. Advanced Placement Statistics

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of B or higher in Accelerated Algebra 2 or Pre-Calculus, or permission of the Department Chair (Mathematics)

This course exposes students to four broad conceptual themes: exploring data, observing patterns and departures from patterns, planning a study and statistical inference. This course follows the AP Statistics curriculum established by the Educational Testing Service. A graphing calculator (TI 84+) is required.

Note: Successful completion of the AP Statistics exam may entitle the student to receive college credit, depending on the individual college and the test score. Students are expected to take the AP Statistics exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H262. Senior Quest

Gr. 12

1 Credit

Full Year

A cross-disciplinary 21st Century independent project

Prerequisite: By application only. Limited to 30 students.

Elective Credit is Awarded

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

Physical Education

Physical Education is an integral aspect of the learning process. This program contributes to the development of health through a variety of movement activities, skills and knowledge necessary to promote lifetime fitness, social cooperation and a healthy well-being. In addition, there are significant intellectual and emotional benefits. Students learn to cooperate as members of a team according to the rules of fair play and good sportsmanship. Students are expected to display tolerance and respect for others as a positive contributor. Physical Education grades are based on the attributes of preparation, effort, application, improvement, and skill.

H957. Fitness **Gr. 9** **.5 Credit** **Full Year**
Must be taken in conjunction with Wellness **Every Other Day**
(Physical Education)

This is a required course for graduation from HBHS. The curriculum areas emphasized at this level develop a working understanding of lifetime fitness. Students take part in Project Adventure (including low and high ropes course), team building, and fitness assessment education. Over the course of the year students set fitness goals and develop a personal wellness plan for lifelong fitness.

H405. Wellness **Gr. 9** **.5 Credit** **Full Year**
Must be taken in conjunction with Fitness **Every Other Day**
(Health Education)

This is a required course for graduation from HBHS. It covers a variety of subjects concerning a student's well-being and decision making. Topics include tolerance, stress management, self-esteem, health and fitness, body image, media literacy, nutrition, sexuality, and drug prevention. Students set goals that they work to achieve over the course of the year to improve their level of wellness.

Physical Education Electives

Any of the classes listed below meet the physical education requirement for grades 10-12. These classes cover a broad range of activities such as team and individual sports, fitness activities, winter activities, and Project Adventure. Electives are offered on a rotating basis, with relevance to the season of the year. Classes are offered each semester and meet daily. The focus for each of these classes is to expand on basic skills learned in previous physical education classes and to participate at a more advanced and in depth level.

H941. Dance, Movement & Music **Gr. 9-12** **.5 Credit** **Semester**
(Arts Education or Physical Education)

This course is designed for the beginning to intermediate dance student. It introduces students to sequential skills in dance performance and choreography. Students learn a variety of dance styles including jazz, tap, and modern. Students are encouraged to participate in the creative process and discover their own movement potential. Students also develop a historical perspective regarding dance through the study of many styles and genres of dance. **Participation in functions during school and after school hours is expected.**

Science

Three Science credits are required for graduation from Hollis Brookline High School. One credit must be in a physical science, and one credit must be in Life Science, Biology, or Accelerated Biology. ~~biological science.~~ The chart below represents the scope and sequence of classes taken by most students.

The Hollis Brookline science curriculum is aligned with the Next Generation Science Standard (NGSS) in order to optimize our students' success after high school. For more information go to www.nextgenscience.org. The course description of each core science course at HBHS lists the NGSS standards met by each course.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade Science Electives |
|--|------------------------|--|--|
| General Science | Life Science | Chemistry Essentials | Anatomy & Physiology I/II |
| Physical Science with Earth Science | Biology | Chemistry and Society | AP Biology |
| Accel. Physical Science with Earth Science | Accelerated Biology | Chemistry | AP Chemistry |
| Accelerated Biology | Chemistry | Honors Chemistry | AP Environmental Science |
| | Honors Chemistry | 11th Grade Science Electives | AP Physics I or II |
| | | <i>taken in addition to Chemistry</i> | Chemistry and Society |
| | | Anatomy & Physiology I/II | Honors Anatomy & Physiology |
| | | AP Biology | Physics: Conceptual |
| | | AP Chemistry | Physics: Princ. & Problems |
| | | AP Environmental Science | |
| | | AP Physics I | |
| | | Honors Anatomy & Physiology | |

H410. General Science with Earth Science

Gr. 9

1 Credit

Full Year

Prerequisite: Recommendation of Department Chair and/or Case Manager (Physical Science)

This is a physical science course for students who may require assistance with reading scientific information, organization, math and study skills. Topics include the structure of atoms, simple chemical reactions, household chemistry, motion, environmental problems, energy, and earth science topics. Students also learn basic laboratory procedures. This course is a fundamental class and is designed to meet the physical science requirement.

Note Students can receive credit for either General Science or Physical Science, but not both.

NGSS: (PS1A-B; PS2A; PS3A-C; ESS1A-C; ESS2A-B; EST1-2)

H411. Physical Science with Earth Science (Physical Science)

Gr. 9-12

1 Credit

Full Year

Physical Science is a full year course. The first semester focuses on introductory concepts of physics. Curricular topics include motion, forces, and energy. The second semester focuses on introductory concepts in chemistry and earth science topics. Curricular topics include classification of matter, compounds, and bonding. Special projects may be assigned each quarter.

Note: *Students can receive credit for either General Science or Physical Science, but not both.*

~~NGSS: (PS1A-B;PS2A:PS3A-C;ESS1A-C;ESS2A-B;EST1-2)~~

H412. Accelerated Physical Science with Earth Science **Gr. 9-12** **1 Credit** **Full Year**

Prerequisite: Grade 8: A or higher in Algebra and Earth Science and the recommendation of middle school science and math teacher.

(Physical Science)

Accelerated Physical Science is a full year course. The first semester focuses on introductory concepts of physics. Curricular topics include motion, forces, and energy. The second semester focuses on introductory concepts in chemistry and earth science topics. Curricular topics include classification of matter, chemical bonding, and chemical reactions. Projects may be assigned each quarter. This is a more in-depth study of mathematics and of topics presented in physical science. Students use critical thinking skills and process skills as they analyze their scientific work. Students will be asked to integrate scientific facts into abstract processes as they make decisions and value judgments. This path is intended for students who plan to take one or more AP electives during their senior year. This course requires an independent learner with an advanced level of effort and comprehension at an accelerated pace.

~~NGSS: (PS1A-B;PS2A:PS3A-C;ESS1A-C;ESS2A-B;EST1-2)~~

H413. Life Science **Gr. 10-12** **1 Credit** **Full Year**

Prerequisite: Recommendation of Department Chair and/or Case Manager

(Biological Science)

This is a biological science course for students who require assistance with reading scientific information, organization, and study skills. Topics include: the cell, classification, taxonomic groups of living things, organism biology, and ecology. This course is offered as a fundamental class and is designed to meet the biological science requirement.

Note: *Students may receive credit for either Life Science or Biology, but not both.*

~~NGSS: (LS1-4; ESS2.C-D; ESS3.A-D; ETS1-2)~~



H421. Biology **Gr. 10-12** **1 Credit** **Full Year**

(Biological Science)

This is an introductory biology course. Topics include scientific methods, biochemistry of life, anatomy and physiology of cells, biological processes, classification, and genetics, the study of the kingdoms, as well as taxonomic groups of living things examined on a comparative anatomy basis to illustrate the process of evolution.

Note: *Students may receive credit for either Life Science or Biology, but not both.*

~~NGSS: (LS1-4; ESS2.C-D; ESS3.A-D; ETS1-2)~~



H454. Accelerated Biology **Gr. 9-12** **1 Credit** **Full Year**

Prerequisite: An A in 8th grade Algebra and recommendation of 8th grade Science teacher.

Recommendation of Physical Science or Accelerated Physical Science teacher.

(Biological Science)

This is a more in-depth study of topics presented in biology. Students will use critical thinking skills and process skills as they analyze their scientific work. Students will be asked to integrate scientific facts into abstract processes as they make decisions and value judgments. This path is intended for students who plan to take one or more AP electives during their senior year. This course requires an independent learner with an advanced level of effort and comprehension at an accelerated pace.

NGSS: (LS1-4; ESS2.C-D; ESS3.A-D; ETS1-2)

H426. Chemistry Essentials

Gr. 11-12

1 Credit

Full Year

*Formerly titled **Living by Chemistry***

Prerequisite: General Science, Life Science, and Recommendation of Dept. Chair and/or Case Manger
(Physical Science)

This is a physical science course for those students who may require assistance with reading and interpreting scientific information. This course is designed to help students develop their individual compensatory skills as they study chemistry. Emphasis will be on strategies for improving student reading, note taking, organization, and observation skills. Students will learn modern concepts of chemistry using the study of alchemy, smells, toxins, weather, and fire or through student selected themes. The chemistry content is similar to that of Chemistry (H430). Topics include most of the same topics listed in Chemistry (H430). Successful completion of this course fulfills one physical science requirement.

Note: *Students may receive credit for either Chemistry Essentials or Chemistry and Society, but not both.*

NGSS: (PS1.A-C; PS2.A-C; PS3.A-D; ESS.1,5,7; ETS1-2)

H429. Chemistry and Society

Gr. 11-12

1 Credit

Full Year

*Formerly titled **Junior/Senior Science Seminar***

Prerequisite: Physical Science and Biology
(Physical Science)

This course is designed for students going on to some form of higher education, not necessarily as science majors. The course is designed to meet the needs and interests of the students enrolled in a chemistry class and will investigate chemistry topics including, but not limited to atoms, matter, chemical reactions, solutions and acid/base chemistry. Students also will investigate chemistry topics that are currently in the news and impact our society. The class will focus around student-centered investigations, projects, expositions, and presentations.

Note: *Students who take chemistry are not eligible to take this class.*

NGSS: (PS1.A-C; PS2.A-C; PS3.A-D; ESS.1,5,7; ETS1-2)

H430. Chemistry

Gr. 11-12

1 Credit

Full Year

Prerequisite: Physical Science and recommendation of current science teacher
(Physical Science)

This course is recommended for the college-bound student who may or may not major in science. Students will learn modern concepts of chemistry in the laboratory. The following topics are covered: basic knowledge of physical and chemical changes, elements, mixtures and compounds, atomic structure, arrangements of electrons, periodic trends, the electromagnetic spectrum, ionic and covalent bonding, writing and balancing chemical equations, classifying chemical reactions, predicting the products of chemical reactions, stoichiometry, acids, bases, and the importance of carbon and its compounds. Successful completion of Chemistry fulfills the physical science credit requirement.



Note: Students may receive credit for either Chemistry and Society or Chemistry, but not both.

NGSS: (PS1.A-C; PS2.A-C; PS3.A-D; ESS.1,5,7; ETS1-2)



H432. Honors Chemistry

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: Completion of/concurrent with Algebra 2, and recommendation of current science teacher (Physical Science)

This is an in-depth first course in chemistry that meets the objectives of general chemistry in preparation for a college-level chemistry course. This course is recommended for students who intend to go on to competitive colleges and/or plan to major in science. The course is designed for students planning to go into fields of pre-med, pre-dental, engineering, or for any students wishing to demonstrate their ability to meet the challenge of an honors course. Laboratory experiments are integrated into the classroom, as they play a vital role in the understanding of chemistry. Topics covered include dimensional analysis, matter, early atomic structure, chemical formulas, nomenclature, chemical equations, chemical bonds, the mole, stoichiometry, gas laws, ionization, basic thermochemistry and calorimetry, metals and non-metals, an introduction to organic chemistry, atomic structure, periodic classification, molecular structure, chemical bonds, solutions and intermolecular forces of attraction, stoichiometry, titration, kinetics, thermodynamics, chemical equilibrium including acids and bases, electrochemistry including oxidation and reduction, and nuclear chemistry.

NGSS: (PS1.A-C; PS2.A-C; PS3.A-D; ESS.1,5,7; ETS1-2)



H440. Advanced Placement Chemistry

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of B- or higher in Honors Chemistry, or permission of the Department Chair (Physical Science)

This highly challenging college-level course provides students with an understanding of the concepts and principles required in preparation for the AP Chemistry exam. AP Chemistry is designed to offer a rigorous and challenging course covering chemical principles typical of college-level general chemistry courses. Students learn the usefulness and relevance of chemistry in both their intended areas of study and in the everyday world. Laboratory experiments are integrated into the classroom, and play a vital role in the understanding of chemistry. The experiments performed include, but are not limited to, those recommended by the College Board. Topics covered include acid-base theory, atomic theory, bonding and molecular structure, electrochemistry, equation writing, equilibrium, gas behavior, kinetics, nuclear chemistry, chemical periodicity, oxidation-reduction, states of matter, stoichiometry, and thermodynamics. (Students who enroll in this course are required to complete a summer assignment prior to the start of class.)

Note: Successful completion of the AP Chemistry exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Chemistry exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H434. Advanced Placement Environmental Science

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: B- or higher in Physical Science with Earth Science and Biology (or recommendation of Dept. Head); B- or higher in Chemistry or recommendation of Department head for students taking Chemistry concurrently. (Biological Science)

This course provides students with an understanding of the concepts and principles required in preparation for the AP Environmental Science exam. The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Note: Successful completion of the AP Environmental Science exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Environmental Science exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H449. Physics: Conceptual

Gr. 11-12

1 Credit

Full Year

Prerequisite: Completion of or concurrent with Algebra 3/Trigonometry (Physical Science)

This course is designed for college-bound students who will not major in science; however, students should have an interest in science. Topics will be explored conceptually with a secondary emphasis on mathematical interpretation. Topics include kinematics, dynamics, energy, momentum, electricity and magnetism, general wave properties, light and sound. Projects and lab work play an important role in this course.

Note: Students may receive credit for either H449 Physics or H450 Physics, but not both. (Not recommended for students concurrently enrolled in calculus.)



H450. Physics: Principles and Problems

Gr. 11-12

1 Credit

Full Year

Prerequisite: Completion of or concurrent with Pre-Calculus (Physical Science)

This course is designed for college-bound students who are interested in science or a related major. Concepts will be explored with a strong mathematical emphasis. Topics include Newtonian Mechanics (kinematics, dynamics, energy, momentum and angular studies) as well as studies in electricity and wave behaviors. Projects and lab work play an important role in this course.

Note: Students may receive credit for either H449 Physics or H450 Physics, but not both.



H455. Advanced Placement Physics I

Gr. 11-12

1 Credit

Full Year

Weighted Course

~~*Prerequisite: Completion of or concurrent with Pre-Calculus and recommendation from Chemistry teacher.*~~

~~*(Physical Science)*~~

Weighted Course

Prerequisite: A- or higher in Chemistry or B or higher in Honors Chemistry & completion of or concurrent with Pre-Calculus

(Physical Science)

This is an in-depth, mathematically rigorous, first course in physics equivalent to a first-semester college course in algebra-based physics. This highly challenging course provides students with an understanding

of the concepts and principles required in preparation for the AP Physics I exam. The course is designed to prepare students for future study in core science areas (biology, chemistry or physics), mathematics, or other professional fields such as pre-med, pre-dental, veterinary study or engineering. It is also designed for all science majors and other students wishing to demonstrate their ability to meet the challenge of an AP course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanics, waves and sound. It will also introduce electric circuits. Projects and lab work play an important role in this course.

Note: Successful completion of the AP Physics I exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Physics I exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H446. Advanced Placement Physics II

Gr. 11-12

1 Credit

Full Year

Weighted Course

~~Prerequisite: Recommendation from AP Physics I teacher.
(Physical Science)~~

H446. Advanced Placement Physics II

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: B or higher in AP Physics I
(Physical Science)

This is an in-depth mathematically rigorous, second course in physics equivalent to a second-semester college course in algebra-based physics. This highly challenging course provides students with an understanding of the concepts and principles required in preparation for the AP Physics II exam. The course is designed to prepare students for future study in core science areas (biology, chemistry or physics), mathematics, or other professional fields such as pre-med, pre-dental, veterinary study or engineering. It is also designed for all science majors and other students wishing to demonstrate their ability to meet the challenge of an AP course. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Projects and lab work play an important role in this course.

Note: Successful completion of the AP Physics II exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Physics II exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H457. Anatomy & Physiology I

Gr. 11-12

.5 Credit

Semester 1

H459. Anatomy & Physiology II

Gr. 11-12

.5 Credit

Semester 2

~~Prerequisite: B- or higher in Physical Science with Earth Science, Biology, and Chemistry or recommendation of Department head for students taking Chemistry concurrently
(Biological Science)~~

This class meets the needs of junior or senior level students who might have an interest in working in the medical field, but have not yet demonstrated the ability to perform successfully at the honors/AP level. During the course, students will develop an understanding of the organ systems by focusing on anatomical

vocabulary, the interrelationships between the organ systems, and what happens when organs and organ systems malfunction. Students will use critical thinking and problem solving skills to better understand the structure and function of their own bodies. Semester I examines: Tissues, Integumentary system, Skeletal system, Muscular system, Nervous system, and Endocrine system. Semester II examines: Cardiovascular system, Lymphatic system, Respiratory system, Digestive system, Urinary system, and Reproductive system. Students are encouraged to take both semesters if scheduling allows. Dissections are a mandatory part of this class.



H456. Honors Anatomy & Physiology

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: Accelerated Biology or permission of the Department Chair
~~(Biological Science)~~

This is a course that offers an in-depth investigation of the human organism and is designed for students who are interested in a career in the medical field. During this course, students will develop an understanding of the organ systems by focusing on anatomical vocabulary, the interrelationships between the organ systems, and what happens when organs and organ systems malfunction. Students will use critical thinking and problem solving skills to better understand the structure and function of their own bodies. This course requires an advanced level of effort and comprehension. Dissections are a mandatory part of this class.



H458. Advanced Placement Biology

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: Accelerated Biology & Honors Chemistry or permission of Department Chair
 (Biological Science)

This highly challenging course provides students with an understanding of the concepts and principles required in preparation for the AP Biology exam. The curriculum offers an in-depth exploration of the living systems of the cells, the organism, and the biosphere. Strong emphasis is directed toward experimentation, advanced lab activities, and the techniques by which scientific information about living systems is obtained. Current trends in biology are also presented. *(Students who enroll in this course will be required to complete a summer assignment prior to the start of class.)*

Note: *Successful completion of the AP Biology exam may entitle the student to receive college credit, depending on the policy of the individual college and the test score. Students are expected to take the AP Biology exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.*



H262. Senior Quest

Gr. 12

1 Credit

Full Year

A cross-disciplinary 21st Century independent project

Prerequisite: By application only. Limited to 30 students.

Elective Credit is Awarded

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to

showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

Social Studies

Three Social Studies credits are required for graduation from HBHS. **Grade 9:** US History or Topics in US History, 1 credit; **Grade 10:** World Studies, Topics in World Studies, or AP World History, 1 credit; **Grade 11:** Civics (College Prep or Honors by Contract) or Topics in Civics, .5 credit, Economics (College Prep or Honors by Contract) or Topics in Economics, .5 credit.



H235. U.S. History (U.S. History)

Gr. 9

1 Credit

Full Year

Picking up where the eighth grade social studies curriculum leaves off, U.S. History begins with Reconstruction after the Civil War and culminates with the Reagan years. Although the content of this course is studied chronologically, the five themes of Social Studies: geography, history, economics, society, and politics, are reinforced throughout the year. ~~Emphasis is given to critical turning points in U.S. history that reveal what is unique about America and what responsibilities are identified with being an American citizen. Students are expected to continue developing the following skills associated with the study of social sciences: recognition and analysis of primary and secondary source materials; critical reading, listening, and note-taking methods; and proper research, presentation, and discussion skills.~~ Emphasis is given to critical turning points in U.S. history and the responsibilities identified with being an American citizen. Evaluation is frequent, employing both summative and formative methods. The overall goal of the course is to help students develop the skills necessary to be critical thinkers, independent learners, and confident participants in the democratic process. ~~and use independent and critical thinking about America's past and present and to prepare students to confidently participate as citizens in the democratic process.~~

H234. Topics in U.S. History

Gr. 9

1 Credit

Full Year

Prerequisite: Recommendation of Department Chair and/or Case Manager
(U.S. History)

This full year course fulfills the U.S. History graduation requirement and is offered to those students who require assistance with reading, writing, organization and study skills. ~~The course examines critical turning points in American history that illustrate what is unique about America and what responsibilities are identified with being an American citizen.~~ Emphasis is given to the critical turning points in U.S. history and the responsibilities identified with being an American Citizen. Major units in this course include, but are not restricted to, the Civil War, Reconstruction and the Civil Rights Movement, reform movements of the 20th century, our involvement in major 20th century wars and conflicts, as well as domestic and foreign policy over the past century. This course includes class discussions, a variety of individual and group projects, video analysis and an array of traditional and non-traditional assessments. Assessment entails a range of independent and collaborative formative and summative activities, all differentiated to address individual student needs when necessary.



H211. World Studies (World Studies)

Gr. 10

1 Credit

Full Year

World Studies is a full year, required course for sophomores. Through the content of this course, students will explore and demonstrate their understanding of how humans have expressed themselves

through religion, philosophy, art, and political and economic institutions in different surroundings, at different times, and relative to other groups and the natural environment. The course encompasses broad historical themes and their connection to critical issues facing contemporary life, such as allocation of resources, population growth, and conflict and cooperation. To anchor their examination of the global past-present connection, students will also learn the role that geography plays in the development of culture and civilizations. In addition to its content, the course will emphasize the basic skills necessary to achieve academic success including, critical thinking through research, writing and listening, analyzing concepts and ideas individually and collaboratively, and communicating understanding through oral presentations. ~~Students will also receive a thorough review of academic guidelines required for proper research.~~

H210. Topics in World Studies

Gr. 10

1 Credit

Full Year

Prerequisite: Recommendation of the Case Manager and/or Department Chair (World Studies)

This full-year course fulfills the tenth grade social studies requirement and is offered to those students who require assistance with reading, writing, organization and study skills. As in the World Studies course, students in Topics will explore and illustrate their understanding of how humans have expressed themselves through religion, philosophy, art, and political and economic institutions in different surroundings, at different times and relative to different groups and the natural environment. The course encompasses broad historical themes and their connection to critical issues facing contemporary life, such as allocation of resources, population growth, and conflict and cooperation. To anchor their examination of the global past-present connection, students will also learn the role that geography plays in the development of culture and civilizations. This course includes class discussions, a variety of individual and group projects, video analysis and an array of traditional and non-traditional assessments.



H214. Advanced Placement World History

Gr. 10

1 Credit

Full Year

Weighted Course

Prerequisite: Recommendation of ~~of~~ 9th grade US History Teacher (World Studies)

This course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same historical thinking skills and methods: analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation. The course provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Students are expected to take the AP World History exam in May. *(Students who enroll in this course will be required to complete a summer assignment prior to the start of class.)*

Note: Successful completion of the AP World U.S. History exam may entitle students to receive college credit, depending on the individual college and the test score. Students are expected to take the AP World History exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H221. Civics
(Civics)

Gr. 11

.5 Credit

Semester

Civics is a required semester course for juniors that examines the important relationship between the people and their government. This course engages students in the study of the origins of our U.S. Federal and NH State governments, including the structure of each, their functions and the relationship they share. Students will investigate different political ideologies and the methods and outcomes of political participation. Students will also examine their own role in the political arena and the ways in which they may make a positive impact through active civic involvement. In addition, students will learn of the rights and responsibilities that all citizens have and share. Finally, students will engage in a media literacy component by evaluating the effectiveness of the media through a variety of sources, including political cartoons, print and broadcast media.

Note: Civics: Honors-by-Contract (Weighted Course)

Students enrolled in Civics have the option of receiving Honors Credit by completing an independent project throughout the semester that amounts to approximately 20% additional work in addition to what is expected for non-honors credit. While topics of independent projects will depend on individual student interests, they should relate to the study of Civics. A student who is working on an Honors-by-Contract project will be expected to conduct independent research and synthesize the resulting body of knowledge into a finished product that may entail, but is not limited to a research paper, project, original product, presentation, performance, or demonstration. To be eligible for Honors Credit in Civics, students must agree to the terms outlined in a contract determined by the Social Studies Department at the beginning of the semester.

H219. Topics in Civics

Gr. 11

.5 Credit

Semester

Prerequisite: Recommendation of the Case Manager and/or Department Chair
(Civics)

This half-year course fulfills the Civics requirement of all sophomores and is tailored to those students who require assistance with reading, writing, organization and study skills. Students will examine the basic components of civic education: rights and responsibilities of citizens, functions of government, media literacy, and the election process. This course includes class discussions, a variety of individual and group projects, video analysis and an array of formative and summative assessments.



H220. Economics
(Economics)

Gr. 11

.5 Credit

Semester

Economics is a required semester course for juniors. Students will explore the foundations and fundamentals of economics, the American free market, as well as how economics relates to their lives. Topics explored include: saving and investing, business in the United States, government in the economy, and the global economy. Students will be assessed through a variety of formative and summative measures, though problem-based learning and collaboration are emphasized.

Note: Economics: Honors-by-Contract (Weighted Course)

Students enrolled in Economics have the option of receiving Honors Credit by completing an independent project throughout the semester that amounts to approximately 20% additional work in addition to what is expected for non-honors credit. While topics of independent projects will depend on individual student interests, they should relate to the study of Economics. A student who is working on an Honors-by-Contract project will be expected to conduct independent research and synthesize the resulting body of knowledge into a finished product that may entail, but is not limited to, a research

paper, project, original product, presentation, performance, or demonstration. To be eligible for Honors Credit in Economics, students must agree to the terms outlined in a contract determined by the Social Studies Department at the beginning of the semester.

H218. Topics in Economics

Gr. 11

.5 Credit

Semester

Prerequisite: Recommendation of the Case Manager and/or Department Chair (Economics)

This half-year course fulfills the Economics requirement of all sophomores and is tailored to those students who require assistance with reading, writing, organization and study skills. The course examines basic concepts of the business cycle in our capitalist economic system and the role of businesses, the government and the consumer therein. This course includes class discussions, a variety of individual and group projects, video analysis and an array of formative and summative assessments.

Social Studies Electives

H245. Advanced Placement Psychology

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: Recommendation of 10th grade teacher and/or Department Chair. Enrollment preference is given to rising seniors.

(Social Studies)

This year-long course is open to juniors and seniors willing to commit to college-level work. The coursework entails extensive reading, writing, and research within the field of psychology. AP Psychology students are expected to work independently and contribute regularly to class discussion. Topics covered include the biological basis of behavior, research methods, personality and emotional development, cognition, social psychology, abnormal psychology, and the works of Pavlov, Skinner, Jung, Freud, Piaget and Erickson and others. (*Students who enroll in this course will be required to complete a summer assignment prior to the start of class.*)

Note: Successful completion of the AP Psychology exam may entitle the student to receive college credit, depending on the individual college and the test score. Students are expected to take the AP Psychology exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.

Note: Students who have completed Psychology are not eligible to take AP Psychology.

H236. Advanced Placement U.S. History

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: US History and recommendation of 10th grade teacher and/or Department Chair (U.S. History)

This course is a challenging, year-long survey of American history from 1492 to the present. Proficient reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking, interpretation and evaluation of primary and secondary source documents, and writing powerful and convincing essays. In addition, students will complete an original thesis paper. AP U.S. History is meant to be the equivalent of a freshman-level college course. (*Students who enroll in this course will be required to complete a summer assignment prior to the start of class.*)

Note: Successful completion of the AP U.S. History exam may entitle students to receive college credit, depending on the individual college and the test score. Students are expected to take the AP U.S. History

exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H258. Advanced Placement U.S. Government & Politics

Gr. 12

1 Credit

Full Year

Weighted Course

Prerequisite: Recommendation of 11th grade teacher and/or Department Chair (Social Studies)

This intensive college-level course provides an analytical and critical perspective on the concepts, methods, and ideas of government and politics in the United States. The dual-focused approach involves both the historic and philosophical foundations of constitutional government, the creation of the Constitution, the organization of American Government, civil liberties and the expansion of rights over the past 225 years. While students study general concepts used to interpret American politics, this course presupposes familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students will analyze and interpret case studies, philosophies, and ideologies of both classical and contemporary political thought and apply those principles to classroom discussion, debate, and written works to better understand their role in the political arena. (*Students who enroll in this course will be required to complete a summer assignment prior to the start of class and take part in the We The People hearing in Concord, NH in December.*)

Note: Successful completion of the AP U.S. Government and Politics exam may entitle the student to receive college credit, depending on the individual college and the test score. Students are expected to take the AP U.S. Government and Politics exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H253. Contemporary Issues

Gr. 11-12

.5 Credit

Semester

(Social Studies)

Students who take this semester-long course will examine current international, national and local issues through discussion, formal debates, individual and collaborative projects and research and writing. Topics covered may include politics, race relations, energy issues, advancements in technology, natural resources, and global and regional conflicts. Newspapers, news magazines, news segments, and documentaries will provide the basis for study. ~~Students will also be required to complete a community service component inspired by one of the issues examined throughout the semester.~~



H240. Human Geography

Gr.11-12

.5 Credit

Semester

(Social Studies)

Human Geography is a semester-long elective course that provides students with an introduction to the field of human, or cultural, geography. Human geography is the study of how people interact with and ultimately change their environments. Major questions to be explored in this course include: What is geography? What does it mean to think geographically and spatially? How does geography relate to my life? Where do I want to travel and why? Topics of study may include, but are not limited to: contemporary mapping technology, climate and weather, climate change, migration, culture, music, art, food and agriculture, language, political geography, globalization, and global issues. Keeping in mind the growing impact of globalization, students will explore topics in geography through the lens of travel. Students will “travel” all across the world in this course while completing projects related to this travel

theme. Learning activities in this course will emphasize 21st Century Learning skills as students will be required to collaborate, communicate using a variety of technology, and think critically and creatively.



H238. Legal Studies
(Social Studies)

Gr. 11-12

.5 Credit

Semester

~~This course will examine civil and criminal law in the United States. A wide variety of topics will be discussed including: the differences between civil and criminal law, the Constitution and Bill of Rights, how courts work, crime and defense, capital punishment, and terrorism. Literary and historical examples of crime will be used to guide discussions, and modern cases will be analyzed in depth. The class is designed to assist students in establishing knowledge of civil and criminal law, as well as developing skills in analyzing and evaluating information regarding the law's relationship to current political and social trends.~~

This course will examine primarily criminal and constitutional law in the United States. A wide variety of topics will be discussed including: what is a "good" law, the workings of US and NH court systems, processing a criminal case, the Constitution and Bill of Rights including how the Supreme Court interprets these documents to dispense justice. Current events and historical examples of crime will be used to guide discussions, and landmark US Supreme Court cases will be analyzed in depth. A mock trial and field trip to see how the NH Courts process different cases are incorporated into the curriculum. The class is designed to assist students in establishing knowledge of constitutional, civil, and criminal law, as well as developing skills in analyzing and evaluating information regarding the law's relationship to current political and social trends.



H244. Psychology
(Social Studies)

Gr. 11-12

1 Credit

Full Year

This year-long elective course provides an introduction to the study of psychology. Topics in this course include, but are not limited to, the different perspectives and influential people within the field of psychology, neuro-cognition, and the principles of learning, memory and the development language.

The course also explores human development as it relates to maturation, personality and society, and examines the causes, diagnosis and treatment of psychological disorders. Students will study the concepts of this social science through the examination of their own behaviors and experiences in addition to that of the adopted text, case studies and film.

Note: *Students who take Psychology in their junior year are ineligible to take AP Psychology as seniors.*



H259. Sociology
(Social Studies)

Gr. 11-12

.5 Credit

Semester

Sociology is the study of human group behavior. This course covers topics such as racial and ethnic relations, cultural diversity, criminal behavior, marriage and divorce, team and group activities including sports. Learning activities include class discussions, films, experiments, readings and lectures. Students will participate in several small group projects involving numerous contemporary social and psychological issues.



H262. Senior Quest

A cross-disciplinary 21st Century independent project

Gr. 12

1 Credit

Full Year

Prerequisite: By application only. Limited to 30 students.

Elective Credit is Awarded

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

Student Support Services

Hollis Brookline High School is committed to providing a continuum of services offering students with disabilities the opportunity to actively participate in the learning environment. The HBHS Special Education Department is committed to supporting the delivery of services indicated in the Individualized Education Program (IEP) with an emphasis on increasing opportunities for students with disabilities to learn and grow with their non-disabled peers. The Special Education Team addresses the unique needs of these students through a variety of team-designed programs and settings.

Services for Students Identified with a Disability

Services, modifications, and accommodations are provided to identified students to meet the needs indicated in the students' Individualized Education Plans (IEP). Specialized instruction is provided to meet the students' IEP goals and to develop executive functioning skills in the areas of test-taking, study skills, organization, planning, and self-advocacy. Related Services in the areas of speech/language therapy, occupational and physical therapies, and counseling are available. Special Education teachers and staff also provide consultation services and support to the teaching staff.

FIEMUS Program

The FIEMUS program is designed to meet the needs of students whose emotional challenges require an education that goes beyond the traditional curriculum. The program integrates a therapeutic skill building approach with individualized, self-paced curriculum as well as a focus on transition. The SKILS course utilizes Dialectical Behavioral Therapy skills, self-advocacy and goal-setting using the SMART paradigm. A strengths-based perspective engages students to build competence in academics, self-regulation, and transition planning. Students may spend all or part of their day in the program based on their needs.

Life Skills Transitions Program

The Life Skills Transitions Program (LSTP) is designed to meet the needs of the HBHS population who are identified with Intellectual and Developmental Disabilities (IDD), Autism Spectrum Disorders (ASD), Speech and Language Disorders (SP), Multiple Disabilities (MD), Specific Learning Disabilities (SLD), Other Health Impairments (OHI), and/or Adaptive Behavior Challenges (ABC). The goal of the LSTP is to encourage and support each student in their journey to become as independent as possible within their school, home, and community. Integration of academic instruction, interdependent living skills, social communications, pre-employment skill development, vocational internships with the assistance of a job coach, adult service provider enrollment, and assistance with the application processes for enrollment into post-secondary colleges and university programs designed for students with these identified disabilities. The LSTP prepares students and their families for a successful transition into life beyond high school.

Note: Life Skills courses are not eligible for GPA.

Life Skills Intensive Needs Program

The mission of this program is to support students who have intensive cognitive, medical, speech and language, and/or physical needs in a self-contained classroom. Students are typically nonverbal, or have limited functional language, and may require the use of an Augmentative and Alternative Communication

(AAC) device. Services include speech and language therapy, occupational therapy, physical therapy and the services of a Board Certified Behavior Analyst. Adult one-on-one support is provided for the entire school day, due to the level of students' intensive needs.

This program focuses on Adaptive Daily Living Skills, emphasizing self-care: toileting, changing non-ambulatory students, showering, shaving, brushing teeth, and facial cleanliness. Skill building in kitchen productivity is also stressed: food preparation, safety, function and location of items, washing dishes, using appliances correctly, and manners while eating in order to prepare students to be as independent as possible in their adult lives. As a result, through intensive data collection on teaching steps and monitoring behaviors, generalizing skills into different environments is an important component for this program.

The Special Education Team works together with parents to meet the intensive needs of students in this program. Students have access to regular education classes for participation and socialization. When in these classes, the curriculum is modified to meet each student's academic level, however, grades are not awarded. It is an opportunity for students to interact with their peers, while accompanied by a one-on-one paraprofessional. Students typically remain in high school until the age of 21, graduating with a Hollis Brookline Equivalency Diploma that focuses on the completion of their Individualized Educational Program Goals.

504 Program

The section 504 Program is dedicated to delivering accommodations to students who qualify for protection under section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. Accommodations are individualized to each qualifying student to ensure that despite his/her major life impacting disability, free and appropriate education is accessible.

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| H030. Supported Study | Gr. 9-12 | No Credit | Semester |
|------------------------------|-----------------|------------------|-----------------|

Prerequisite: Approval from Student Assistance Team

Supported Study is a non-credit earning study hall that serves as a guided program in the areas of organization, self-advocacy, and time management. Enrollment in supported study is limited to those students with a documented need for a supported study hall environment.

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| H060. Career Exploration | Gr. 9-12 | .5 Credit | Semester |
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Prerequisite: Prior approval by Case Manager

Career Exploration is a class that looks at students' learning style using multiple intelligences and aptitudes while exploring a wide range of career and interest areas. Course work includes units on the 16 career clusters, work and career goals, and the college process. This course may be repeated for credit.

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| H026. Community Life Skills | Gr. 9-12 | 1 Credit | Full Year |
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Prerequisite: Per student's Individualized Education Plan

Community Life Skills will emphasize daily functional activities including, but not limited to, generating shopping lists, recipes, cooking, trips to the grocery store or other community based businesses, and safety in the school, home and community environments. Students work on skills in job applications, laundry, cleaning, and job shadowing. This class offers onsite community based work opportunities in consultation with the Job Developer. Identification of specific vocational needs of students will be addressed, as well as appropriate transitions into adult services.

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| H021. Directed Study | Gr. 9-12 | 1.0 Credit | Full Year |
| H020. Directed Study | | .5 Credit | Semester |

Prerequisite: Per student's Individualized Education Plan

Directed Study provides specialized instruction through an academic-based resource room program utilizing the students' course requirements and remedial instruction to meet IEP goals. In addition, students develop self-advocacy skills, disability education, and IEP knowledge. Transition services are provided to assist students in achieving post-secondary goals. Special Education teachers and staff also provide consultation services and support to the teaching staff. Students who have an IEP and participate in Directed Study earn up to one credit per year and grades are reported as pass/fail. **A passing grade may be earned when a student meets 70% or more of class expectations.**

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| H025. Executive Functioning Skills | Gr. 9-12 | .5 Credit | Semester |
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Prerequisite: Prior approval by Department Chair, Case Manager, School Counselor or 504 Coordinator

Executive Functioning Skills is designed to meet the needs of students who require instruction in the areas of study skills such as organization, time management, note-taking, planning, prioritization, and memory. Admission to the class will partly depend on informal inventories completed by students and teachers as well as recommendations by staff members. Students will learn strategies to boost their executive functioning skills and will spend time building them independently. This course may be repeated for credit.

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| H065. Health & Wellness | Gr. 9-12 | .5 Credit | Semester |
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Prerequisite: Prior approval by Case Manager

Health & Wellness is a class that incorporates physical activity and healthy lifestyle education including nutrition, sleep hygiene, and medication compliance. Students have the opportunity to engage in physical activity including competitive and/or cooperative games, walking, hiking, stretching, etc. Weekly food preparation and cooking emphasizes trying new foods and finding healthy options. Mindfulness activities are incorporated on a regular basis. This course may be repeated for credit.

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| H061. Life Skills Math | Gr. 9-12 | 1 Credit | Full Year |
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Prerequisite: Per student's Individualized Education Plan

Life Skills Math will emphasize functional math skills and activities needed for everyday life. Curriculum includes building skills relating to money, time, calculator use, calendar use, and basic addition, subtraction and measurement. Individualized instruction is provided to meet each student's needs.

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| H116. Literacy (English) | Gr. 9-12 | 1 Credit | Full Year |
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Prerequisite: Prior approval by Department Chair, Case Manager, School Counselor, or 504 Coordinator

Literacy is a class designed to meet the needs of students who struggle with reading/writing or who struggle in a classroom setting. Admission to this class will depend, in part on results of informal reading inventories and recommendations made by staff members. Students will work as a whole class on reading comprehension, writing, and vocabulary skills. Students also will work independently on individual skills to meet their instructional needs. This course may be repeated for credit.

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| H115. Reading 180A | Gr. 9-12 | 1 Credit | Full Year |
| H110B. Reading 180B (English) | | 1 Credit | Full Year |

Prerequisite: Per student's Individualized Education Plan

Read 180 is an intensive, research-based reading intervention program designed to meet the needs of students who struggle with reading comprehension. Admission to the course will depend, in part, on the results of standardized and informal reading tests. Students work extensively in the areas of reading, writing, and vocabulary through whole and small group instruction, computer software, and independent reading. This course may be repeated for credit.

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| H050. SKILLS | Gr. 9-12 | .5 Credit | Semester |
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Prerequisite: Prior approval by Case Manager

SKILLS class (Self-regulations, Self-Knowledge, Emotional Intelligence, Life Skills, Self-care) is a class that incorporates Dialectical Behaviour Therapy (DBT) skills, SMART goals, and social emotional learning activities and discussion to promote self-awareness, self-management, and healthy relationships. Students set weekly goals and evaluate their effectiveness. Discussion and hands-on activities are used to gain mastery of skills. This course may be repeated for credit.

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| H062. Social Communications | Gr. 9-12 | 1 Credit | Full Year |
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Prerequisite: Per student's Individualized Education Plan

This class will be taught in consultation with the speech and language services to address written, verbal, and non-verbal communication skills. Curriculum involves activities in social skills, communication with peers and adults, as well as members of the school and surrounding communities. Class activities include, but are not limited to, self-advocacy, making and maintaining friendships, non-verbal communication, conversational skills, and written communication.

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| H070. Work Experience Program | Gr. 11-12 | Varying Credit | Semester |
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Prerequisite: Per student's Individualized Education Plan

The Work Experience program allows students with disabilities an opportunity to experience working within the community. Support services may be provided by a para-educator, teacher and/or job developer as needed. The program is designed to provide students with a meaningful workplace experience and to expose them to a variety of vocational experiences. Work experience placement is based on the Transition Plan, which is developed after assessing student interest and skill levels.

Visual and Performing Arts

Theatre

H162. Acting I Gr. 9-12 .5 Credit Semester
(Arts Education)

This course is comprised of studio scenes and monologues to develop the actors' abilities to internalize and sustain characters, analyze literature, develop French Objectives, prepare for auditions, and perform in a one-act play.

H162. Acting II Gr. 9-12 .5 Credit Semester
Prerequisite: Acting I
(Arts Education)

This course is continuation of Acting I, comprised of studio scenes and monologues to develop the actors' abilities to internalize and sustain characters, analyze literature, develop French Objectives, prepare for auditions, and perform in a one-act play.

H160. Improvisational Theatre Gr. 9-12 1 Credit Full Year
(Arts Education)

Improvisational Theatre utilizes theatre exercises and activities to teach students the skills necessary to perform spontaneous scenes as well as short and long form improv on stage. These skills include vocalization, stage presence, and incorporation of a basic knowledge of classical, historical, and contemporary topics.

H168. Improvisational Theatre 2 Gr. 10-12 1 Credit Full Year
Prerequisite: Improvisational Theatre
(Arts Education)

This course is designed to refine the students' understanding and application of the art of improvisation, to develop a deeper understanding of the art, to establish positive self-confidence by polishing performing skills and to assist with the introduction of the art to beginning students. In addition, the students will create special projects, using research and presentation skills as well as continue to learn to create a positive, supportive environment in which to accept and give critiques.

H163. Theatre Studies Gr. 9-12 1 Credit Full Year
(Arts Education)

Areas of study in this course include technical theatre, acting, and playwriting. Choose one area or try all three. The aspects covered will include technical practicum and design, rehearsal and performance, written critiques, original plays, and production of original materials and published works.

Music

H910. Concert Band Gr. 9-12 .5 Credit Full Year
(Arts Education) Every Other Day

This course covers the standard band repertoire in addition to contemporary music. Students will focus

on ensemble concepts such as balance, blend, tone and intonation. Through selected literature, students will also gain improved technical facility and knowledge of their own instrument. The course is open to all students who play a band instrument. **Participation in concerts and functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

H912. Jazz Band **Gr. 9-12** **.5 Credit** **Full Year**
(Arts Education) **Every Other Day**

Prerequisite: *Bass guitar, guitar, piano, and drum players must audition for this class.*

Students will cover the standard repertoire as well as contemporary music. Students will learn basic improvisational techniques in addition to the ensemble experience. Students will also be expected to develop music reading skills and learn basic theory. This class is open to all students who play saxophone, trombone, trumpet, bass guitar, guitar, piano, and drums. **Participation in concerts and functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

H911. Honors Jazz Band **Gr. 10-12** **1 Credit** **Full Year**
(Arts Education)

Weighted Course

Prerequisite: *By audition only*

Students cover the standard repertoire as well as contemporary music and learn improvisational techniques in addition to ensemble techniques. This is a select ensemble and requires instructor approval based on audition. **Participation in concerts and functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

H915. Guitar **Gr. 9-12** **.5 Credit** **Semester**
(Arts Education)

This course is designed for students with little or no experience in guitar. Students learn tuning, reading, and music notation with tablature. Chord construction, knowledge of scales, and performance of tunes is emphasized. Students must own an acoustic guitar for enrollment.

H916. Guitar II **Gr. 9-12** **.5 Credit** **Semester**
(Arts Education)

Guitar II requires that guitar performance ability and music reading level are commensurate with the successful completion of Guitar H915. Students will continue to improve their technique, ability to read music notation, and understanding of music theory. Individual and ensemble performances will be emphasized. Students must own an acoustic guitar for enrollment.

H922. Concert Choir **Gr. 9-12** **.5 Credit** **Full Year**
(Arts Education) **Every Other Day**

Concert Choir offers students the opportunity to explore vocal music through participation in a larger ensemble. It is open to students who demonstrate a sufficient degree of vocal/musical facility and ensemble awareness to perform a variety of literature and musical styles at a moderate level of

difficulty. While the focus is on choral performance, skills in music reading, listening and interpretation will also be addressed. **Participation in concerts and functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

H921. Jazz Choir Gr. 9-12 .5 Credit Full Year
(Arts Education) Every Other Day

Jazz Choir introduces students to the jazz style of singing using standard jazz repertoire as well as contemporary literature. Students learn basic improvisational techniques in addition to the skills studied in a traditional choral ensemble. **Participation in concerts and functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

H920. Honors Choir Gr. 10-12 1 Credit Full Year
(Arts Education)

Weighted Course

Prerequisite: By audition only

Honors Choir is an advanced-level chamber vocal ensemble and requires instructor approval based on audition. This ensemble is for students who demonstrate an advanced degree of vocal/musical facility and ensemble awareness to perform a variety of literature and musical styles at a medium-advanced level of difficulty. While the focus is on choral performance, skills in music reading, listening and interpretation will also be strongly addressed. **Participation in concerts and functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

H931. Music Theory & Composition 1 Gr. 9-12 .5 Credit Semester
(Arts Education)

This course is designed to cover basic fundamentals of music theory. Students learn to identify intervals, clefs, simple harmonization, as well as construct scales and chords, etc. Students learn the art of composing vocal and instrumental music. This course is particularly helpful for students who take a performing ensemble, Guitar class, or are studying privately. It is strongly recommended for students wishing to pursue music studies in college.

Dance

H940. Dance, Movement & Music Gr. 9-12 .5 Credit Semester
(Arts Education or Physical Education)

This course is designed for the beginning to intermediate dance student. It introduces students to sequential skills in dance performance and choreography. Students learn a variety of dance styles that may include ballet, jazz, tap, modern, hip-hop, and partner dancing. Students are encouraged to participate in the creative process and discover their own movement potential. Students also develop a historical perspective regarding dance through the study of many styles and genres of dance. **Participation in functions during school and after school hours is expected.**

Note: This course may be taken more than once during a student's high school career.

Visual Arts

H850. Fundamentals of Art **Gr. 9-12** **.5 Credit** **Semester**
(Arts Education)

The Fundamentals of Art course is designed as an introduction to the Visual Arts program and forms the basis for all other Visual Arts courses offered. It consists of a discipline-based study of art production, art criticism, art history, and aesthetics. Students develop their work focusing on the elements and principles of design. They have the opportunity to manipulate several media as they learn the basic techniques for drawing, painting, two-dimensional design, and three-dimensional design.

Note: Successful completion of this course is a prerequisite for all other Visual Arts courses.

H852. 3-D Design and Sculpture **Gr. 9-12** **.5 Credit** **Semester**
Prerequisite: Fundamentals of Art
(Arts Education)

This course presents students with an introductory exploration of three-dimensional form. Students work through a series of progressive assignments that encourage a practical understanding of visual elements through media such as cardboard, wire, modeling clay, and foam core.

H867. Advanced Placement Studio Art **Gr. 11-12** **1 Credit** **Full Year**
Weighted Course

Prerequisite: Fundamentals of Art, Drawing 1 and one of the following: 3-D Design and Sculpture, Ceramics, Drawing 2, Painting, Photography 1, Photography 2
(Arts Education)

This course is intended for highly motivated, self-disciplined students who are committed to the serious study of art. AP Studio Art focuses on a variety of experiences demonstrating a range of understanding of media, techniques, aesthetics, and art history. Students will create portfolios that will entail a three-section structure: quality, concentration, and breadth. They will demonstrate a fundamental competence and range of understanding in visual concerns and methods.

Note: Successful completion of the AP Studio Art exam may entitle the student to receive college credit, depending on the individual college and the test score. Students are expected to take the AP Studio Art exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.

H858. Ceramics **Gr. 9-12** **.5 Credit** **Semester**
Prerequisite: Fundamentals of Art
(Arts Education)

Students focus on the theory and practice of basic ceramics, including methods of hand construction, glazing, and kiln firing. Emphasis is placed on the historical and cultural background of the craft.

H856. Drawing 1 **Gr. 9-12** **.5 Credit** **Semester**
Prerequisite: Fundamentals of Art
(Arts Education)

In this course, students explore a variety of subjects, techniques, and materials to expand their drawing skills. Pencil, colored pencil, charcoal, pastel, and ink are some of the materials used to create still-lives, portraits, landscapes, illustrations, abstract compositions, and perspective drawings.

H857. Drawing 2**Gr. 10-12****.5 Credit****Semester**

Prerequisite: Drawing 1
(Arts Education)

In this course, students expand their understanding of the elements and principles of design as applied to two-dimensional drawing. They explore more intricate media and techniques and begin to formulate portfolio-caliber pieces.

H853. Painting**Gr. 9-12****.5 Credit****Semester**

Prerequisite: Fundamentals of Art
(Arts Education)

This course focuses on aspects of form, media, materials, and techniques in structured, specific class problems. Students further develop their understanding of color theory and pictorial quality.

H870. Photography 1**Gr. 9-12****.5 Credit****Semester**

Prerequisite: Fundamentals of Art
(Arts Education)

~~This is a black and white photography course designed for beginning students. The focus is on basic techniques, such as exposure control, lighting, composition, film development, print production, and basic function of a 35mm camera.~~

~~**Note:** Lab fee of \$35. It is highly recommended that students have access to a manual 35mm camera with adjustable focus, shutter, aperture, and a built-in or handheld light meter.~~

This introductory course deals with traditional black and white photography as well as digital photography and teaches basic camera handling, how cameras work, and darkroom procedures. Composition guidelines and the elements and principles of art are introduced. The course emphasizes both digital and film media. Any digital or 35mm film camera will do; however a standard SLR, DSLR or point and shoot camera with adjustable manual focus in either media is recommended. Students will be required to complete weekly homework assignments and will create a portfolio of their work by the end of the course.

Note: Lab fee of \$35

H871. Photography 2**Gr. 10-12****.5 Credit****Semester**

Prerequisite: Photography 1
(Arts Education)

~~This course is designed for students who have an understanding of the 35mm camera and basic techniques of black and white film developing. This course further develops technical skills and knowledge. Students are encouraged to explore techniques and to use photography as visual communication. They create a portfolio of work that reflects their individual development.~~

~~**Note:** Lab fee of \$45. It is highly recommended that students have access to a manual 35mm camera with adjustable focus, shutter, aperture, and a built-in or handheld light meter, and may need to purchase additional supplies.~~

This advanced photography course builds on skills and techniques learned and mastered in Photography 1. Students will explore advanced technical, artistic, and commercial aspects of digital and traditional film photography. Students will prepare a portfolio of work to exhibit at the completion of the course. Students will be required to complete weekly homework assignment and will produce a website for their photography work and learn ways to market their photography and get work in the field.

Note: Lab fee of \$45



H262. Senior Quest

Gr. 12

1 Credit

Full Year

A cross-disciplinary 21st Century independent project

Prerequisite: By application only. Limited to 30 students.

Elective Credit is Awarded

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

World Languages

Through a communicative approach, the World Language Department promotes proficiency in languages along with knowledge of cultures and literature and strives to foster an appreciation of differences and similarities among peoples and nations. Many colleges and universities have a world language requirement and prefer that students study the same language for a minimum of three years at the high school level. Students who excel in the target language in eighth grade typically enroll in level two as a freshman and therefore have the potential to continue through the fifth level. Students who have not developed a strong base in the language are strongly urged to enroll in level one. Students and parents should work with their language teachers and school counselors to choose the best placement and to maximize the potential for success in the language studied.

H505. Introduction to Modern Languages **Gr. 9-10** **1 Credit** **Full Year**

Prerequisite for Grade 9: Recommendation of Reading Specialist or Language Teacher (World Language)

This course is designed for students who have participated in the reading program at the middle school and would like to improve their English grammar skills prior to learning a world language. IML provides an introduction to the concept of language. Through this second language learning approach, students will gain knowledge and awareness of languages, countries, traditions, and customs worldwide. Skills learned in this course have proven to be a valuable precursor to successful completion of future world language classes.



H510. French I **Gr. 9-11** **1 Credit** **Full Year**

Prerequisite for Grade 9: Recommendation of Reading Specialist or Language Teacher (World Language)

This course develops the students' abilities to read, write, speak, and understand simple French used in day-to-day living. Accurate pronunciation and fundamentals of good usage in writing and speaking are stressed. Cultural awareness is a major goal of this course, including that of listening to native speakers. Most readings, projects, and vocabulary are centered on cultural topics. Students are expected to begin speaking more French during class as they expand their communication skills.



H520. French II **Gr. 9-12** **1 Credit** **Full Year**

Prerequisite: French I (World Language)

This course is a continuation of the French 1 program. It reinforces and strengthens all four aspects of the language – reading, writing, listening, and speaking – as well as develops a greater awareness and understanding of French culture. Students are expected to speak French during class as they expand their communication skills and listening skills, and continue to improve their understanding of native speakers. This course is intended for any student who wants to continue with a study of the French language.



H530. French III **Gr. 10-12** **1 Credit** **Full Year**

Prerequisite: French II (World Language)

This course offers the opportunity for students to apply the knowledge learned in the previous two levels, while continuing to learn new concepts in all four aspects of a language: reading, writing, listening, and speaking. A broad range of short stories, plays, poetry, music, and films in French will be presented. The study of Francophone culture, geography, and historical concepts are combined with a thorough presentation and review of grammar. Students will continue to speak more French during class as they expand their communication skills, while continuing to listen to and understanding native speakers. This course is intended for students who have successfully completed the first two levels of French and are eager to apply their knowledge and better communicate with the world around them.



H540. French IV

Gr. 11-12

1 Credit

Full Year

Prerequisite: French III
(World Language)

This course is offered to students who wish to further study the French language and culture, but don't want to continue into the AP French course. These students must have successfully completed French through the third level. This course is designed to incorporate history, culture, and contemporary issues in the Francophone world and French cultures through music, film, and literature. A continuation of French grammar and vocabulary will coincide with each unit. In this course, students will be provided with an in-depth view and analysis of the topics and themes covered. Students are encouraged and expected to practice writing, speaking, listening, and reading French.



H541. Honors French IV

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of **B-** or higher in French III or recommendation of Department Chair
(World Language)

Students will further expand and fine-tune their ability to communicate in French effectively in all four areas of communication (speaking, listening, reading, and writing). The curriculum includes oral presentations on various topics, skits, interviews, impromptu speeches, reports, projects, etc. Contemporary vocabulary for everyday situations will be studied on a weekly basis. Compositions and email replies will be done on a regular basis. There will be an in-depth review and study of grammar. The six themes, based on the College Board's Curriculum Framework, will be introduced throughout the year. Students will expand their knowledge of French and Francophone cultures. Class is conducted completely in French (except in rare cases to explain administrative procedures and difficult grammar) and students are expected to use the target language during class at all times, unless given permission to do otherwise. This course is conducted as a precursor to the AP level and it is designed for any student with a strong command of and interest in French. *(Students who enroll in this course will be required to complete a summer assignment prior to the start of class.)*



H562. Advanced Placement French

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of **B-** or higher in Honors French IV or recommendation of Department Chair
(World Language)

In accordance with AP guidelines, this course will provide students with a learning experience equivalent to that of a third-year college course in French language. This means developing a strong command of the French language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational

speaking and writing practice, and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings. Students are also further exposed to the world of literature and current events of French-speaking countries through authentic written texts, including newspaper and magazine articles, literary texts, and other nontechnical writings that develop students' reading and comprehension abilities. Class is conducted completely in French (except in rare cases to explain administrative procedures and difficult grammar) and includes frequent writing and integration of skills with a rigorous review of grammatical structure, and the six themes, based on the College Board's Curriculum Framework, will be the focus of the teaching and learning throughout the year. Students will make connections between their learning in the French classroom, their learning in other classes, and their daily lives. Students will use French in ways that reach or approach a high level of proficiency. Advanced organizational and analytical strategies are taught. An array of resources is used as necessary to facilitate the learning process. Students are required to use the target language during class at all times. *(Students who enroll in this course will be required to complete a summer assignment prior to the start of class.)*

Note: *Successful completion of the AP French exam may entitle the student to receive college credit, depending on the individual college and the test score. Students are expected to take the AP French exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.*



H511. Spanish I

Gr. 9-11

1 Credit

Full Year

Prerequisite for Grade 9: Recommendation of Reading Specialist or Language Teacher
(World Language)

This course develops the students' abilities to read, write, speak, and understand simple Spanish used in day-to-day living. Accurate pronunciation and fundamentals of good usage in writing and speaking are stressed. Cultural awareness is a major goal of this course, including that of listening to native speakers. Most readings, projects, and vocabulary are centered on cultural topics. Students are expected to begin speaking more Spanish during class as they expand their communication skills.



H524. Spanish II

Gr. 9-12

1 Credit

Full Year

Prerequisite: Spanish I
(World Language)

This course is a continuation of the Spanish 1 program. It reinforces and strengthens all four aspects of the language – reading, writing, listening, and speaking – as well as develops a greater awareness and understanding of Hispanic culture. Students are expected to speak Spanish during class as they expand their communication skills and listening skills, and continue to improve their understanding of native speakers. This course is intended for any student who wants to continue with a study of the Spanish language.



H536. Spanish III

Gr. 10-12

1 Credit

Full Year

Prerequisite: Spanish II
(World Language)

This course offers the opportunity for students to apply the knowledge learned in the previous two levels, while continuing to learn new concepts, in all four aspects of a language; reading, writing, listening, and speaking. A broad range of short stories, plays, poetry, music, and films in Spanish will be presented. The study of Hispanic culture, geography, and historical concepts are combined with

a thorough presentation and review of grammar. Students will continue to speak more Spanish during class as they expand their communication skills, while continuing to listen to and understand native speakers. This course is intended for students who have successfully completed the first two levels of Spanish and are eager to apply their knowledge while better communicating in the world around them.



H545. Spanish IV

Gr. 11-12

1 Credit

Full Year

Prerequisite: Spanish III
(World Language)

This course is offered to students who wish to further study the Spanish language and culture, but don't want to continue into the AP Spanish course. These students must have successfully completed Spanish through the third level. This course is designed to incorporate history, culture, and contemporary issues in the Hispanic world and Spanish cultures through music, film, art, and literature. A continuation of Spanish grammar and vocabulary will coincide with each unit. In this course, students will be provided with an in-depth view and analysis of the topics and themes covered. Students are encouraged and expected to practice writing, speaking, listening, and reading Spanish.



H546. Honors Spanish IV

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of **B-** or higher in Spanish III or recommendation of Department Chair
(World Language)

Students will further expand and fine-tune their abilities to communicate Spanish effectively in all four areas of communication (speaking, listening, reading, and writing). The curriculum involves oral presentations on various topics, skits, interviews, impromptu speeches, reports, projects, etc. Contemporary vocabulary for everyday situations will be studied on a weekly basis. Compositions and email replies will be done on a regular basis. There will be an in-depth review and study of grammar. The six themes, based on the College Board's Curriculum Framework will be introduced throughout the year. Students will expand their knowledge of Spanish and Latin American culture. Class is conducted completely in Spanish (except in rare cases to explain administrative procedures and difficult grammar) and students are expected to use the target language during class at all times, unless given permission to do otherwise. This course is conducted as a precursor to the AP level and it is designed for any student with a strong command of and interest in Spanish. *(Students who enroll in this course will be required to complete a summer assignment prior to the start of class.)*



H565. Advanced Placement Spanish

Gr. 11-12

1 Credit

Full Year

Weighted Course

Prerequisite: A grade of **B-** or higher in Honors Spanish IV or recommendation of Department Chair
(World Language)

In accordance with AP guidelines, this course will provide students with a learning experience equivalent to that of a third-year college course in Spanish language. This means developing a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings. Students are also further exposed to the world of literature and current events of Spanish-speaking countries through authentic written texts, including newspaper and magazine articles,

literary texts, and other nontechnical writings that develop students' reading and comprehension abilities. Class is conducted completely in Spanish (except in rare cases to explain administrative procedures and difficult grammar) and includes frequent writing and integration of skills with a rigorous review of grammatical structures, and the six themes, based on the College Board's Curriculum Framework, will be the focus of the teaching and learning throughout the year. Students will make connections between their learning in the Spanish classroom, their learning in other classes, and their daily lives. Students will use Spanish in ways that reach or approach a high level of proficiency. Advanced organizational and analytical strategies are taught. An array of resources is used as necessary to facilitate the learning process. Students are required to use the target language during class at all times. (*Students who enroll in this course will be required to complete a summer assignment prior to the start of class.*)

Note: Successful completion of the AP Spanish exam may entitle the student to receive college credit, depending on the individual college and the test score. Students are expected to take the AP Spanish exam at the end of this course for a fee of approximately \$95, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.



H512. Latin I
(World Language)

Gr. 11-12 1 Credit Full Year

This course is an introduction to Latin that focuses on the relevance of classical languages and their influence on English and Romance languages such as French and Spanish. English grammar is studied in conjunction with Latin grammar. Students learn to pronounce Latin correctly, read Latin out loud, and to translate stories from Latin to English. A significant aspect of this course is the study of grammar, vocabulary and etymology, which strengthens the students' overall language base. Roman history and culture are also integral components of this course. Juniors will be given preference for enrolling in this course.



H522. Latin II
Prerequisite: Latin I
(World Language)

Gr. 12 1 Credit Full Year

This course builds on the skills developed in Latin I, including a more in-depth and intensive study of Latin grammar and syntax. Students will continue to learn a significant amount of vocabulary, challenging grammar concepts and continue to read and translate from Latin into English more complex stories than in Latin I. Etymology, Roman culture, and Roman history continue to be important components of the Latin sequence.



H262. Senior Quest
A cross-disciplinary 21st Century independent project
Prerequisite: By application only. Limited to 30 students.
(Course Credit is dependent on topic)

Gr. 12 1 Credit Full Year

A capstone to the academic career of those enrolled, Senior Quest offers students a chance to engage in a self-directed, project-based process aided by a faculty adviser. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore an subject of deep, personal interest. The students' project development will unfold in four phases, coinciding with each quarter, which they will document via an original website dedicated to

showcasing their experience. Their endeavor will culminate in a finished project or performance presentation open to HBHS faculty, students, and community.

Senior Quest: Honors-by-Contract

Weighted Course

Students enrolled in Senior Quest have the option of Honors by Contract. To be eligible for Honors Credit, students must agree to the terms outlined in a contract determined by the Senior Quest teacher at the beginning of the year.

Career and Technical Programs

Hollis Brookline students are eligible to participate in Alvirne, Milford, Mascenic, Nashua North, and Nashua South High Schools career and technical education programs. [The class listings on pages 71-81 are subject to change, based on the 2016-17 course offerings at the technology centers.](#) All courses take a hands-on approach to learning and prepare students for the work force, a technical college, or a four-year school. These classes are two periods in length and usually require one period for transportation to and from the school. Transportation is provided to these programs. All of the courses within the Career and Technical Programs have designated course numbers or descriptions. Interested students should state their intentions to their school counselors prior to the end of their sophomore year.

Alvirne High School

The following courses are available to students at Hollis Brookline High School and are offered as part of a two-year program to be taken during a student's junior and senior years.

Forest & Wildlife Management 1 & 2 Horticultural Operations 1 & 2 Veterinary Science 1 & 2
Heavy Duty Mechanics 1 & 2

Milford Applied Technology Center and Mascenic High School

Milford and Mascenic's Technical Studies Division offers a variety of two-credit programs in one or two-year sequences preparing students to:

1. Continue their courses of study in technical fields at two-or-four year-year colleges
2. Learn and apply technical and academic-related skills that will enable them to succeed at advanced levels of training and/or education
3. Acquire entry-level skills for employment upon graduation.

The following courses are offered as either one or two-year programs to be taken during a student's junior and/or senior years. Students need to complete at least the first two years of a program's sequence to fully benefit from the program.

| | | |
|--------------------------------------|-------------------------|---------------------|
| Accounting | Computer Science | Marketing |
| Automotive Technology (Mascenic) | Construction Technology | Precision Machining |
| Biotechnology: Microbiology/Genetics | Culinary Arts | Pre-Engineering |
| Business | Graphic Arts | Video Production |

Nashua Technology Center

The following courses are offered as part of a two-year program to be taken during a student's junior and senior years. Juniors and students who will be able to complete BOTH years of the program are given preference when enrollments in these courses are determined. Students must fill out an application (available from the Guidance Department) for the first year of the program. Students who successfully complete the first year (level 1) of the program with a **C-** or higher will be allowed to enroll in the second level. Unless otherwise indicated, the courses are worth two credits and are considered restricted electives and free choice electives.

Accounting 1
Advanced Precision Machine
Automotive Tech 1 & 2
Biotechnology 1 & 2
CADD 1 & 2
Careers in Education 1 & 2
College Accounting

Construction Tech 1 & 2
Computer Networking 1 & 2
Cosmetology 1 & 2
Culinary Arts 1 & 2
Design & Visual Comm. 1 & 2
Electrical Trades 1 & 2
Engineering Pathways Electives

Financial Services 1 & 2
Intro to Engineering Design
Health Sciences 1 & 2
Hospitality & Hotel Management 1 & 2
HVAC 1 & 2
Precision Machine Tech 1
Video Production & Broadcasting 1 & 2

Technical Courses

Accounting

H1090. Accounting I (*Milford, Nashua*) **Gr. 10-11** **1 Credit** **Semester**
(Practical Arts)

Accounting I provides strong foundational skills in the field of business and advanced accounting. Explore the language of business. Learn the accounting cycle using manual and computerized accounting systems for sole proprietorships and corporations. This semester course is open to students who want to understand the flow of money in a business. If you plan a career in accounting, business, finance, management, marketing, banking or plan on going into business on your own, this course is a must.

College Credit: May be available through the *Running Start* program.

H1091. Accounting II (*Milford, Nashua*) **Gr. 11-12** **1 Credit** **Semester**
(Practical Arts)

Students will expand upon the foundation skills established in Accounting 1. Focus will be on departmentalized and corporate accounting systems as well as financial analysis, accounting for plant assets, and accrued accounting. Students will reinforce their learning by completing computerized projects and simulations to provide a realistic approach to problem solving. Students may have the opportunity to keep the financial records for various programs within the school. With such increased competency, students will be better prepared for entry into any post-secondary business program, or to pursue work in the business field.

College Credit: May be available through the *Running Start* program.

Recommendation: Successful completion of Accounting I with a C or higher.

H1092. Accounting III (*Milford*) **Gr. 11-12** **1 Credit** **Semester**
(Practical Arts)

In Accounting 3 you will learn budgetary planning and control, cost accounting, and not-for-profit accounting. In this self-paced course, you will work individually to reinforce your skills by completing a variety of computerized projects and activities that simulate real-world applications.

Recommendation: Successful completion of Accounting II with a C or higher.

Automotive Technology

H1050. Automotive Technology I (*Mascenic, Nashua*) **Gr. 11** **2 Credits** **Full Year**
Prerequisite: Algebra 1
(Practical Arts)

Automotive Technology I explores the transportation industry, automotive industry, and specific automotive systems. Students learn about the vehicle lubrication, wheels and tires, brake systems, basic automotive electronics, and steering and suspension. Instruction time is divided between the classroom and the shop.

include genetic engineering for the expression of a specific protein and immunoassay development in order to develop monoclonal antibodies. Through re-creations of actual industry investigations and intense laboratory efforts, students will perform individual research projects. Students will maintain lab equipment and will gain experience writing technical labs, protocols, and a formal research paper. Guest speakers will highlight the course work as well as industry related field trips. Mini-internships are available for the very motivated students. Students interested in pursuing careers such as forensic scientist, nursing, microbiologist, geneticist, biochemist, medical doctor or veterinarian will find Biotechnology a strong component of these career fields.

College Credit: May be available through the *Running Start* program.

H1041. Biotechnology I (Nashua) Gr. 12 2 Credits Full Year

Prerequisite: Algebra 1

(Life Science/Biology)

Explore biotechnology by working in a state-of-the-art laboratory environment and earn your required Biology credit. Learn basic protocols and advanced techniques for analyzing cell structures, genetic manipulation, medical microbiology, molecular biology and protein production. In this academic course, you will explore the theories and technologies of the rapidly expanding biotech industry which will develop the skills needed to pursue a variety of medical and scientific careers.

H1042. Biotechnology II (Nashua) Gr. 12 2 Credits Full Year

(Science)

Become skilled in laboratory techniques most in demand in today's life science laboratories and the biotech industry. Learn more about genetics, cell structure, protein production and purification. Re-create actual industry investigations in a real-world biotech laboratory. Write a resume and build a personal portfolio by writing technical labs and protocols. Guest speakers and field trips will supplement your lab and class work. Internships may be available for qualified students.

Business and Hospitality

H1015. Applied Business Applications (Milford) Gr. 11-12 1 Credit Semester 1

(ICT, Practical Arts)

Explore intermediate applications of end-user productivity software, including office suites. Topics include the functions of business, exploring current trends and learning about business career opportunities. Topical discussions include the economics of business, our multicultural society and its implications for business, global business and social responsibility and business ethics.

H1016. Principles of Business & Entrepreneurship (Milford) Gr. 11-12 1 Credits Semester 2

(ICT, Practical Arts)

Learn advanced application of end-user productivity software, including office suites. Emphasis is on data sharing and integration, desktop information management, as well as interacting in each application with the Internet. Included is a study of business structures such as the forms of business organizations and entrepreneurship; an overview of the origin of law and the federal and state court systems; an introduction to the study of the law of contracts, property, bailment and agency. The case approach will be emphasized. Upon completion of Business Administration and enrollment in Business Management, juniors and seniors may apply for Running Start college credit.

H1014. Personal Finance and Career Management (Milford) Gr. 11-12 1 Credits Semester

(ICT, Practical Arts)

This course provides students with an opportunity to gain knowledge and skills that are necessary to function effectively as consumers, workers and responsible citizens in today's global economy. A multi-

faceted focus on financial literacy and post high school education/training options as well as keys to success in the modern workplace are stressed. Students learn the skills required to be an informed consumer, with key topics including, income and taxes, budgeting, savings and credit, and checking account management. Students will be exposed to goal-setting, decision-making and problem-solving as foundational skills needed for success throughout their lifetimes. A professional portfolio will be developed as an essential element of this class.

H1018. Business Management and Law (Milford) **Gr. 11-12** **1 Credits** **Semester**
(ICT, Practical Arts)

Business Management & Law is the capstone course in the Business Program at MHS/ATC and emphasizes the skills necessary to be an effective manager of any business. Students explore various forms of business ownership and are introduced to the roles and responsibilities of a business manager. All functions of management will be covered extensively including decision making, effective communication, and information processing skills. Students will gain practical knowledge while studying economic and social concepts related to laws governing businesses and individuals. Ethics and the law, employment law, consumer protection law and contract law are among the topics that will be included in this course of study.

Recommendation: Successful completion of *Personal Finance & Career Management* or *Principles of Business & Entrepreneurship* with a C or better.

H1065. Cosmetology 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

Gain foundation competencies in Cosmetology related to orientation, safety, leadership, personal development, chemistry, properties of the scalp and hair, draping, shampooing, rinsing and conditioning, removing unwanted hair, waving, wet hairstyling, roller sets, artistry of artificial hair and wigs, manicures and pedicures, the nail and its disorders, hair cutting, thermal hair styling/blow waving, and different types of hair coloring. This is a hands-on course with practice and review in each area. You will be tested individually on each subject and be required to pass a practical assessment as well.

Note: Students can gain hours toward State Cosmetology certification if they demonstrate competency in this course. *Lab fees are required.*

H1066. Cosmetology 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

Learn how to apply makeup, develop experience and confidence using mannequins, and practice advanced nail techniques. Gain experience by running the in-school salon. Visit supply companies, attend cosmetology symposia, and learn from guest speakers working in the industry. In addition, you will investigate post-secondary educational programs that would enhance your career opportunities.

H1093. Financial Services 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

Explore the principles, functions, and modern trends and practices of banking and credit in the United States. Students are introduced to credit cards, loans, identity theft, and debt collection. Through a study of the structure of brokerage firms, the trading process, credit and margin practices, automated processes, and government regulations, students gain an understanding of how a securities firm services its customers and plays an important role in our economy.

H1094. Financial Services 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

programming concepts including basic data structures. Emphasis is placed on procedural programming techniques, documentation, development of algorithms to process numerical information and text, and coding and debugging techniques.

H1089. Data Structures (Milford) **Gr. 11-12** **1 Credit** **Semester**
(Practical Arts)

Prerequisite: Successful completion of *Java Programming* with a grade of “B” or better.

This is a course in the study of program methodology, algorithms, and data structures as implemented in Java. Numerous applications of mathematical & linguistic computing provide the context in which these subjects are treated. Students create programs and work with logical and theoretical problems. The course is an Advanced Placement course and students taking this course will be expected to take the standardized AP test in May through which they can earn college credit by achieving a qualifying score on the test.

H1086. Computer Networking 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

This course satisfies the computer requirements for graduation. The functionality and operation of the OSI and TCP/IP model layers will be explored in depth. IP addressing and subnetting will be covered. Ethernet theory of operation, as well as network planning and cabling will be studied. Students will learn the proper methods of cable termination and how to use various tools and meters for network testing. Routing principles and packet forwarding strategies will be examined. Static and dynamic routing strengths and weaknesses, as well as the pros and cons of distance vector and linkstate routing protocols will be investigated. Students will be introduced to variable length subnet masking and classless inter-domain routing.

H1087. Computer Networking 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

Students study a wide variety of topics including LAN design and switching concepts and configuration. Virtual LANS (VLANs), Virtual Trunking Protocol and Spanning-Tree Protocol, along with inter-VLAN routing will be examined. Wireless networking concepts are covered. Students learn various wide area connection protocols, such as Point-to-Point (PPP) and Frame Relay. Network security, including intrusion-prevention, Access Control Lists, and specialized access techniques for telecommuting are examined. Students are introduced to automatic addressing, (DHCP and Network Address Translation), as well as new protocols such as new generation RIP (RIPng) with IPv6. Network trouble shooting are covered extensively.

Construction Technology

H1058. Construction Technology 1 (Milford) **Gr. 11-12** **1 Credit** **Semester 1**

H1058. Construction Technology 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

This is the first semester of the Construction Technology Program. It will be an introduction to basic residential construction, safe operation of construction-related hand and power tools, blue print reading and construction math principles. Students will engage in a variety of modules to learn skills, practice those skills and demonstrate proficiency in basic construction technology program competencies. Skills USA activities are an important part of the student experience in this program.

H1053. Residential Finish Carpentry (Milford) **Gr. 11-12** **1 Credit** **Semester 2**
(Practical Arts)

Prerequisite: Successful completion of *Construction Technology I* with a grade of “C” or better.

This course teaches all aspects of Residential Finish Carpentry, in which students will focus on theory and practical applications engaging them in a variety of projects. Components encompass wall and ceiling

coverings, interior door selection and installation, interior trim details and installation, and basic cabinetry. Students will walk away with a creative skill set applicable to personal or career endeavors. Students who have completed one semester of Residential Finish Carpentry with a C or better are encouraged to enroll in one semester of *Advanced Construction* to complete the Construction Technology Program competencies and to become proficient through practice.

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|--|------------------|------------------|-------------------|
| H1052. Adv. Construction Tech (Milford) | Gr. 11-12 | 1 Credit | Semester 2 |
| H1059. Construction Tech 2 (Nashua) (Practical Arts) | Gr. 12 | 2 Credits | Full Year |

This course is the continuation of the Construction Technology Program. Students in Adv. Construction Technology review many of the skills learned in Construction technology but use these skills to perform more complex and challenging operations and projects such as stair building, advanced finish work and advanced framing. Advanced students are encouraged to take leadership roles in Skills USA activities.

| | | | |
|--|------------------|-----------------|-------------------|
| H1053. Residential Finish Carpentry (Milford) (Practical Arts) | Gr. 11-12 | 1 Credit | Semester 2 |
|--|------------------|-----------------|-------------------|

Prerequisite: Successful completion of *Construction Technology I* with a grade of “C” or better.

This course teaches all aspects of Residential Finish Carpentry, in which students will focus on theory and practical applications engaging them in a variety of projects. Components encompass wall and ceiling coverings, interior door selection and installation, interior trim details and installation, and basic cabinetry. Students will walk away with a creative skill set applicable to personal or career endeavors. Students who have completed this course with a C or better are encouraged to enroll in *Advanced Construction* to complete the Construction Technology Program competencies and to become proficient through practice.

Culinary

| | | | |
|---|------------------|------------------|------------------|
| H1063. Culinary Arts 1 (Milford, Nashua) (Practical Arts) | Gr. 11-12 | 2 Credits | Full Year |
|---|------------------|------------------|------------------|

This introduction to the professional kitchen includes sanitation and safety in a food production area. Attention is focused on food-borne illnesses and their origins along with knife skills and equipment identification. Students will learn techniques in baking to produce breads, rolls, breakfast items, cookies, and cakes. Students will be introduced to pastry production. Students will become proficient in preparing stocks and soups and learn the proper techniques of preparing delicious vegetables, salads and dressings.

College Credit: May be available through the *Running Start* program.

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|---|---------------|------------------|------------------|
| H1064. Culinary Arts 2 (Milford, Nashua) (Practical Arts) | Gr. 12 | 2 Credits | Full Year |
|---|---------------|------------------|------------------|

This continuation of *Culinary Arts 1* builds upon the foundation skills learned in Level 1 as students produce a more refined product. Areas of study include: sauces (demi-glace, velouté, béchamel, tomato, hollandaise), cooking techniques (sautéing, stir-frying, pan and deep-frying, grilling, broiling, etc.), seafood cookery, and refining knife skills. Students will be introduced to basic cake decoration. Working as part of a team in the on-site restaurant/bakery, students will learn dining room service, experience retail sales and training (with an introduction to a Point of Sales System), menu-planning, and food/labor costs.

College Credit: May be available through the *Running Start* program.

Education

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|---|---------------|------------------|------------------|
| H1060. Careers in Education 1 (Nashua) (Practical Arts) | Gr. 11 | 2 Credits | Full Year |
|---|---------------|------------------|------------------|

This course introduces students to the basic knowledge needed to pursue a career in the Early Childhood education field. Learn how to set up a classroom environment and how to maintain the health, safety and nutrition of the children in your care. Students explore different philosophies in early childhood education, review children's literature, learn about behavior management and receive an introduction to curriculum and lesson planning. In addition, students work in the Purple Panther Preschool and get hands-on experience with preschool children between the ages of three and four years old.

H1061. Careers in Education 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

Learn about the development of the 6-12 year old in a work-based learning environment. Three days a week, you will work as a teacher's aide at local elementary schools during regular class time. In addition to studying philosophies of elementary education, you will study child guidance techniques, strategies to work with all learners, and other career opportunities in this changing society. This course is recommended for students seeking child related careers and positions as future educators.

Electrical Technology

H1021. Electrical Trades 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

This course is designed to teach the skills required to become an apprentice electrician. In this program, students learn to install electrical equipment for lighting, heating and power applications in commercial and residential buildings according to the National Electrical Code.

H1022. Electrical Trades 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

In this course, students further study residential wiring and the National Electrical Code. Topics covered include commercial wiring applications such as motor control, conduit bending and fire alarm systems. Students who successfully complete two years of Electrical Trades Technology training receive 144 hours of credit toward an apprentice license.

Environmental Sciences

H1075. Forest & Wildlife Management 1 (Alvirne) **Gr. 11** **2 Credits** **Full Year**
H10755. Forest & Wildlife Management 2 (Alvirne) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

This course is designed for students with an interest in a career in the outdoors. It will help prepare students for an entry-level job or a college education in a natural resources field. It will cover use, maintenance, and repair of forestry tools and machinery (including chainsaws and heavy equipment). Students will learn many aspects of natural resources including forest ecology, forest fires, insects and diseases, forest management, technical tree climbing, and wildlife. Considerable amounts of outdoor work will be required. Students must have steel-toed boots.

H1034. Horticultural Operations 1 (Alvirne) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

This two-year program offers an in-depth look into the field of Horticulture. This course will offer instruction on greenhouse operations and plant propagation as well as various growing techniques. Students will also be introduced to other disciplines in the field of horticulture by exploring landscape maintenance and design. Instruction emphasizes knowledge and understanding of the importance of

establishing, maintaining, and managing ornamental horticulture enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining greenhouse crops; designing landscapes; landscape maintenance; preparing designs; sales and management; participating in personal and community leadership development activities; and participating in FFA activities.

H1034. Horticultural Operations 2 (Alvirne) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

The Horticultural Operations 2 course is a continuation of Horticultural Operations 1. This course includes organized subject matter and practical experiences related to plants used principally for ornamental or aesthetic purposes. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing ornamental horticulture enterprises. This two-year course will prepare students for entry level jobs or further education leading to employment in the green industry.

Graphic Arts & Communications

H1100. Adobe Photoshop (Milford) **Gr. 11-12** **1 Credits** **Semester 2**
(Practical Arts)

The Graphic Design is designed to give students an understanding of Adobe InDesign and the offset printing press. The next time you read your favorite magazine or go through the latest catalog that arrives in your mailbox, stop for a moment and think about how that publication came to be. First, writers, editors and designers participate in the creative process. Printers take that creative work and turn it into the publications you read every day. In this class you will learn the theories of graphic design while designing and producing several real-world projects. Students learn basic and advanced techniques for designing and creating effective promotional pieces, publications, and digital-art. In addition, students gain a foundational knowledge of the processes behind commercial printing operations.

H1101. Screen Printing (Milford) **Gr. 11-12** **1 Credits** **Semester 1**
(Practical Arts)

Screen Printing is designed to give students an understanding of Adobe Illustrator and Screen Printing. Have you ever wanted to silkscreen your own designer t-shirts? Here's your chance! Screen printing is arguably the most versatile of all printing processes. It can be used to print on a wide variety of materials including paper, plastics, glass, metals, fabrics, and many other materials. Some common products from the screen printing industry include posters, labels, decals, and all types of textiles and electronic circuit boards, and yes, this is the class in which you make t-shirts. Students use Adobe Illustrator--computer software that enables users to design digital illustration and edit vector graphics images and save them as files into a number of vector graphics formats.

H1088. Design and Visual Communications 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

Graphic Design & Printing Technology is a two-year program that begins in a student's junior year. There are no prerequisites, but students are required to have their own NHS Computer account and be familiar with basic computer use.

H1089. Design and Visual Communications 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

Both juniors and seniors of Graphic Design & Printing Technology become involved in many community projects and competitions including Skills USA, a national leadership organization designed to help CTE students excel in their fields.

Health Sciences

H1028. Health Sciences 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Science)

Explore health occupations through this overview of Anatomy of Physiology. Included in this class are labs, which solidify the information, received in the theory portion of the class. This class also includes the study of medical terminology, career guidance, and the opportunity to become Basic Life Support (BLS) and First Aid Certified. Students will purchase a laboratory jacket which must be worn when practicing skills learned through lectures.

H1029. Health Sciences 2 (Nashua) **Gr. 12** **3 Credits** **Full Year**
(Science)

Upon acceptance into level 2, students receive on-the-job clinical training which will help prepare for the many careers available in the health care field. It is through this program that students are offered the opportunity to pursue their certification as a Licensed Nursing Assistant (LNA) by taking the NH State LNA Licensure exam, or an EMT by passing the EMT Certification exam. As part of the LNA programs, students apply academic knowledge using a hands-on approach by assisting at local nursing facilities during their daily school hours. Those who don't pursue the LNA option will shadow various health careers based on student interest. These shadows will take place with the local hospitals, Rockingham Ambulance, dental practices, and other health services sites.

H1401. Veterinary Science 1 (Alvirne) **Gr. 11** **2 Credits** **Full Year**
(Science)

Prerequisite: Biology

The first year of this two-year course introduces students to the applied principles and practices used in small and large animal related business with a special emphasis on veterinary medicine. Students will explore concepts through hands-on experiences working with Alvirne's kennel animals such as chinchillas, rabbits, guinea pigs, ferrets, rodents, and birds along with our large animal species including donkeys, dairy cattle, and our newest arrival, Angel, a Haflinger horse. Topics will also include safety, animal behavior, breed and species identification, animal health, welfare and client relations. Through continuous exposure to animals on the school farm and small animal facility, students will develop hands-on skills in handling, restraint, grooming, feeding, breed selection, cleaning/disinfection, training, and record keeping. Students will develop skills in professional telephone etiquette and customer service. Students will also be required to complete 12 hours of community service in an animal related service project. This course will provide students with entry levels skills and knowledge for employment as veterinary assistants, pet shop workers, humane society assistants or assistant groomers. Enrolled students may choose to compete in the State/National FFA Veterinary Science Competition.

Note: Students successfully completing Veterinary Science 1 and 2 with a C+ or better can earn 2 college credits at Great Bay Community College through Project Running Start (or 1 life science credit toward graduation), or articulation credits toward SUNY at Cobleskill.

H1401. Veterinary Science 2 (Alvirne) **Gr. 11** **2 Credits** **Full Year**
(Science)

In the second year of the Veterinary Science program, students will continue to build on their knowledge and skills gained in the first year. Using the kennel's small animals and large animal species including our newest arrival, "Angel", Haflinger horse, advanced topics will include nutrition and anatomy, health and disease and veterinary medical terminology and entrepreneurship. Hands-on skills will be developed in feed selection, laboratory procedures (i.e. fecal analysis, blood and urine analysis), animal health and disease prevention, such as vaccinations, de-worming, grooming, physical exams, office skills, equipment identification and business management. Students will also be required to complete 12 hours of community service in an animal-related service project. Enrolled students may choose to compete in the State/National FFA Veterinary Science Competition. Successful completion of this program greatly enhances a student's potential for success in post-secondary education, as well as entry level job in an animal science field.

Note: Students successfully completing Veterinary Science 1 and 2 with a C+ or better can earn 2 college credits at Great Bay Community College through Project Running Start (or 1 life science credit toward graduation), or articulation credits toward SUNY at Cobleskill.

Heating, Ventilation & Air Conditioning (HVAC)

H1081. Heating, Ventilation & Air Conditioning 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

Students learn refrigeration fundamentals, electricity and controls; installing, operating, servicing, and repairing both heating and air conditioning equipment through classroom demonstrations and laboratory experiments. They work on domestic and commercial refrigeration and window and central air conditioning equipment, including heat pumps and oil and gas systems. Students learn on modern equipment, including three-phase electrical components. The demand for skilled technicians far exceeds the supply in this field.

H1082. Heating, Ventilation & Air Conditioning 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

Students learn to perform systems tests, troubleshoot and repair heating, air-conditioning and refrigeration systems with state-of-the industry equipment on a variety of models and makes of both residential and commercial HVAC systems. They learn to use a variety of tools and instruments to perform tests for electrical, pressure and burner efficiency. Laboratory activities focus on refrigeration systems (component installation and repair), pipe fitting, ventilation ducting, air-conditioning unit service and furnace and burner service. Individual safety codes pertaining to each type of system are addressed and adhered to during lab activities.

Marketing

H1076. Marketing (Milford) **Gr. 11-12** **1 Credit** **Semester 1**
(Practical Arts)

Have you ever bought something and a few days later wondered why you spent all your money on it? In this course students obtain skills to understand the world of MARKETING, including purchasing, financing, distribution, psychological pricing, risk management, the marketing mix, market research, and designing a marketing plan. Students will develop a portfolio of their best work to bring to a job or college interview. Operation of the school store will give students the practical experience they can apply to the competencies studied. Also, job seeking and keeping skills will be explored. Students are encouraged to join DECA, a student organization, whose goal is for students to develop a "career success kit" to carry into their business and personal lives!

H1077. Marketing 2 (Milford) **Gr. 11-12** **1 Credit** **Semester 2**
(Practical Arts)

Students continue their marketing education through practical experiences gained in the school store and marketing research. Students work as merchandise category managers of the school store at Milford and also are responsible for its fiscal operations.

H1078. Marketing 3 (Milford) **Gr. 12** **1 Credits** **Semester**
(Practical Arts)

This course is designed for the serious marketing student who has successfully completed all state competencies in *Marketing Education 1 and 2*. Students perform topical research and invest time in marketing businesses doing real world tasks. Students will have the opportunity to choose individualized projects every marking period, each with a career focus.

Precision Machining

H1044. Precision Machining (Milford) **Gr. 11** **1 Credits** **Semester 1**
(Practical Arts)

This is the first semester of the Precision Machining Program. It will be an introduction to basic machine operations and blueprint reading which includes instruction in lathes, milling machines, surface grinders, and drill presses. Students learn basic measuring techniques which incorporate the use of micrometers, depth micrometers, vernier calipers, and dial indicators. Students develop skills to machine parts using raw materials with information from a blueprint. Skills USA activities are an important part of the student experience in this program.

H1046. Advanced Precision Machining (Milford) **Gr. 11-12** **1 Credit** **Semester 2**
H1055. Advanced Precision Machining (Nashua) **Gr. 12** **2 Credits** **Full Year**
(Practical Arts)

This course is the continuation of the Precision Machining Program. Students in *Advanced Precision Machining* review many of the skills learned in *Precision Machining* but use these skills to perform more complex and challenging operations. Students will design and manufacture projects using Master Cam. A strong emphasis is placed on Numeric Control and Computer Numeric Control (NC/CNC) programming. Students will write their own programs to machine parts on the Prototrack milling machine, lathes as well as all Intellitek machines. This course relies heavily on applied activities with many opportunities for students to take on projects of their own design. Advanced students are expected to take leadership roles in Skills USA activities. Opportunity for 6 credits for dual enrollment with Nashua Community College.

Pre-Engineering

H1715. Engineering Design (Milford) **Gr. 11-12** **1 Credit** **Semester 2**
(Practical Arts)

Prerequisite: Successful completion of *Algebra I* and *9th/10th science* with C or higher

Engineering Design is a foundational college level course offered as a component of the Mechatronics Certificate Program at Manchester Community College. This course allows students to develop their design skills with an emphasis on placed on graphics as the primary means of communication using a myriad of Autodesk software products. This software is specific to engineering professions from mechanical engineering, architectural, and computer graphics/illustration design. A series of projects are used to teach the design process with emphasis on problem identification, criteria generation, brainstorming, decision-making, detailed design, economics and project management. Teamwork is emphasized as students are

(Practical Arts)

This one semester college level course that offers participants the opportunity to earn college credits through the *Running Start* program. Students will explore the manufacturing process not only as a sequence of material manipulation but also as a product of management. Current managerial philosophies and their effects on every phase of manufacturing will be examined. This information will be synthesized and applied to a manufacturing model, which will give students an opportunity to test their theories on managing a manufacturing facility with limited resources. Throughout the course, emphasis will be placed on effective workplace skills including teamwork, integrity, and dependability.

H1026. Computer Integrated Manufacturing (Milford) **Gr. 12** **1 Credit** **Semester**
(Practical Arts)

Prerequisite: Engineering Design, Mechatronics, and Precision Machining with C or higher

Computer Integrated Manufacturing is a college level course and an integral component of the Mechatronics Certificate Program at MCC. Students will explore the manufacturing process not only as a sequence of material manipulation but also as a product of management. Current managerial philosophies and their effect on every phase of manufacturing will be examined. This information will be synthesized and applied to a manufacturing model, which will give students an opportunity to test their theories on managing a manufacturing facility with limited resources. Throughout the course, emphasis will be placed on effective workplace skills including teamwork, integrity, and dependability.

Video Production

H1048. Video Production 1 (Milford) **Gr. 11-12** **1 Credits** **Semester 1**
(Practical Arts)

Students in this program will develop skills in video and audio production. They will learn on studio/post-production equipment. While there is a large amount of hands-on experience in this course, students should recognize that a significant amount of "note-taking" will also take place. Basic competencies will be developed on individual equipment and through small group production projects. This program includes the use of non-linear computer-based editing as well as the use of computer generated graphics.

H1049. Video Production 2 (Milford) **Gr. 11-12** **1 Credits** **Semester 2**
(Practical Arts)

Continuing the work started in Video Production 1; planning and writing are significant parts of this course. Students will do more volunteer work in community productions; and may be employed part-time in paid internships with professional producers.

H1047. Video Production & Broadcasting (Nashua) **Gr. 11** **2 Credits** **Full Year**
(Practical Arts)

Students learn video production and broadcasting by experiencing hands on the roles of producer, writer, camera operator, host, editor and technician in Nashua High School South's state of the art broadcast facility. They learn about the art and technology of modern communication while producing useful and attractive programs for the class, the high schools and the school district. They increase self-confidence and organizational abilities by planning, writing, and completing their own projects. In the first half of the year, students complete a series of exercises designed to introduce them to the concepts and practice of multimedia project management. In the spring semester, they propose programs and produce those approved by the instructor.

H1097. Video Production & Broadcasting 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**

(Practical Arts)

This class builds on the knowledge gained in the previous year by writing, producing and creating video programs for the class, the high schools, the school district and the community. Students learn more about cable, satellite and web based distribution channels. They build a reel and resume helping them qualify for further education and employment.

Extracurricular Student Programs

The following extracurricular activities are currently available for students. Some of these activities are subject to change depending upon availability of advisors and student interest.

| | | |
|--------------------------|-------------------------|-----------------------------|
| A Cappella Club "Forte" | Gay Straight Alliance | Ski & Snowboard Club |
| Amnesty International | Granite State Challenge | Spanish Club |
| Book Club | Green Group | Student Council |
| CavChronline (Newspaper) | The HomeFront Club | Tech Crew |
| Chemistry Club | Life of a Cavalier Club | Theatre Program |
| Crew Club | Math Team | Tri-M (Music Honor Society) |
| Dance Team | National Honor Society | US FIRST Robotics Team |
| Debate Team | Pep Band | Video Club |
| Destination Imagination | Outing/Climbing Club | Yearbook |
| Fiber Arts Club | Red Cross Club | Young Writers Club |
| French Club | | |

Athletic Programs

The Athletic Programs at HBHS consist of an interscholastic program governed by the NHIAA. The program is elective and is offered after regular school hours. The interscholastic sports are conducted in the fall, winter, and spring seasons, with the teams competing against schools in New Hampshire. All contests are played under New Hampshire Interscholastic Athletic Association Regulations. Each student must satisfy eligibility requirements set by the NHIAA and Hollis Brookline High School.

NHIAA Handbook, Sect. 2: Scholastic Standing

A. No pupil who has failed to pass four (4) units of work during the school's previous grading period shall represent the school in any interscholastic contest. A minimum of four (4) units of work per grading period is required for participation in interscholastic athletics.

A physician's or nurse practitioner's statement certifying that the student has passed a pre-participation physical examination within six months prior to the student's first participation in high school interscholastic sports as well as an updated one two years later (normally their freshmen and junior years) must be on file in the school health office as well as with the Athletic Trainer (ATC). Every year each athlete shall have on file with the ATC an annual medical history exam in order to ascertain any injuries or conditions that would warrant an updated physical exam.

Any pupil significantly ill or injured during their high school athletic career must be re-examined by a physician in order to be eligible to return to interscholastic sports. A statement from the physician certifying physical eligibility must be on file with the health office as well as the Athletic Trainer.

All members of interscholastic sports teams will be required to pay a participation fee (which varies from sport to sport) each sports season in which they participate, to help defray the costs of interscholastic sports. An annual cap per family is placed on this fee. In order to allow as many students as possible to participate in athletics, students cannot try out for, or be members of, more than one sports team each season with the exception being placekicking for the football team.

Athletes who intend to participate in collegiate athletics must register with the NCAA Eligibility Center. Check www.NCAA.org for general information and www.eligibilitycenter.org to register.

HBHS Athletics

| | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|--------------|--|--|--|
| Boys | Cross Country Golf Football, <i>Varsity, JV, Freshmen</i> Soccer, <i>Varsity, JV, Unified</i> Spirit Squad | Alpine Ski Team Basketball, <i>Varsity, JV, Freshmen, Unified</i> Bowling Indoor Track Gymnastics Ice Hockey Spirit Squad Swimming Wrestling, <i>Varsity, JV</i> | Baseball, <i>Varsity, JV</i> Lacrosse, <i>Varsity, JV, Freshmen</i> Track & Field, <i>Varsity, JV, Unified</i> Tennis Volleyball, <i>Varsity, JV</i> |
| Girls | Cross Country Golf Field Hockey, <i>Varsity, JV</i> Soccer, <i>Varsity, JV, Unified</i> Spirit Squad Volleyball, <i>Varsity, JV, Freshmen</i> | Alpine Ski Team Basketball, <i>Varsity, JV, Freshmen, Unified</i> Bowling Indoor Track Gymnastics Ice Hockey Spirit Squad Swimming Wrestling, <i>Varsity, JV</i> | Lacrosse, <i>Varsity, JV, Freshmen</i> Softball, <i>Varsity, JV</i> Track & Field, <i>Varsity, JV, Unified</i> Tennis |

NCAA Approved Courses

| | | |
|-------------------------------------|---------------------------------|---|
| Algebra 1, Advanced | Biology, Accelerated | Latin I |
| Algebra 1 | Calculus | Latin II |
| Algebra 1, General | Chemistry | Legal Studies |
| Algebra 2 | Chemistry, Honors | Memoirs & Biography I/II |
| Algebra 2, Accelerated | Civics | Physical Science w/Earth Science |
| Algebra 2, General | Contemporary Issues | Physical Science w/Earth Science, Accel |
| Algebra 3/Trigonometry | Economics | Physics: Conceptual |
| Anatomy & Physiology, I/II | English 9 | Physics: Principles & Problems |
| Anatomy & Physiology, Honors | English 9, Accelerated | Poetry |
| Anthropology | English 9 Read | Pre-Calculus |
| AP Biology | English 10 | Pre-Calculus, Honors |
| AP Calculus | English 10, Accelerated | Psychology |
| AP Chemistry | English 10 Read | Science Fiction |
| AP English Language and Composition | French I | Sociology |
| AP English Literature & Composition | French II | Spanish I |
| AP Environmental Science | French III | Spanish II |
| AP French | French IV | Spanish III |
| AP Physics I | French IV, Honors | Spanish IV |
| AP Physics II | General Science w/Earth Science | Spanish IV, Honors |
| AP Psychology | Geometry | U.S. History |
| AP Spanish | Geometry, Accelerated | U.S. Literature |
| AP U.S. Government and Politics | Honors Literature | World Literature |
| AP U.S. History | Honors U.S. Literature | World Studies |
| AP World History | Journalism 1 | Writing |

Student Four-Year Educational Plan

Developing a Four-Year Educational Plan is a worthwhile exercise for all students. Consult the list of minimum graduation requirements found on page 6 and work with your parents, teachers, and counselors to ensure that you meet course prerequisites.

Name: _____ Class of: _____ Counselor: _____

Date: _____ Career Interests: _____

| Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--------------|--------|--------------|--------|--------------|--------|--------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
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| | | | | | | | |
| | | | | | | | |
| Total | | Total | | Total | | Total | |

Sample Four-Year Educational Plan

The following is an example of a Four-Year Educational Plan. Students are expected to carry 6 credits each year.

| Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|------------------|------------|--------------------|------------|--------------------|------------|-------------------|------------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| US History | 1.0 | World History | 1.0 | Economics / Civics | 1.0 | Physics | 1.0 |
| Physical Science | 1.0 | Biology | 1.0 | Chemistry | 1.0 | Pre-Calculus | 1.0 |
| Algebra 1 | 1.0 | Geometry | 1.0 | Algebra 2 | 1.0 | Honors Literature | 1.0 |
| English 9 | 1.0 | English 10 | 1.0 | U.S. Literature | 1.0 | World Language | 1.0 |
| World Language | 1.0 | World Language | 1.0 | World Language | 1.0 | ELECTIVE(S) | 3.0 |
| Fitness/Wellness | 1.0 | Writing | 0.5 | ELECTIVE(S) | 2.0 | | |
| ELECTIVE(S) | 1.0 | Physical Education | 0.5 | | | | |
| | | ELECTIVE(S) | 1.0 | | | | |
| Total | 7.0 | Total | 7.0 | Total | 7.0 | Total | 7.0 |

Student Activities Spreadsheet

Building an activity spreadsheet is a useful planning tool for evaluating the demands of the school, homework, and

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Weighted Courses are **bold**

A: Fulfills Art requirement

B: Fulfills Biological Science Requirement

M4: Fulfills 4th year Math Requirement

P: Fulfills Physical Science Requirement

ICT: Fulfills Info and Comp Tech requirement

EOD: Course meets every other day, all year

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World Studies, p. 47
World Studies, Topics in, p. 48
Writing, p. 25

Non-Discrimination

It is the policy of the School Administrative Unit #41 not to discriminate in its education programs, activities, or employment practices on the basis of race, language, sex, age, creed, color, marital status, national origin, or handicapping conditions under the provisions of the Title VI and IX of the 1972 Educational Amendments: Section 504 of the Rehabilitation Act of 1972, and the Education of Handicapped Children's Act of 1976. The coordinator for 504 Activities, Title VI and the Education of Handicapped Children's Act is the Superintendent of Schools, 4 Lund Lane, Hollis, New Hampshire 03049, telephone (603) 465-7714. The coordinator for Title IX is the Hollis/Brookline High School Principal, 24 Cavalier Court, Hollis, New Hampshire 03049, telephone (603) 465-2269. Inquiries may be directed to the coordinators listed herein or to the Regional Office for Civil Rights, 140 Federal Street, Boston, Massachusetts 02110, or the New Hampshire Human Rights Commission, 66 South Spring Street, Concord, New Hampshire 03301. Grievance Procedures which provide for the prompt and equitable resolution of complaints alleging violations to Titles VI and IX, Section 504, and the Education of Handicapped Children's Act of 1976 are available. Grievance Procedures may be obtained at the office of the coordinators listed herein. School Administrative Unit #41 includes the Brookline, Hollis, and Hollis Brookline Cooperative School Districts and the employees in the SAU #41 Office. Approved 9/6/84

See also [EEAE](#) & [JICC](#)

STUDENT TRANSPORTATION SERVICES

General Operating Policy

- A. Bus routes shall be established by the Superintendent, subject to review by the Board. Routes will be developed annually and posted.
- B. Private school transportation will be integrated where possible and when required by law.
- C. Bus stops shall be established under the direction of the Superintendent. Drivers may not load or unload pupils at other than authorized bus stops.
- D. Specialized transportation will be provided to special education students based only on their Individualized Education Programs.
- E. Students who attend a NH charter school and are residents of Brookline or Hollis, if enrolled in a Career Technical Program, may receive transportation between the charter school and the CTE program or, with agreement by all parties, to and/or from home, pursuant to RSA 194-B:2.

Student Conduct on School Buses

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's Principal in writing. Video cameras may be used on buses to support the bus driver's reports of unacceptable conduct. The school principal will have the authority delegated by the Superintendent to suspend the riding privileges of students who are disciplinary problems on the bus by failing to conform to

the rules and regulations of the district. Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified in writing that their children have lost school bus riding privileges in accordance with the student discipline code. Suspensions to continue beyond twenty (20) days must be approved by the Board.

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

RSA 200:40, Emergency Care

RSA 194-B:2, Chartered Public Schools; Establishment; Parental Choice; Admission

Regulations for students riding school buses are available in the student handbooks.

1st Reading: July 20, 2005

Adoption: May 21, 2008

Amended: October 19, 2011

Amended: November 16, 2016

DRAFT

HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT
HOLLIS BROOKLINE MIDDLE & HIGH SCHOOL
2016-2017

| 2016 | M | T | W | TH | F | 2017 | M | T | W | TH | F |
|----------------|----|----|----|----|----|---------------|----|----|----|----|----|
| AUGUST (1) | XX | XX | 24 | XX | XX | FEBRUARY (18) | | | 1 | 2 | 3 |
| | X | X | 31 | | | | 6 | 7 | 8 | 9 | 10 |
| SEPTEMBER (21) | | | | 1 | 2 | | 13 | 14 | 15 | 16 | 17 |
| | XX | 6 | 7 | 8 | 9 | | 20 | 21 | 22 | 23 | 24 |
| | 12 | 13 | 14 | 15 | 16 | | XX | XX | | | |
| | 19 | 20 | 21 | 22 | 23 | MARCH (19) | | | XX | XX | XX |
| | 26 | 27 | 28 | 29 | 30 | | 6 | 7 | 8 | 9 | 10 |
| OCTOBER (20) | 3 | 4 | 5 | 6 | 7 | | 13 | X | 15 | 16 | 17 |
| | XX | 11 | 12 | 13 | 14 | | 20 | 21 | 22 | 23 | 24 |
| | 17 | 18 | 19 | 20 | 21 | | 27 | 28 | 29 | 30 | 31 |
| | 24 | 25 | 26 | 27 | 28 | | | | | | |
| | 31 | | | | | APRIL (15) | 3 | 4 | 5 | 6 | 7 |
| NOVEMBER (17) | | 1 | 2 | 3 | 4 | | 10 | 11 | 12 | 13 | 14 |
| | 7 | X | 9 | 10 | XX | | 17 | 18 | 19 | 20 | 21 |
| | 14 | 15 | 16 | 17 | 18 | | XX | XX | XX | XX | XX |
| | 21 | 22 | X | XX | XX | MAY (22) | 1 | 2 | 3 | 4 | 5 |
| | 28 | 29 | 30 | | | | 8 | 9 | 10 | 11 | 12 |
| DECEMBER (17) | | | | 1 | 2 | | 15 | 16 | 17 | 18 | 19 |
| | 5 | 6 | 7 | 8 | 9 | | 22 | 23 | 24 | 25 | 26 |
| | 12 | 13 | 14 | 15 | 16 | | XX | 30 | 31 | | |
| | 19 | 20 | 21 | 22 | 23 | JUNE (9) | | | | 1 | 2 |
| | XX | XX | XX | XX | XX | | 5 | 6 | 7 | 8 | 9 |
| 2017 | | | | | | | 12 | 13 | 14 | 15 | 16 |
| JANUARY (20) | XX | 3 | 4 | 5 | 6 | | 19 | 20 | 21 | 22 | 23 |
| | 9 | 10 | 11 | 12 | 13 | | 26 | 27 | 28 | 29 | 30 |
| | XX | 17 | 18 | 19 | 20 | | | | | | |
| | 23 | 24 | 25 | 26 | 27 | | | | | | |
| | 30 | 31 | | | | | | | | | |

Total Student Days = 178

| | | | |
|-----------------|---------------------------------------|------------------|-----------------------------------|
| August 24 | REGISTRATION DAY (middle school) | Nov. 23 | Teacher Workshop Day HBMS |
| Aug. 29, 30 | Teacher Workshop Days | Nov. 24 - 25 | Thanksgiving Recess |
| Aug. 31 | 7th GRADE ORIENTATION 12:00 DISMISSAL | Dec. 26 - Jan. 2 | Holiday Break |
| Aug. 31 | FRESHMAN ORIENTATION 12:00 DISMISSAL | Jan. 16 | Martin Luther King, Jr. Day |
| Sept. 1 | ALL STUDENTS RETURN | Jan 17-20 | Mid Terms (High School) |
| Sept. 5 | Labor Day | Feb. 27 - Mar. 3 | Mid-Winter Vacation |
| Sept 12 | School Pictures (High School) | Mar 14 | Teacher Workshop Day |
| Sept. 14 | School Pictures (middle school) | Mar. 28 - 31 | 8th Grade Washington, DC Trip |
| Sept. 15 | Open House Grade 7 | April 24 - 28 | Spring Vacation |
| Sept 19 | Open House (High School) | May 29 | Memorial Day |
| Sept. 22 | Open House Grade 8 | June 14-19 | Final Exams (High School) |
| Oct. 10 | Columbus Day | June 20 | LAST DAY OF SCHOOL FOR STUDENTS |
| Nov. 8 | Teacher Workshop Day | | (Includes 5 snow days) |
| Nov. 11 | Veterans Day | June 23 | Anticipated Last Day for Teachers |
| Nov 17 & Nov 21 | Conferences (High School) | | (Includes 5 snow days) |

Report Card dates may vary based on snow days.

Legend: X No School For Students
XX No School for Students and Staff

MC Marks Close/End of Quarter (Middle School)
RC Report Cards Issued (Middle School)
End of Quarter (High School)

Coop FY18 Budget Detail for New Items

As of: 10/7/16

As of: 10/21/16

As of: 11/9/16

As of:

| Round 1.0 Personnel | |
|------------------------|--|
| Cost | Descrip |
| HBHS | |
| \$9,000 | Guidance Director add'l |
| -\$3,000 | Eliminate Guidance Dept Head |
| \$2,150 | New Sub Rates \$75/day w/cert; \$70 w/o |
| -\$23,470 | Database Position-Coop Share |
| \$11,360 | Registrar/RIF Guid. Sec 8 hrs/day w/ 30 extra days vs 6.75 hrs w/10 extra |
| \$84,500 | Athletic Trainer From Exp Tr, more hrs, benefits |
| \$54,370 | Math .75 to 1.0 |
| -\$13,262 | Ball Position-New Hire Spec Ed .5 |
| -\$4,603 | Reduce Summer Sec Days W+P: 22 to 10 extra days |
| \$117,045 | |
| HBMS | |
| \$2,350 | Garden Club Advisor Stipend T6 |
| \$2,100 | Robotics Advisor Stipend-add to Goes from Tier 2 to Tier 7 |
| \$600 | GSA Advisor Stipend |
| \$600 | Summer Enrichment Stipend-add to Goes from Tier 2 to Tier 4 |
| \$2,350 | Summer Math Coord Stipend T6 |
| \$600 | Mentor Stipends-add to-T3 |
| \$600 | Add'l Un-Knighted T2 |
| \$2,000 | New Sub Rates \$75/day w/cert; \$70 w/o |
| \$40,112 | Ball Position PT to FT-Reg Ed |
| \$51,312 | |
| \$168,357 | Total |

| Round 2.0 Personnel | |
|------------------------|--|
| Cost | Descrip |
| HBHS | |
| \$9,000 | Guidance Director add'l |
| -\$3,000 | Eliminate Guidance Dept Head |
| \$2,150 | New Sub Rates \$75/day w/cert; \$70 w/o |
| -\$23,470 | Database Position-Coop Share |
| \$11,360 | Registrar/RIF Guid. Sec 8 hrs/day w/ 30 extra days vs 6.75 hrs w/10 extra |
| \$84,500 | Athletic Trainer From Exp Tr, more hrs, benefits |
| \$0 | Math .75 to 1.0 |
| \$0 | Ball Position-New Hire Spec Ed .5 |
| -\$4,603 | Reduce Summer Sec Days W+P: 22 to 10 extra days |
| \$75,937 | |
| HBMS | |
| \$2,350 | Garden Club Advisor Stipend T6 |
| \$2,100 | Robotics Advisor Stipend-add to Goes from Tier 2 to Tier 7 |
| \$0 | GSA Advisor Stipend |
| \$600 | Summer Enrichment Stipend-add to Goes from Tier 2 to Tier 4 |
| \$2,350 | Summer Math Coord Stipend T6 |
| \$600 | Mentor Stipends-add to-T3 |
| \$600 | Add'l Un-Knighted T2 |
| \$2,000 | New Sub Rates \$75/day w/cert; \$70 w/o |
| \$0 | Ball Position PT to FT-Reg Ed |
| \$10,600 | |
| \$86,537 | Total |

| Round 3.0 Personnel | |
|------------------------|--|
| Cost | Descrip |
| HBHS | |
| \$0 | Guidance Director add'l |
| \$0 | Eliminate Guidance Dept Head |
| \$2,150 | New Sub Rates \$75/day w/cert; \$70 w/o |
| -\$23,470 | Database Position-Coop Share |
| \$11,360 | Registrar/RIF Guid. Sec 8 hrs/day w/ 30 extra days vs 6.75 hrs w/10 extra |
| \$64,500 | Athletic Trainer From Exp Tr, more hrs, benefits |
| \$0 | Math .75 to 1.0 |
| \$0 | Ball Position-New Hire Spec Ed .5 |
| -\$4,603 | Reduce Summer Sec Days W+P: 22 to 10 extra days |
| \$49,937 | |
| HBMS | |
| \$2,350 | Garden Club Advisor Stipend T6 |
| \$2,100 | Robotics Advisor Stipend-add to Goes from Tier 2 to Tier 7 |
| \$0 | GSA Advisor Stipend |
| \$600 | Summer Enrichment Stipend-add to Goes from Tier 2 to Tier 4 |
| \$2,350 | Summer Math Coord Stipend T6 |
| \$0 | Mentor Stipends-add to-T3 |
| \$600 | Add'l Un-Knighted T2 |
| \$2,000 | New Sub Rates \$75/day w/cert; \$70 w/o |
| \$0 | Ball Position PT to FT-Reg Ed |
| \$10,000 | |
| \$59,937 | Total |

| Round 4.0 Personnel | |
|------------------------|--------------|
| Cost | Descrip |
| HBHS | |
| \$0 | |
| HBMS | |
| \$0 | |
| \$0 | Total |

| Round 1.0 Academics | |
|------------------------|---------------------------|
| Cost | Descrip |
| HBHS | |
| \$2,430 | Textbooks - AP Econ |
| \$2,430 | Textbooks - AP Physics |
| \$7,391 | Textbooks-French II & III |
| \$13,000 | Textbooks-Acc Bio |

| Round 2.0 Academics | |
|------------------------|---------------------------|
| Cost | Descrip |
| HBHS | |
| \$0 | Textbooks - AP Econ |
| \$2,430 | Textbooks - AP Physics |
| \$7,391 | Textbooks-French II & III |
| \$13,000 | Textbooks-Acc Bio |

| Round 3.0 Academics | |
|------------------------|---------------------------|
| Cost | Descrip |
| HBHS | |
| \$0 | Textbooks - AP Econ |
| \$2,430 | Textbooks - AP Physics |
| \$7,391 | Textbooks-French II & III |
| \$13,000 | Textbooks-Acc Bio |

| Round 4.0 Academics | |
|------------------------|---------|
| Cost | Descrip |
| HBHS | |

| | |
|-----------------|--|
| \$29,625 | |
| HBMS | |
| \$12,200 | Chromebooks w/carts (40)(Eng/Sci) -14" @ \$250 |
| \$4,250 | Projectors w/MH&E (5) @ \$850 Picarello, Conf Rm, 3-Spec Ed |
| \$3,500 | Gym Projector w/protection |
| \$1,750 | Live Streaming Equipment Split w/HSD |
| \$21,700 | |
| \$51,325 | Total |

| | |
|-----------------|--|
| \$29,625 | |
| HBMS | |
| \$12,200 | Chromebooks w/carts (40)(Eng/Sci) -14" @ \$250 |
| \$4,250 | Projectors w/MH&E (5) @ \$850 Picarello, Conf Rm, 3-Spec Ed |
| \$0 | Gym Projector w/protection |
| \$1,750 | Live Streaming Equipment Split w/HSD |
| \$18,200 | |
| \$47,825 | Total |

| | |
|-----------------|---|
| \$31,550 | New Digital Photo Focus |
| HBMS | |
| \$12,200 | Chromebooks w/carts (40)(Eng/Sci) -14" @ \$250 |
| \$3,400 | Projectors w/MH&E (4) @ \$850 Picarello, 3-Spec Ed |
| \$0 | Gym Projector w/protection |
| \$1,750 | Live Streaming Equipment Split w/HSD |
| \$17,350 | |
| \$48,900 | Total |

| | |
|-------------|--------------|
| \$0 | |
| HBMS | |
| | |
| | |
| | |
| | |
| \$0 | |
| \$0 | Total |

| Round 1.0 | |
|-------------------------------|--|
| Rplcmt Computer Equip-Current | |
| Cost | Descrip |
| HBMS | |
| \$3,400 | Projectors (8) @ \$425 Locations? Higher cost due to ceiling? |
| \$12,600 | Desktops? (24) @ \$525 Rm 141 Computer Lab B |
| \$11,506 | Laptops (22) @ \$523 Library |
| \$4,707 | Staff Laptops (9) @\$523 Depart: |
| \$4,707 | ARRA Laptops-Students (9) @ \$523 ARRA replacements-Based on evaluation |
| \$1,362 | Printer (2) @ \$681 Rm 372, Guidance |
| \$5,400 | Server-Sophos, Domain Cont. |
| \$43,682 | |
| HBMS | |
| \$11,506 | Laptops (22) @ \$523 Location? |
| \$6,000 | Chromebooks (24) @ \$250 Computer lab - Rm ? |
| \$2,125 | Projectors (5) @ \$425 |
| \$4,707 | Staff Laptops (9) @ \$523 Based on evaluation |
| \$4,707 | ARRA Laptops-Students (9) @ \$523 Based on evaluation |
| \$29,045 | |
| \$72,727 | Total |

| Round 2.0 | |
|-----------------------|---|
| Rplcmt Computer Equip | |
| Cost | Descrip |
| HBMS | |
| \$3,400 | Projectors (8) @ \$425 Locations? Higher cost due to ceiling? |
| \$12,600 | Desktops? (24) @ \$525 Rm 141 Computer Lab B |
| \$5,500 | Chromebooks (22) @ \$250 Library |
| \$4,707 | Staff Laptops (9) @\$523 Depart: |
| \$2,250 | Chromebooks-Students (9) @ \$250 ARRA replacements-Based on evaluation |
| \$1,362 | Printer (2) @ \$681 Rm 372, Guidance |
| \$0 | Server-Sophos, Domain Cont. |
| \$29,819 | |
| HBMS | |
| \$0 | Laptops (22) @ \$523 Location? |
| \$0 | Chromebooks (24) @ \$250 Computer lab - Rm ? |
| \$2,125 | Projectors (5) @ \$425 |
| \$4,707 | Staff Laptops (9) @ \$523 Based on evaluation |
| \$2,250 | Chromebooks-Students (9) @ \$250 ARRA replacements-Based on evaluation |
| \$9,082 | |
| \$38,901 | Total |

| Round 3.0 | |
|-----------------------|---|
| Rplcmt Computer Equip | |
| Cost | Descrip |
| HBMS | |
| \$3,400 | Projectors (8) @ \$425 Locations? Higher cost due to ceiling? |
| \$12,600 | Desktops? (24) @ \$525 Rm 141 Computer Lab B |
| \$5,500 | Chromebooks (22) @ \$250 Library |
| \$2,092 | Staff Laptops (4) @\$523 Depart: |
| \$2,250 | Chromebooks-Students (9) @ \$250 ARRA replacements-Based on evaluation |
| \$1,362 | Printer (2) @ \$681 Rm 372, Guidance |
| \$0 | Server-Sophos, Domain Cont. |
| \$27,204 | |
| HBMS | |
| \$0 | Laptops (22) @ \$523 Location? |
| \$0 | Chromebooks (24) @ \$250 Computer lab - Rm ? |
| \$2,125 | Projectors (5) @ \$425 |
| \$2,092 | Staff Laptops (4) @ \$523 Based on evaluation |
| \$2,250 | Chromebooks-Students (9) @ \$250 ARRA replacements-Based on evaluation |
| \$6,467 | |
| \$33,671 | Total |

| Round 4.0 | |
|-----------------------|--------------|
| Rplcmt Computer Equip | |
| Cost | Descrip |
| HBMS | |
| | |
| | |
| | |
| | |
| | |
| \$0 | |
| \$0 | Total |

Round 1.0

Round 2.0

Round 3.0

Round 4.0

| Hosted Software | |
|-----------------|---------------------------------|
| Cost | Descrip |
| \$2,486 | Oasys-Observation Software |
| \$2,500 | Veritime-Time Tracking Software |
| \$350 | Print Manager-Printing Control |
| \$5,336 | Total |

| Hosted Software | |
|-----------------|---------------------------------|
| Cost | Descrip |
| \$2,486 | Oasys-Observation Software |
| \$2,500 | Veritime-Time Tracking Software |
| \$350 | Print Manager-Printing Control |
| \$5,336 | Total |

| Hosted Software | |
|-----------------|---------------------------------|
| Cost | Descrip |
| \$2,486 | Oasys-Observation Software |
| \$2,500 | Veritime-Time Tracking Software |
| \$350 | Print Manager-Printing Control |
| \$5,336 | Total |

| Hosted Software | |
|-----------------|--------------|
| Cost | Descrip |
| | |
| \$0 | Total |

| Round 1.0 Safety Issues | |
|----------------------------|--|
| Cost | Descrip |
| HBHS | |
| \$15,000 | Main Entrance Reno-Homeland Sec |
| \$8,000 | Security Cameras |
| \$1,200 | Cop Sync |
| \$24,200 | |
| HBMS | |
| \$4,100 | Security Cameras camera, panic button, door jams, maint. contract |
| \$3,000 | Security Alarms-add'l repairs |
| \$2,000 | Fire Alarms-add'l repairs |
| \$2,800 | Foyer Carpet |
| \$1,200 | Cop Sync |
| \$13,100 | |
| \$37,300 | Total |

| Round 2.0 Safety Issues | |
|----------------------------|--|
| Cost | Descrip |
| HBHS | |
| \$15,000 | Main Entrance Reno-Homeland Sec |
| \$8,000 | Security Cameras |
| \$1,200 | Cop Sync |
| \$24,200 | |
| HBMS | |
| \$4,100 | Security Cameras camera, panic button, door jams, maint. contract |
| \$3,000 | Security Alarms-add'l repairs |
| \$2,000 | Fire Alarms-add'l repairs |
| \$0 | Foyer Carpet |
| \$1,200 | Cop Sync |
| \$10,300 | |
| \$34,500 | Total |

| Round 3.0 Safety Issues | |
|----------------------------|--|
| Cost | Descrip |
| HBHS | |
| \$0 | Main Entrance Reno-Homeland Sec |
| \$6,000 | Security Cameras |
| \$1,200 | Cop Sync |
| \$7,200 | |
| HBMS | |
| \$2,900 | Security Cameras camera, door jams, maint. contract |
| \$3,000 | Security Alarms-add'l repairs |
| \$2,000 | Fire Alarms-add'l repairs |
| \$0 | Foyer Carpet |
| \$1,200 | Cop Sync |
| \$9,100 | |
| \$16,300 | Total |

| Round 4.0 Safety Issues | |
|----------------------------|--------------|
| Cost | Descrip |
| HBHS | |
| | |
| \$0 | |
| HBMS | |
| | |
| \$0 | |
| \$0 | Total |

| Round 1.0 Facilities/Maintenance | |
|-------------------------------------|---------------------------------|
| Cost | Descrip |
| HBHS | |
| \$3,884 | New Copy Machine - 4yr instlmnt |
| \$10,000 | Lighting Relays |
| \$10,000 | Student Restroom Partions |
| \$3,000 | Back Lobby Carpet |
| \$3,000 | Bell System |
| \$2,000 | Window Blinds |
| \$2,000 | Window Screens |
| \$17,500 | Door Handles |
| \$4,000 | Window Ballasts |
| \$3,000 | Clean Well Tank |
| \$8,700 | Floor Scrubbers |
| \$3,500 | Roof Repairs |

| Round 2.0 Facilities/Maintenance | |
|-------------------------------------|---------------------------------|
| Cost | Descrip |
| HBHS | |
| \$3,884 | New Copy Machine - 4yr instlmnt |
| \$6,500 | Lighting Relays |
| \$3,000 | Student Restroom Partions-Phase |
| \$3,000 | Back Lobby Carpet |
| \$0 | Bell System |
| \$2,000 | Window Blinds |
| \$2,000 | Window Screens |
| \$17,500 | Door Handles |
| \$4,000 | Window Ballasts |
| \$3,000 | Clean Well Tank |
| \$8,700 | Floor Scrubbers |
| \$3,500 | Roof Repairs |

| Round 3.0 Facilities/Maintenance | |
|-------------------------------------|---------------------------------|
| Cost | Descrip |
| HBHS | |
| \$3,884 | New Copy Machine - 4yr instlmnt |
| \$6,500 | Lighting Relays |
| \$0 | Student Restroom Partions-Phase |
| \$0 | Back Lobby Carpet |
| \$0 | Bell System |
| \$0 | Window Blinds |
| \$0 | Window Screens |
| \$17,500 | Door Handles |
| \$4,000 | Window Ballasts |
| \$3,000 | Clean Well Tank |
| \$8,700 | Floor Scrubbers |
| \$3,500 | Roof Repairs |

| Round 4.0 Facilities/Maintenance | |
|-------------------------------------|---------|
| Cost | Descrip |
| HBHS | |
| | |

| HBMS | |
|-----------------|--|
| \$5,000 | Access Points (10) @ \$500 3 gym, ? |
| \$1,500 | Switches (1) @ \$1,500 |
| \$11,506 | Laptops (22) @ \$523 Location? |
| \$2,125 | Projectors (5) @ \$425 |
| \$4,707 | Staff Laptops (9) @ \$523 |
| \$4,707 | ARRA Laptops-Students (9) @ \$523 Based on evaluation |
| | |
| \$29,545 | |
| \$65,121 | Total |

| | |
|------------------|--------------------|
| \$789,733 | Grand Total |
|------------------|--------------------|

FY18 Coop Budget Wrksht RND 3 v2 (11/9/16)

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|-------------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1000.892.00. | (Food Service Bad Debt | \$1,115.78 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1100.110.00. | (Negt. Support Staff Increases | \$0.00 | \$0.00 | \$0.00 | \$85,439.00 | \$85,439.00 | \$85,439.00 | 0.0% |
| 10.1100.111.00. | (New Hire Orientation Wages | \$2,106.78 | \$3,940.76 | \$0.00 | \$4,250.00 | \$4,000.00 | \$4,000.00 | 0.0% |
| 10.1100.112.00. | (Teacher Lane Changes | \$0.00 | \$0.00 | \$18,664.90 | \$91,697.50 | \$91,697.50 | \$73,032.60 | 39128.0% |
| 10.1100.120.00. | (Negt. Professional Staff Increases | \$0.00 | \$0.00 | \$60,735.28 | \$317,476.00 | \$317,476.00 | \$256,740.72 | 13963.0% |
| 10.1100.127.04. | (Salaries - Tutor | \$176.05 | \$735.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1100.128.00. | (Salaries, Substitutes | (\$97.50) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1100.128.03. | (Substitutes, Ms | \$34,981.31 | \$34,794.00 | \$36,000.00 | \$36,000.00 | \$36,000.00 | \$0.00 | 0.0% |
| 10.1100.128.04. | (Substitutes, Sr High | \$64,943.43 | \$61,025.71 | \$66,550.00 | \$66,550.00 | \$66,550.00 | \$0.00 | 0.0% |
| 10.1100.320.03. | (Homebound Instruction | \$0.00 | \$0.00 | \$320.00 | \$380.00 | \$380.00 | \$60.00 | 1875.0% |
| 10.1100.320.04. | (Homebound Instruction | \$577.75 | \$1,104.50 | \$0.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 0.0% |
| 10.1100.430.03. | (Equipment Repair | \$3,028.47 | \$1,127.01 | \$2,715.00 | \$2,715.00 | \$2,715.00 | \$0.00 | 0.0% |
| 10.1100.614.03. | (Expendable Supplies | \$15,532.00 | \$13,513.31 | \$11,802.30 | \$12,900.00 | \$12,400.00 | \$597.70 | 930.0% |
| 10.1100.614.04. | (Expendable Supplies | \$15,309.86 | \$11,602.95 | \$14,310.00 | \$15,200.00 | \$14,900.00 | \$590.00 | -1614.0% |
| 10.1100.616.03. | (Awards | \$0.00 | \$0.00 | \$0.00 | \$150.00 | \$150.00 | \$150.00 | 0.0% |
| 10.1100.616.04. | (Awards | \$546.00 | \$740.42 | \$650.00 | \$700.00 | \$700.00 | \$50.00 | 769.0% |
| 10.1100.642.03. | (Publications | \$2,013.49 | \$1,760.58 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 | 0.0% |
| 10.1100.642.04. | (Publications | \$247.75 | \$0.00 | \$250.00 | \$250.00 | \$250.00 | \$0.00 | 0.0% |
| 10.1100.648.00. | (Access Fees | \$0.00 | \$1,403.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1100.733.03. | (Additional Equipment | \$0.00 | \$0.00 | \$990.00 | \$200.00 | \$0.00 | (\$990.00) | -10000.0% |
| 10.1100.734.03. | (Instruction Specific New Hardware | \$302.19 | \$6,091.25 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1100.734.04. | (Instruction Specific New Hardware | \$1,153.06 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1100.737.03. | (Repl Equipment | \$18.88 | \$0.00 | \$0.00 | \$5,925.00 | \$4,800.00 | \$4,800.00 | 0.0% |
| 10.1100.737.04. | (Replacement Equipment | \$1,210.67 | \$0.00 | \$1,955.00 | \$1,205.00 | \$705.00 | (\$1,250.00) | -6393.0% |
| 10.1102.112.03. | (Salaries, Art | \$44,761.00 | \$46,836.00 | \$49,887.00 | \$49,887.00 | \$49,887.00 | \$0.00 | 0.0% |
| 10.1102.112.04. | (Salaries, Art | \$115,076.00 | \$117,377.00 | \$114,793.00 | \$114,793.00 | \$114,793.00 | \$0.00 | 0.0% |
| 10.1102.430.03. | (Repairs and Maintenance | \$0.00 | \$276.71 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1102.430.04. | (Repair Equipment, Art | \$0.00 | \$0.00 | \$400.00 | \$450.00 | \$250.00 | (\$150.00) | -3750.0% |
| 10.1102.614.03. | (Expendable Supplies, Art | \$4,094.35 | \$3,025.86 | \$3,562.00 | \$3,936.00 | \$3,425.00 | (\$137.00) | -384.0% |
| 10.1102.614.04. | (Expendable Supplies, Art | \$12,073.03 | \$12,589.35 | \$12,400.00 | \$13,000.00 | \$12,800.00 | \$400.00 | 322.0% |
| 10.1102.615.04. | (Teaching Mat, Art | \$348.49 | \$307.07 | \$350.00 | \$350.00 | \$325.00 | (\$25.00) | -714.0% |
| 10.1102.733.03. | (Addl Equipment, Art | \$0.00 | \$0.00 | \$368.00 | \$0.00 | \$0.00 | (\$368.00) | -10000.0% |
| 10.1102.737.04. | (Replacement Equip, Art | \$1,819.64 | \$1,162.00 | \$1,621.00 | \$2,090.00 | \$1,621.00 | \$0.00 | 0.0% |
| 10.1102.810.04. | (Dues, Art | \$0.00 | \$0.00 | \$0.00 | \$100.00 | \$100.00 | \$100.00 | 0.0% |
| 10.1105.112.03. | (Salaries, Language Arts | \$212,462.64 | \$214,653.00 | \$227,585.00 | \$227,585.00 | \$227,585.00 | \$0.00 | 0.0% |
| 10.1105.112.04. | (Salaries, Lang Arts | \$640,539.37 | \$573,304.79 | \$604,285.00 | \$604,285.00 | \$604,285.00 | \$0.00 | 0.0% |
| 10.1105.550.04. | (Printing | \$1,503.61 | \$148.77 | \$1,700.00 | \$1,700.00 | \$1,700.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|---------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1105.612.04. | (Workbooks | \$8,578.69 | \$7,121.02 | \$5,713.75 | \$8,709.22 | \$8,709.22 | \$2,995.47 | 5242.0% |
| 10.1105.615.03. | (Teaching Mat, Lang Arts | \$0.00 | \$0.00 | \$391.00 | \$0.00 | \$0.00 | (\$391.00) | -10000.0% |
| 10.1105.615.04. | (Teaching Mat, Lang Arts | \$258.78 | \$420.00 | \$509.57 | \$480.00 | \$480.00 | (\$29.57) | -580.0% |
| 10.1105.641.03. | (Textbooks, Language Arts | \$2,936.63 | \$3,256.74 | \$2,405.00 | \$6,770.00 | \$5,770.00 | \$3,365.00 | 13991.0% |
| 10.1105.641.04. | (Textbooks, Lang Arts | \$4,500.51 | \$2,850.13 | \$7,842.86 | \$7,287.50 | \$6,287.50 | (\$1,555.36) | -1983.0% |
| 10.1105.733.04. | (Additional Equipment | \$1,189.98 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1105.810.04. | (Dues | \$0.00 | \$0.00 | \$278.00 | \$278.00 | \$278.00 | \$0.00 | 0.0% |
| 10.1106.112.03. | (Salaries, Foreign Lang | \$176,010.00 | \$185,412.55 | \$182,411.00 | \$213,682.00 | \$173,056.00 | (\$9,355.00) | -512.0% |
| 10.1106.112.04. | (Salaries, Foreign Lang | \$352,117.02 | \$350,572.37 | \$350,777.00 | \$350,777.00 | \$350,777.00 | \$0.00 | 0.0% |
| 10.1106.320.04. | (Guest Speakers, World Language | \$180.28 | \$0.00 | \$0.00 | \$100.00 | \$100.00 | \$100.00 | 0.0% |
| 10.1106.612.04. | (Workbooks, Foreign Lang | \$7,792.04 | \$8,924.07 | \$10,908.32 | \$14,360.45 | \$13,660.45 | \$2,752.13 | 2522.0% |
| 10.1106.614.03. | (Expend. Supplies Fr Lang | \$470.81 | \$538.83 | \$700.00 | \$615.00 | \$555.00 | (\$145.00) | -2071.0% |
| 10.1106.614.04. | (Expend. Supplies, Foreign Lang | \$87.78 | \$513.10 | \$67.68 | \$300.00 | \$300.00 | \$232.32 | 34326.0% |
| 10.1106.615.03. | (Teaching Mat, Foreign Lang | \$7,870.50 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1106.615.04. | (Teaching Mat, Foreign Lang | \$1,470.58 | \$691.32 | \$0.00 | \$925.95 | \$925.95 | \$925.95 | 0.0% |
| 10.1106.641.04. | (Textbooks, Foreign Lang | \$4,932.85 | \$4,331.50 | \$2,425.00 | \$1,203.50 | \$1,203.50 | (\$1,221.50) | -5037.0% |
| 10.1106.643.04. | (Online Resources | \$12,901.46 | \$0.00 | \$5,952.00 | \$6,311.00 | \$6,311.00 | \$359.00 | 603.0% |
| 10.1106.733.04. | (Addl Equip, Foreign Lang | \$0.00 | \$0.00 | \$0.00 | \$2,436.00 | \$2,436.00 | \$2,436.00 | 0.0% |
| 10.1106.810.04. | (Dues, Foreign Lang | \$55.00 | \$160.00 | \$0.00 | \$150.00 | \$150.00 | \$150.00 | 0.0% |
| 10.1107.112.03. | (Salaries, Health | \$55,186.00 | \$57,438.00 | \$61,086.00 | \$61,086.00 | \$61,086.00 | \$0.00 | 0.0% |
| 10.1107.112.04. | (Salaries, Health | \$55,220.00 | \$45,059.20 | \$45,735.20 | \$45,735.20 | \$45,735.20 | \$0.00 | 0.0% |
| 10.1107.320.04. | (Guest Speakers, Health | \$0.00 | \$0.00 | \$455.00 | \$455.00 | \$255.00 | (\$200.00) | -4395.0% |
| 10.1107.614.03. | (Expendable Supplies-Health | \$135.77 | \$480.63 | \$281.67 | \$609.00 | \$500.00 | \$218.33 | 7751.0% |
| 10.1107.615.03. | (Teaching Mat, Health | \$1,210.96 | \$325.96 | \$598.33 | \$380.00 | \$380.00 | (\$218.33) | -3648.0% |
| 10.1107.615.04. | (Teaching Mat, Health | \$825.64 | \$832.46 | \$805.00 | \$900.00 | \$900.00 | \$95.00 | 1180.0% |
| 10.1107.641.04. | (Books and Other Print Media | \$627.28 | \$0.00 | \$2,895.00 | \$3,025.00 | \$2,525.00 | (\$370.00) | -1278.0% |
| 10.1108.112.03. | (Salaries, Phys Ed | \$145,036.00 | \$147,938.00 | \$150,158.00 | \$150,158.00 | \$150,158.00 | \$0.00 | 0.0% |
| 10.1108.112.04. | (Salaries, Phys Ed | \$111,304.00 | \$114,127.31 | \$118,290.00 | \$118,290.00 | \$118,290.00 | \$0.00 | 0.0% |
| 10.1108.430.03. | (Repairs and Maintenance | \$0.00 | \$844.00 | \$1,150.00 | \$1,300.00 | \$1,000.00 | (\$150.00) | -1304.0% |
| 10.1108.430.04. | (Repairs And Maint Services | \$563.56 | \$285.00 | \$568.93 | \$570.00 | \$570.00 | \$1.07 | 18.0% |
| 10.1108.614.03. | (Expendable Supplies, Phys Ed | \$1,386.64 | \$1,003.50 | \$1,018.00 | \$1,060.00 | \$1,060.00 | \$42.00 | 412.0% |
| 10.1108.615.03. | (Teaching Mat, Phys Ed | \$2,988.03 | \$2,263.40 | \$3,056.00 | \$3,881.00 | \$3,100.00 | \$44.00 | 143.0% |
| 10.1108.615.04. | (Teaching Mat, Phys Ed | \$2,455.28 | \$1,391.69 | \$2,785.87 | \$2,800.00 | \$2,400.00 | (\$385.87) | -1385.0% |
| 10.1108.737.04. | (Replacement Equip. | \$95.19 | \$860.24 | \$1,015.20 | \$1,000.00 | \$900.00 | (\$115.20) | -1134.0% |
| 10.1109.112.04. | (Salaries, Home Ec | \$49,699.00 | \$51,853.00 | \$54,910.00 | \$54,910.00 | \$54,910.00 | \$0.00 | 0.0% |
| 10.1109.320.04. | (Guest Speakers | \$100.00 | \$0.00 | \$200.00 | \$200.00 | \$200.00 | \$0.00 | 0.0% |
| 10.1109.430.04. | (Repair Equip, Home Ec | \$0.00 | \$118.00 | \$500.00 | \$750.00 | \$550.00 | \$50.00 | 1000.0% |
| 10.1109.614.04. | (Expendable Supplies, Home Ec | \$11,783.55 | \$10,187.58 | \$10,380.00 | \$12,000.00 | \$12,000.00 | \$1,620.00 | 1560.0% |
| 10.1109.615.04. | (Teaching Mat, Home Ec | \$74.00 | \$180.54 | \$1,035.00 | \$1,035.00 | \$1,035.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|-------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1109.616.04. | (Awards | \$0.00 | \$0.00 | \$80.00 | \$80.00 | \$80.00 | \$0.00 | 0.0% |
| 10.1109.641.04. | (Textbooks, Home Ec | \$0.00 | \$295.90 | \$970.00 | \$1,030.00 | \$630.00 | (\$340.00) | -3505.0% |
| 10.1109.737.04. | (Replacement Equipment | \$169.97 | \$0.00 | \$600.00 | \$750.00 | \$600.00 | \$0.00 | 0.0% |
| 10.1109.810.04. | (Dues, Home Ec | \$0.00 | \$0.00 | \$0.00 | \$200.00 | \$200.00 | \$200.00 | 0.0% |
| 10.1110.112.03. | (Salaries, Ind Arts | \$68,554.00 | \$69,925.00 | \$70,974.00 | \$70,974.00 | \$70,974.00 | \$0.00 | 0.0% |
| 10.1110.430.03. | (Repairs and Maintenance | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.1110.614.03. | (Expendable Supplies, Ind Art | \$2,140.25 | \$2,486.31 | \$2,400.00 | \$3,290.00 | \$2,890.00 | \$490.00 | 2041.0% |
| 10.1110.733.03. | (Additional Equip, Ind Arts | \$0.00 | \$0.00 | \$550.00 | \$0.00 | \$0.00 | (\$550.00) | -10000.0% |
| 10.1110.737.03. | (Repl Equipment, Ind Arts | \$0.00 | \$496.90 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1111.112.03. | (Salaries, Math | \$207,900.00 | \$217,159.00 | \$234,122.00 | \$234,122.00 | \$234,122.00 | \$0.00 | 0.0% |
| 10.1111.112.04. | (Salaries, Math | \$576,622.04 | \$547,453.81 | \$606,942.50 | \$606,942.50 | \$606,942.50 | \$0.00 | 0.0% |
| 10.1111.614.03. | (Expendable Supplies, Math | \$741.65 | \$377.40 | \$850.00 | \$978.00 | \$778.00 | (\$72.00) | -847.0% |
| 10.1111.614.04. | (Expendable Supplies, Math | \$0.00 | \$427.85 | \$1,220.00 | \$760.00 | \$560.00 | (\$660.00) | -5409.0% |
| 10.1111.615.03. | (Teaching Mat, Math | \$2,218.67 | \$241.99 | \$0.00 | \$770.00 | \$620.00 | \$620.00 | 0.0% |
| 10.1111.615.04. | (Teaching Mat, Math | \$0.00 | \$0.00 | \$1,775.00 | \$2,760.00 | \$360.00 | (\$1,415.00) | -7971.0% |
| 10.1111.616.04. | (PLTW Expense | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | -10000.0% |
| 10.1111.641.03. | (Textbooks, Math | \$19,136.00 | \$0.00 | \$1,150.00 | \$1,440.00 | \$1,440.00 | \$290.00 | 2521.0% |
| 10.1111.641.04. | (Textbooks, Math | \$2,195.99 | \$14,212.13 | \$24,707.00 | \$25,789.79 | \$0.00 | (\$24,707.00) | 438.0% |
| 10.1111.643.03. | (Online Resources-Math | \$0.00 | \$0.00 | \$780.00 | \$1,280.00 | \$1,280.00 | \$500.00 | 6410.0% |
| 10.1111.643.04. | (Online Resources | \$0.00 | \$874.27 | \$2,000.00 | \$2,000.00 | \$1,500.00 | (\$500.00) | -2500.0% |
| 10.1111.733.03. | (Additional Equipment Math | (\$75.00) | \$0.00 | \$114.00 | \$0.00 | \$0.00 | (\$114.00) | -10000.0% |
| 10.1111.810.03. | (Dues and Fees | \$1,330.00 | \$1,388.00 | \$754.00 | \$766.00 | \$766.00 | \$12.00 | 159.0% |
| 10.1111.810.04. | (Dues, Math | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$200.00 | \$200.00 | 0.0% |
| 10.1112.112.03. | (Salaries, Music | \$117,069.00 | \$110,740.00 | \$114,259.00 | \$114,259.00 | \$114,259.00 | \$0.00 | 0.0% |
| 10.1112.112.04. | (Salaries, Music | \$91,697.74 | \$98,770.19 | \$106,839.89 | \$106,839.89 | \$106,839.89 | \$0.00 | 0.0% |
| 10.1112.113.04. | (Salaries - Theater | \$0.00 | \$14,718.99 | \$15,829.12 | \$15,829.11 | \$15,829.11 | (\$0.01) | 0.0% |
| 10.1112.430.03. | (Repairs and Maintenance | \$0.00 | \$524.35 | \$700.00 | \$700.00 | \$700.00 | \$0.00 | 0.0% |
| 10.1112.430.04. | (Repair Equip, Music | \$502.66 | \$324.75 | \$500.00 | \$1,500.00 | \$900.00 | \$400.00 | 8000.0% |
| 10.1112.540.04. | (Transportation Music | \$1,462.15 | \$1,019.40 | \$550.00 | \$1,727.00 | \$1,627.00 | \$1,077.00 | 19581.0% |
| 10.1112.580.04. | (Travel, Choral Director | \$226.72 | \$0.00 | \$578.00 | \$300.00 | \$300.00 | (\$278.00) | -4809.0% |
| 10.1112.612.04. | (Workbooks, Music | \$263.89 | \$254.20 | \$180.00 | \$200.00 | \$200.00 | \$20.00 | 1111.0% |
| 10.1112.614.03. | (Expendable Supplies, Music | \$1,052.03 | \$356.17 | \$550.00 | \$500.00 | \$500.00 | (\$50.00) | -909.0% |
| 10.1112.614.04. | (Expendable Supplies, Music | \$422.75 | \$1,351.79 | \$972.00 | \$1,000.00 | \$1,000.00 | \$28.00 | 288.0% |
| 10.1112.615.03. | (Teaching Mat, Music | \$1,492.21 | \$1,153.27 | \$1,500.00 | \$1,536.00 | \$1,436.00 | (\$64.00) | -426.0% |
| 10.1112.615.04. | (Teaching Mat, Music | \$811.99 | \$1,407.02 | \$1,400.00 | \$1,600.00 | \$1,600.00 | \$200.00 | 1428.0% |
| 10.1112.616.04. | (Teaching Mats. Choral | \$1,362.49 | \$1,485.39 | \$1,400.00 | \$1,600.00 | \$1,600.00 | \$200.00 | 1428.0% |
| 10.1112.617.04. | (Teaching Mat, Dance | \$318.00 | \$0.00 | \$350.00 | \$350.00 | \$350.00 | \$0.00 | 0.0% |
| 10.1112.649.03. | (Publications | \$100.00 | \$137.50 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1112.649.04. | (Publications | \$0.00 | \$137.50 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|-------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1112.733.03. | (Additional Equip | \$695.99 | \$0.00 | \$0.00 | \$2,700.00 | \$500.00 | \$500.00 | 0.0% |
| 10.1112.733.04. | (Addl Equip, Music | \$3,461.99 | \$850.00 | \$120.00 | \$350.00 | \$350.00 | \$230.00 | 19166.0% |
| 10.1112.737.03. | (Replacement Equipment | \$2,171.92 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1112.737.04. | (Replace Equip, Music | \$435.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.1112.810.03. | (Dues and Fees | \$258.00 | \$256.00 | \$256.00 | \$258.00 | \$258.00 | \$2.00 | 78.0% |
| 10.1112.810.04. | (Dues, Music | \$130.00 | \$944.00 | \$1,080.00 | \$1,080.00 | \$1,080.00 | \$0.00 | 0.0% |
| 10.1113.112.03. | (Salaries, Science | \$279,720.00 | \$247,686.00 | \$203,684.00 | \$203,684.00 | \$203,684.00 | \$0.00 | 0.0% |
| 10.1113.112.04. | (Salaries, Science | \$505,191.31 | \$522,693.43 | \$545,913.80 | \$545,913.80 | \$545,913.80 | \$0.00 | 0.0% |
| 10.1113.430.03. | (Repairs and Maintenance | \$0.00 | \$550.00 | \$550.00 | \$605.00 | \$605.00 | \$55.00 | 1000.0% |
| 10.1113.430.04. | (Repair, Science | \$1,030.00 | \$0.00 | \$1,100.00 | \$1,100.00 | \$1,100.00 | \$0.00 | 0.0% |
| 10.1113.612.04. | (Workbooks | \$1,049.43 | \$0.00 | \$1,624.27 | \$1,890.00 | \$1,890.00 | \$265.73 | 1635.0% |
| 10.1113.614.03. | (Expendable Supplies, Science | \$9,562.87 | \$11,559.11 | \$9,500.00 | \$15,381.00 | \$12,981.00 | \$3,481.00 | 6190.0% |
| 10.1113.614.04. | (Expendable Supplies, Science | \$3,919.51 | \$4,121.84 | \$4,000.00 | \$4,000.00 | \$4,000.00 | \$0.00 | 0.0% |
| 10.1113.615.03. | (Teaching Mat, Science | \$624.25 | \$1,100.48 | \$3,382.00 | \$2,360.00 | \$2,360.00 | (\$1,022.00) | -3021.0% |
| 10.1113.615.04. | (Teaching Mat, Science | \$7,840.94 | \$2,890.49 | \$5,800.00 | \$5,800.00 | \$5,800.00 | \$0.00 | 0.0% |
| 10.1113.641.03. | (Textbooks, Science | \$149.46 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1113.641.04. | (Textbooks, Science | \$780.68 | \$5,084.87 | \$22,373.23 | \$4,900.00 | \$3,400.00 | (\$18,973.23) | -7809.0% |
| 10.1113.643.03. | (Online Resources | \$98.00 | \$98.00 | \$98.00 | \$0.00 | \$0.00 | (\$98.00) | -10000.0% |
| 10.1113.649.03. | (Publications | \$0.00 | \$79.00 | \$87.00 | \$100.00 | \$100.00 | \$13.00 | 1494.0% |
| 10.1113.733.04. | (Addl Equip, Science | \$0.00 | \$0.00 | \$1,435.00 | \$1,275.00 | \$1,075.00 | (\$360.00) | -2508.0% |
| 10.1113.737.03. | (Science Repl. Equipment | \$0.00 | \$473.10 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1113.737.04. | (Replacement Equipment | \$2,544.00 | \$712.08 | \$2,500.00 | \$2,500.00 | \$2,300.00 | (\$200.00) | -800.0% |
| 10.1114.112.04. | (Salaries, Computer Ed. | \$74,802.98 | \$118,064.85 | \$77,444.65 | \$77,444.25 | \$77,444.25 | (\$0.40) | 0.0% |
| 10.1114.614.04. | (Expendables, Computer Ed. | \$852.25 | \$660.43 | \$800.00 | \$1,000.00 | \$850.00 | \$50.00 | 625.0% |
| 10.1114.615.04. | (Teaching Mat, Computer Ed. | \$0.00 | \$0.00 | \$0.00 | \$175.00 | \$175.00 | \$175.00 | 0.0% |
| 10.1114.641.04. | (Textbooks, Computer Ed. | \$346.46 | \$0.00 | \$4,050.00 | \$4,050.00 | \$4,050.00 | \$0.00 | 0.0% |
| 10.1115.112.03. | (Salaries, Soc Studies | \$270,635.00 | \$260,885.50 | \$297,117.00 | \$297,117.00 | \$297,117.00 | \$0.00 | 0.0% |
| 10.1115.112.04. | (Salaries, Soc Studies | \$513,364.00 | \$534,268.11 | \$518,278.00 | \$518,278.00 | \$518,278.00 | \$0.00 | 0.0% |
| 10.1115.612.04. | (Workbooks, Soc Studies | \$0.00 | \$2,145.20 | \$478.76 | \$200.00 | \$200.00 | (\$278.76) | -5822.0% |
| 10.1115.614.04. | (Expend Supply Social Studies | \$672.22 | \$69.88 | \$298.63 | \$300.00 | \$300.00 | \$1.37 | 45.0% |
| 10.1115.615.03. | (Teaching Mat, Soc Studies | \$1,287.54 | \$0.00 | \$600.00 | \$1,984.00 | \$1,484.00 | \$884.00 | 14733.0% |
| 10.1115.615.04. | (Teaching Mat, Social Studies | \$0.00 | \$0.00 | \$0.00 | \$1,000.00 | \$700.00 | \$700.00 | 0.0% |
| 10.1115.641.03. | (Textbooks, Soc Studies | \$0.00 | \$0.00 | \$700.00 | \$619.00 | \$619.00 | (\$81.00) | -1157.0% |
| 10.1115.641.04. | (Textbooks, Social Studies | \$5,000.00 | \$5,684.78 | \$7,888.99 | \$9,301.20 | \$5,400.00 | (\$2,488.99) | 1790.0% |
| 10.1115.643.03. | (Online Resources | \$0.00 | \$0.00 | \$300.00 | \$525.00 | \$525.00 | \$225.00 | 7500.0% |
| 10.1115.643.04. | (Online Resources | \$0.00 | \$4,603.40 | \$2,368.62 | \$3,600.00 | \$3,600.00 | \$1,231.38 | 5198.0% |
| 10.1115.810.03. | (Dues and Fees | \$0.00 | \$100.00 | \$420.00 | \$800.00 | \$800.00 | \$380.00 | 9047.0% |
| 10.1116.112.04. | (Salaries, Tech Ed | \$68,173.00 | \$69,537.00 | \$70,642.00 | \$70,642.00 | \$70,642.00 | \$0.00 | 0.0% |
| 10.1116.430.04. | (Repair Equip, Tech Ed | \$141.99 | \$0.00 | \$100.00 | \$100.00 | \$100.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|--|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1116.614.04. | (Expendable Supplies, Tech Ed | \$1,941.45 | \$1,141.34 | \$1,400.00 | \$1,305.00 | \$1,305.00 | (\$95.00) | -678.0% |
| 10.1116.616.04. | (PLTW Expense | \$0.00 | \$0.00 | \$5,000.00 | \$8,000.00 | \$0.00 | (\$5,000.00) | 0.0% |
| 10.1116.643.04. | (Online Resources | \$3,000.00 | \$3,867.45 | \$3,000.00 | \$5,000.00 | \$5,000.00 | \$2,000.00 | 6666.0% |
| 10.1116.733.04. | (Addl Equipment, Tech Ed | \$600.00 | \$454.63 | \$2,250.00 | \$2,800.00 | \$2,800.00 | \$550.00 | 2444.0% |
| 10.1123.112.03. | (Salaries, Reading | \$126,321.00 | \$129,960.00 | \$134,740.00 | \$134,740.00 | \$134,740.00 | \$0.00 | 0.0% |
| 10.1123.614.03. | (Expendable Supplies, Reading | \$52.09 | \$40.88 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1123.615.03. | (Teaching Mat, Reading | \$0.00 | \$0.00 | \$1,642.93 | \$0.00 | \$0.00 | (\$1,642.93) | -10000.0% |
| 10.1123.641.03. | (Textbooks, Reading | \$0.00 | \$0.00 | \$0.00 | \$270.00 | \$270.00 | \$270.00 | 0.0% |
| 10.1123.643.03. | (Online Resources-Reading | \$0.00 | \$0.00 | \$35.00 | \$35.00 | \$35.00 | \$0.00 | 0.0% |
| 10.1123.733.03. | (Additional Equipment Reading | \$3,744.33 | \$0.00 | \$234.57 | \$0.00 | \$0.00 | (\$234.57) | -10000.0% |
| 10.1123.810.03. | (Dues and Fees-Spelling Bee | \$0.00 | \$0.00 | \$152.50 | \$188.00 | \$188.00 | \$35.50 | 2327.0% |
| 10.1169.112.03. | (Salaries, Computer | \$103,029.00 | \$105,370.50 | \$114,771.52 | \$114,771.52 | \$114,771.52 | \$0.00 | 0.0% |
| 10.1169.614.03. | (Instruction Specific IT Supplies/Repair | \$384.73 | \$11.90 | \$363.00 | \$0.00 | \$0.00 | (\$363.00) | -10000.0% |
| 10.1169.615.03. | (Teaching Mat, Computer | \$0.00 | \$0.00 | \$0.00 | \$4,485.00 | \$2,242.00 | \$2,242.00 | 0.0% |
| 10.1200.112.03. | (Salaries, Res Rm/spec Needs | \$385,130.21 | \$415,567.38 | \$428,527.42 | \$428,527.90 | \$428,527.90 | \$0.48 | 0.0% |
| 10.1200.112.04. | (Salaries | \$446,918.04 | \$389,461.55 | \$366,468.10 | \$366,468.10 | \$366,468.10 | \$0.00 | 0.0% |
| 10.1200.114.03. | (Salaries, Aides | \$238,901.37 | \$233,367.08 | \$252,914.14 | \$273,384.14 | \$273,384.14 | \$20,470.00 | 1815.0% |
| 10.1200.114.04. | (Salaries, Aides | \$402,673.13 | \$410,056.67 | \$395,558.63 | \$395,558.63 | \$395,558.63 | \$0.00 | 0.0% |
| 10.1200.115.03. | (Don't Use | \$20,268.75 | \$30,821.61 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1200.115.04. | (Don't Use | \$32,624.45 | \$46,052.90 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1200.116.03. | (Contracted Individual Service Aide | \$3,250.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1200.116.04. | (Contracted Individual Service Aide | \$59,760.00 | \$0.00 | \$32,295.00 | \$0.00 | \$0.00 | (\$32,295.00) | 0.0% |
| 10.1200.117.03. | (Behavior Management | \$4,574.50 | \$6,760.00 | \$10,000.00 | \$0.00 | \$0.00 | (\$10,000.00) | -10000.0% |
| 10.1200.117.04. | (Behavior Management | \$8,787.00 | \$30,530.00 | \$12,088.83 | \$0.00 | \$0.00 | (\$12,088.83) | -10000.0% |
| 10.1200.121.03. | (Special Ed Coordinator | \$0.00 | \$0.00 | \$28,400.00 | \$28,400.00 | \$28,400.00 | \$0.00 | 0.0% |
| 10.1200.121.04. | (Special Ed Coordinator | \$0.00 | \$0.00 | \$74,649.00 | \$74,649.00 | \$74,649.00 | \$0.00 | 0.0% |
| 10.1200.320.03. | (Life Skills | \$304.28 | \$839.12 | \$750.00 | \$0.00 | \$0.00 | (\$750.00) | -10000.0% |
| 10.1200.330.00. | (Legal Services, Sped | \$9,060.65 | \$27,318.28 | \$5,460.00 | \$6,000.00 | \$6,000.00 | \$540.00 | 989.0% |
| 10.1200.330.03. | (Contracted Service | \$37,106.09 | \$79,896.62 | \$38,504.96 | \$61,940.60 | \$61,940.60 | \$23,435.64 | 6086.0% |
| 10.1200.330.04. | (Contracted Services | \$77,729.32 | \$127,342.21 | \$223,890.48 | \$112,935.17 | \$112,935.17 | (\$110,955.31) | -4955.0% |
| 10.1200.331.03. | (OOD Related Services | \$125,300.57 | \$87,259.46 | \$130,429.56 | \$12,600.00 | \$12,600.00 | (\$117,829.56) | -9033.0% |
| 10.1200.331.04. | (OOD Related Services | \$488,616.71 | \$302,914.75 | \$309,268.90 | \$475,201.44 | \$475,201.44 | \$165,932.54 | 5365.0% |
| 10.1200.350.00. | (Inservice Program | \$0.00 | \$0.00 | \$2,481.00 | \$0.00 | \$0.00 | (\$2,481.00) | -10000.0% |
| 10.1200.430.04. | (Equip Repair, Special Needs | \$100.00 | \$227.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1200.534.03. | (Postage Fees | \$1,280.56 | \$500.38 | \$500.50 | \$550.00 | \$550.00 | \$49.50 | 989.0% |
| 10.1200.534.04. | (Postage | \$926.78 | \$12.90 | \$800.00 | \$800.00 | \$800.00 | \$0.00 | 0.0% |
| 10.1200.560.03. | (Tuition | \$190,967.57 | \$390,710.50 | \$344,511.14 | \$118,951.77 | \$118,951.77 | (\$225,559.37) | -6547.0% |
| 10.1200.560.04. | (Tuition | \$438,569.04 | \$633,612.83 | \$746,888.59 | \$887,466.33 | \$887,466.33 | \$140,577.74 | 1882.0% |
| 10.1200.580.00. | (Travel | \$0.00 | \$0.00 | \$0.00 | \$1,100.00 | \$1,100.00 | \$1,100.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|---|-------------|-------------|-------------|---------------|-------------|------------------|-----------|
| 10.1200.580.03. | (Travel | \$142.13 | \$165.95 | \$300.00 | \$500.00 | \$500.00 | \$200.00 | 6666.0% |
| 10.1200.580.04. | (Travel | \$147.12 | \$0.00 | \$273.00 | \$0.00 | \$0.00 | (\$273.00) | -10000.0% |
| 10.1200.580.04. | (Travel | \$0.00 | \$0.00 | \$0.00 | \$600.00 | \$600.00 | \$600.00 | 0.0% |
| 10.1200.610.04. | (Teaching Materials-Reading Specialist | \$370.63 | \$717.38 | \$1,650.00 | \$1,800.00 | \$1,800.00 | \$150.00 | 909.0% |
| 10.1200.611.03. | (Don't Use | \$300.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1200.612.04. | (Workbooks, Special Needs | \$0.00 | \$0.00 | \$455.00 | \$500.00 | \$500.00 | \$45.00 | 989.0% |
| 10.1200.613.03. | (Life Skills Prg Supplies | \$884.66 | \$0.00 | \$452.98 | \$1,300.00 | \$1,300.00 | \$847.02 | 18698.0% |
| 10.1200.613.04. | (Life Skills Prg Supplies | \$4,758.59 | \$1,833.21 | \$6,000.00 | \$7,000.00 | \$7,000.00 | \$1,000.00 | 1666.0% |
| 10.1200.614.03. | (Expendable Supplies, S/n | \$284.96 | \$525.57 | \$1,501.43 | \$2,700.00 | \$2,700.00 | \$1,198.57 | 7982.0% |
| 10.1200.614.04. | (Expendable Supplies, S/n | \$0.00 | \$0.00 | \$0.00 | \$1,875.00 | \$1,875.00 | \$1,875.00 | 0.0% |
| 10.1200.615.03. | (Teaching Mat, Res Rm | \$0.00 | \$0.00 | \$0.00 | \$300.00 | \$300.00 | \$300.00 | 0.0% |
| 10.1200.615.04. | (Teaching Mat, Special Needs | \$0.00 | \$0.00 | \$0.00 | \$400.00 | \$400.00 | \$400.00 | 0.0% |
| 10.1200.616.04. | (Expendables, Res. Rm | \$697.47 | \$0.00 | \$1,365.00 | \$675.00 | \$675.00 | (\$690.00) | -5054.0% |
| 10.1200.617.04. | (Teaching Mats Res. Rm. | \$430.19 | \$0.00 | \$5,992.10 | \$0.00 | \$0.00 | (\$5,992.10) | -10000.0% |
| 10.1200.618.04. | (Teaching Materials-GATES | \$0.00 | \$3,500.00 | \$400.00 | \$750.00 | \$750.00 | \$350.00 | 8750.0% |
| 10.1200.619.04. | (Expendable Supplies-GATES | \$0.00 | \$270.51 | \$1,525.00 | \$1,700.00 | \$1,700.00 | \$175.00 | 1147.0% |
| 10.1200.641.04. | (Textbooks, Special Needs | \$872.14 | \$1,221.70 | \$3,355.70 | \$500.00 | \$500.00 | (\$2,855.70) | -8509.0% |
| 10.1200.650.03. | (Instruction Specific Software/Subscrip | \$249.00 | \$0.00 | \$28,274.20 | \$11,150.00 | \$11,150.00 | (\$17,124.20) | -6056.0% |
| 10.1200.650.04. | (Instruction Specific Software/Subscrip | \$4,874.00 | \$4,500.00 | \$4,480.00 | \$21,600.00 | \$21,600.00 | \$17,120.00 | 38214.0% |
| 10.1200.732.03. | (Equipment/Maintenance Plans | \$0.00 | \$107.25 | \$1,000.00 | \$475.00 | \$475.00 | (\$525.00) | -5250.0% |
| 10.1200.732.04. | (Equipment/Maintenance Plans | \$7,594.45 | \$2,122.86 | \$7,000.00 | \$275.00 | \$275.00 | (\$6,725.00) | -9607.0% |
| 10.1200.733.03. | (Addl Equip | \$0.00 | \$3,982.76 | \$375.00 | \$0.00 | \$0.00 | (\$375.00) | -10000.0% |
| 10.1200.733.04. | (Addl Equipment | \$599.17 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1200.734.03. | (Instruction Specific New Hardware | \$0.00 | \$0.00 | \$6,726.23 | \$0.00 | \$0.00 | (\$6,726.23) | -10000.0% |
| 10.1200.734.04. | (Instruction Specific New Hardware | \$645.52 | \$0.00 | \$445.68 | \$1,500.00 | \$0.00 | (\$445.68) | 23656.0% |
| 10.1200.810.03. | (Dues and Fees | \$0.00 | \$0.00 | \$812.50 | \$820.00 | \$820.00 | \$7.50 | 92.0% |
| 10.1200.810.04. | (Dues | \$0.00 | \$250.00 | \$650.00 | \$882.50 | \$882.50 | \$232.50 | 3576.0% |
| 10.1201.115.03. | (ESY - Wages | \$0.00 | \$0.00 | \$18,000.00 | \$18,000.00 | \$18,000.00 | \$0.00 | 0.0% |
| 10.1201.115.04. | (ESY - Wages | \$0.00 | \$1,944.90 | \$30,000.00 | \$30,000.00 | \$30,000.00 | \$0.00 | 0.0% |
| 10.1201.330.03. | (ESY - Contracted Services | \$0.00 | \$0.00 | \$13,442.00 | \$20,861.00 | \$20,861.00 | \$7,419.00 | 5519.0% |
| 10.1201.330.04. | (ESY - Contracted Services | \$0.00 | \$0.00 | \$41,445.93 | \$27,085.63 | \$27,085.63 | (\$14,360.30) | -3464.0% |
| 10.1201.614.03. | (ESY - Supplies | \$0.00 | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | 0.0% |
| 10.1201.614.04. | (ESY - Supplies | \$0.00 | \$0.00 | \$0.00 | \$200.00 | \$200.00 | \$200.00 | 0.0% |
| 10.1208.110.00. | (Fiemus Trainimg | \$0.00 | \$3,572.66 | \$3,260.00 | \$4,000.00 | \$4,000.00 | \$740.00 | 2269.0% |
| 10.1225.734.03. | (Spec Ed Add'l Computer Equipment | \$0.00 | \$0.00 | \$931.96 | \$0.00 | \$0.00 | (\$931.96) | -10000.0% |
| 10.1225.734.04. | (Spec Ed Add'l Computer Equipment | \$0.00 | \$0.00 | \$354.32 | \$0.00 | \$0.00 | (\$354.32) | -10000.0% |
| 10.1250.111.04. | (504 Coordinator | \$30,974.44 | \$32,236.40 | \$34,617.10 | \$34,617.10 | \$34,617.10 | \$0.00 | 0.0% |
| 10.1250.114.04. | (504 Paraeducator | \$26,542.84 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1250.614.03. | (504 Supplies | \$0.00 | \$1,842.81 | \$500.00 | \$3,800.00 | \$3,800.00 | \$3,300.00 | 66000.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|------------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1250.614.04. | (Expendable Supplies - 504 Program | \$599.38 | \$406.67 | \$4,396.00 | \$896.00 | \$896.00 | (\$3,500.00) | -7961.0% |
| 10.1260.110.00. | (Salaries, Esl/lep | \$18,946.05 | \$18,762.00 | \$18,898.40 | \$18,898.40 | \$18,898.40 | \$0.00 | 0.0% |
| 10.1260.321.00. | (Contract Services, Tutors Lep | \$0.00 | \$0.00 | \$9,500.00 | \$18,000.00 | \$18,000.00 | \$8,500.00 | 8947.0% |
| 10.1260.580.00. | (Travel, Esl | \$0.00 | \$0.00 | \$580.00 | \$580.00 | \$580.00 | \$0.00 | 0.0% |
| 10.1300.110.04. | (School To Careers Coordinator | \$27,356.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1300.510.04. | (Voc Education Transportation | \$118,636.35 | \$85,788.43 | \$118,000.00 | \$118,000.00 | \$118,000.00 | \$0.00 | 0.0% |
| 10.1300.561.04. | (Voc Ed Tuition | \$22,298.20 | \$40,039.72 | \$45,000.00 | \$45,000.00 | \$45,000.00 | \$0.00 | 0.0% |
| 10.1300.580.04. | (Travel | \$87.25 | \$0.00 | \$350.00 | \$350.00 | \$350.00 | \$0.00 | 0.0% |
| 10.1300.614.04. | (Expendables, School To Work | \$56.12 | \$0.00 | \$350.00 | \$350.00 | \$350.00 | \$0.00 | 0.0% |
| 10.1300.810.04. | (Dues, School To Work | \$0.00 | \$0.00 | \$190.00 | \$190.00 | \$190.00 | \$0.00 | 0.0% |
| 10.1400.110.04. | (Salaries, Coaches-CBA | \$154,292.39 | \$122,000.00 | \$165,350.00 | \$165,350.00 | \$165,350.00 | \$0.00 | 558.0% |
| 10.1400.112.03. | (Salaries, Advisors-CBA Stipends | \$59,915.00 | \$59,550.00 | \$62,525.00 | \$63,725.00 | \$63,725.00 | \$1,200.00 | 191.0% |
| 10.1400.112.04. | (Salaries, Advisors-CBA Stipends | \$48,500.00 | \$51,450.00 | \$33,700.00 | \$42,400.00 | \$42,400.00 | \$8,700.00 | 2581.0% |
| 10.1400.113.04. | (Salaries, Athletic Administration | \$120,586.14 | \$121,171.00 | \$136,044.00 | \$136,044.00 | \$130,194.00 | (\$5,850.00) | 0.0% |
| 10.1400.242.04. | (Athletic Professional Development | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,000.00 | \$1,000.00 | 0.0% |
| 10.1400.320.03. | (Officials | \$7,696.00 | \$6,363.00 | \$8,000.00 | \$9,393.00 | \$8,893.00 | \$893.00 | 1116.0% |
| 10.1400.320.04. | (Officials | \$43,318.36 | \$42,483.58 | \$48,000.00 | \$48,000.00 | \$45,500.00 | (\$2,500.00) | -520.0% |
| 10.1400.390.03. | (Class Trip Advisors | \$2,400.00 | \$2,550.00 | \$4,000.00 | \$4,200.00 | \$4,200.00 | \$200.00 | 500.0% |
| 10.1400.424.04. | (Field Maintenance | \$859.20 | \$0.00 | \$21,000.00 | \$25,000.00 | \$25,000.00 | \$4,000.00 | 1904.0% |
| 10.1400.430.04. | (Equipment Repair | \$0.00 | \$0.00 | \$5,000.00 | \$6,000.00 | \$6,000.00 | \$1,000.00 | 2000.0% |
| 10.1400.441.04. | (Hockey Ice Time | \$0.00 | \$0.00 | \$7,500.00 | \$8,000.00 | \$5,000.00 | (\$2,500.00) | 0.0% |
| 10.1400.510.03. | (Transportation | \$7,846.63 | \$9,104.00 | \$9,259.02 | \$9,500.00 | \$9,500.00 | \$240.98 | 260.0% |
| 10.1400.510.04. | (Transportation | \$59,375.41 | \$44,380.43 | \$70,062.98 | \$65,000.00 | \$61,000.00 | (\$9,062.98) | -1293.0% |
| 10.1400.531.04. | (Communications | \$861.58 | \$1,006.23 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.1400.580.04. | (Travel | \$1,668.04 | \$3,457.93 | \$1,500.00 | \$2,000.00 | \$2,000.00 | \$500.00 | 3333.0% |
| 10.1400.614.03. | (Expendables - Supplies | \$0.00 | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | 0.0% |
| 10.1400.614.04. | (Training Supplies | \$0.00 | \$5,744.29 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$0.00 | 0.0% |
| 10.1400.615.03. | (Teaching Materials | \$2,712.80 | \$4,841.93 | \$5,190.00 | \$6,720.00 | \$5,900.00 | \$710.00 | 1368.0% |
| 10.1400.615.04. | (DO NOT USE | \$4,936.57 | \$640.00 | \$2,500.00 | \$2,500.00 | \$0.00 | (\$2,500.00) | -10000.0% |
| 10.1400.616.03. | (Awards | \$0.00 | \$0.00 | \$800.00 | \$2,325.00 | \$2,325.00 | \$1,525.00 | 19062.0% |
| 10.1400.616.04. | (Awards | (\$85.54) | \$1,083.16 | \$2,500.00 | \$3,000.00 | \$2,500.00 | \$0.00 | 0.0% |
| 10.1400.618.04. | (Uniforms | \$12,404.48 | \$6,011.94 | \$10,000.00 | \$15,000.00 | \$15,000.00 | \$5,000.00 | 5000.0% |
| 10.1400.619.03. | (Repl Uniforms | \$0.00 | \$0.00 | \$3,000.00 | \$3,300.00 | \$3,300.00 | \$300.00 | 1000.0% |
| 10.1400.730.04. | (Addl Equipment | \$5,244.70 | \$5,703.67 | \$8,500.00 | \$10,500.00 | \$10,500.00 | \$2,000.00 | 2352.0% |
| 10.1400.731.04. | (FY17 Storage Container | \$0.00 | \$0.00 | \$5,400.00 | \$0.00 | \$0.00 | (\$5,400.00) | -10000.0% |
| 10.1400.739.03. | (Repl. Equipment | \$0.00 | \$0.00 | \$0.00 | \$662.00 | \$662.00 | \$662.00 | 0.0% |
| 10.1400.739.04. | (Replacement Equipment | \$1,649.70 | \$7,365.96 | \$3,500.00 | \$8,000.00 | \$8,000.00 | \$4,500.00 | 12857.0% |
| 10.1400.800.04. | (Academic Competition | \$5,228.00 | \$0.00 | \$5,985.00 | \$5,985.00 | \$5,985.00 | \$0.00 | 0.0% |
| 10.1400.810.03. | (Dues and Fees | \$0.00 | \$924.48 | \$1,830.00 | \$2,330.00 | \$2,330.00 | \$500.00 | 2732.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|---------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.1400.810.04. | (Dues | \$20,021.44 | \$16,355.52 | \$16,000.00 | \$18,000.00 | \$18,000.00 | \$2,000.00 | 1250.0% |
| 10.1490.290.04. | (Performing Arts Stipend | \$18,150.00 | \$16,010.52 | \$18,150.00 | \$18,150.00 | \$18,150.00 | \$0.00 | 0.0% |
| 10.1490.641.04. | (Textbooks, Performing Arts | \$0.00 | \$0.00 | \$450.00 | \$450.00 | \$450.00 | \$0.00 | 0.0% |
| 10.1490.730.04. | (Addl Equipment | \$0.00 | \$0.00 | \$180.00 | \$180.00 | \$180.00 | \$0.00 | 0.0% |
| 10.1490.739.04. | (Replacement Equipment | \$2,000.00 | \$0.00 | \$0.00 | \$800.00 | \$800.00 | \$800.00 | 0.0% |
| 10.2120.100.00. | (Student Assist Coordinator | \$38,865.00 | \$40,529.25 | \$43,218.00 | \$43,218.00 | \$43,218.00 | \$0.00 | 0.0% |
| 10.2120.112.03. | (Salaries, Counselors | \$133,814.71 | \$136,537.20 | \$146,774.48 | \$146,774.48 | \$146,774.48 | \$0.00 | 0.0% |
| 10.2120.112.04. | (Salaries, Counselors | \$293,758.66 | \$272,430.63 | \$279,594.55 | \$279,594.55 | \$279,594.55 | \$0.00 | 0.0% |
| 10.2120.115.04. | (Salaries, Secretaries | \$71,283.80 | \$73,233.99 | \$31,851.60 | \$31,851.60 | \$31,851.60 | \$0.00 | 0.0% |
| 10.2120.116.00. | (Database Services | \$0.00 | \$0.00 | \$56,000.00 | \$56,000.00 | \$56,000.00 | \$0.00 | 0.0% |
| 10.2120.320.03. | (Instruct Srvc | \$441.07 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2120.320.04. | (Abuse Prevention Education | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.2120.600.04. | (Hospitality Guidance | \$0.00 | \$80.31 | \$300.00 | \$350.00 | \$350.00 | \$50.00 | 1666.0% |
| 10.2120.613.04. | (Testing | \$3,480.75 | \$4,305.00 | \$5,375.00 | \$5,850.00 | \$5,850.00 | \$475.00 | 883.0% |
| 10.2120.614.04. | (Expendable Supplies, Guidance | \$1,009.37 | \$676.12 | \$600.00 | \$1,000.00 | \$900.00 | \$300.00 | 5000.0% |
| 10.2120.615.03. | (Teaching Mat, Guidance | \$0.00 | \$722.65 | \$697.00 | \$846.00 | \$846.00 | \$149.00 | 2137.0% |
| 10.2120.641.04. | (Textbooks, Guidance | \$0.00 | \$285.17 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2120.810.04. | (Dues, Guidance | \$1,030.00 | \$1,251.00 | \$1,260.00 | \$960.00 | \$960.00 | (\$300.00) | -2380.0% |
| 10.2134.112.03. | (Salaries, Nurse | \$67,355.73 | \$70,696.00 | \$72,530.82 | \$72,530.82 | \$72,530.82 | \$0.00 | 0.0% |
| 10.2134.112.04. | (Salaries, Nurse | \$85,579.83 | \$94,273.15 | \$71,556.38 | \$71,556.38 | \$71,556.38 | \$0.00 | 0.0% |
| 10.2134.430.04. | (Repair Equipment | \$0.00 | \$413.39 | \$100.00 | \$100.00 | \$100.00 | \$0.00 | 0.0% |
| 10.2134.614.03. | (Expendable Supplies, Nurse | \$1,211.94 | \$1,456.05 | \$1,502.00 | \$1,527.00 | \$1,527.00 | \$25.00 | 166.0% |
| 10.2134.614.04. | (Expendable Supplies, Nurse | \$1,992.37 | \$1,434.50 | \$2,050.00 | \$3,300.00 | \$2,500.00 | \$450.00 | 2195.0% |
| 10.2134.730.04. | (Addl Equip | \$0.00 | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | 0.0% |
| 10.2134.739.03. | (Repl Equipment, Nurse | \$1,328.60 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2142.111.03. | (Salaries, Psycho-Ed | \$30,688.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2142.111.04. | (Salaries, Psycho-Ed | \$46,032.60 | \$78,775.65 | \$79,430.00 | \$79,430.00 | \$79,430.00 | \$0.00 | 0.0% |
| 10.2142.351.03. | (Psycho-Ed Evals | \$4,519.25 | \$9,034.42 | \$3,000.00 | \$6,000.00 | \$6,000.00 | \$3,000.00 | 10000.0% |
| 10.2142.351.04. | (Psycho-Ed Evals | \$12,942.35 | \$6,718.84 | \$6,500.00 | \$7,125.00 | \$7,125.00 | \$625.00 | 961.0% |
| 10.2143.330.03. | (Counseling | \$495.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2143.615.03. | (Testing Matl, Psycho-Ed | \$1,482.52 | \$0.00 | \$8,036.97 | \$2,200.00 | \$2,200.00 | (\$5,836.97) | -7262.0% |
| 10.2143.615.04. | (Testing Matl, Psycho-Ed | \$1,482.52 | \$959.76 | \$3,000.00 | \$2,400.00 | \$2,400.00 | (\$600.00) | -2000.0% |
| 10.2144.111.03. | (Salaries, Psycho Therapy | \$55,011.84 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2144.111.04. | (Salaries, Psycho Therapy | \$149,496.00 | \$153,834.98 | \$159,325.13 | \$159,325.13 | \$159,325.13 | \$0.00 | 0.0% |
| 10.2144.330.03. | (Psycho Therapy Contracted Srvc | \$0.00 | \$0.00 | \$52,500.00 | \$55,125.00 | \$55,125.00 | \$2,625.00 | 500.0% |
| 10.2144.330.04. | (Psycho Therapy Contracted Srvc | \$5,060.00 | \$10,490.00 | \$0.00 | \$945.00 | \$945.00 | \$945.00 | 0.0% |
| 10.2144.614.04. | (Teach Mats/psychothep | \$275.00 | \$0.00 | \$150.15 | \$100.00 | \$100.00 | (\$50.15) | -3339.0% |
| 10.2144.615.04. | (Psychotherapist Materials | \$0.00 | \$0.00 | \$250.00 | \$75.00 | \$75.00 | (\$175.00) | -7000.0% |
| 10.2152.111.03. | (Sal Speech Path | \$38,704.41 | \$20,460.36 | \$5,558.50 | \$5,558.50 | \$5,558.50 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|---------------------------------------|-------------|--------------|--------------|---------------|-------------|------------------|-----------|
| 10.2152.111.04. | (Salaries Speech\path | \$52,231.68 | \$4,511.78 | \$16,675.50 | \$16,675.50 | \$16,675.50 | \$0.00 | 0.0% |
| 10.2152.330.03. | (Speech | \$2,454.14 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2152.330.04. | (Speech | \$900.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2152.390.03. | (Contracted Speech Serv | \$8,522.58 | \$44,465.79 | \$76,218.30 | \$82,153.48 | \$82,153.48 | \$5,935.18 | 778.0% |
| 10.2152.390.04. | (Contracted S/I Services | \$0.00 | \$124,665.63 | \$130,237.23 | \$79,273.29 | \$79,273.29 | (\$50,963.94) | -3913.0% |
| 10.2152.614.03. | (Testing Mat, Speech | \$129.95 | \$0.00 | \$320.00 | \$699.00 | \$699.00 | \$379.00 | 11843.0% |
| 10.2152.614.04. | (Testing Matl, Speech | \$0.00 | \$0.00 | \$800.00 | \$199.00 | \$199.00 | (\$601.00) | -7512.0% |
| 10.2152.615.03. | (Teaching Mat, Speech | \$0.00 | \$0.00 | \$320.00 | \$150.00 | \$150.00 | (\$170.00) | -5312.0% |
| 10.2152.615.04. | (Teaching Mats Sp/lang | \$0.00 | \$0.00 | \$100.00 | \$100.00 | \$100.00 | \$0.00 | 0.0% |
| 10.2159.330.03. | (Vision Services/Consultation | \$2,679.65 | \$2,190.00 | \$6,523.91 | \$5,006.25 | \$5,006.25 | (\$1,517.66) | -2326.0% |
| 10.2159.330.04. | (Vision/Hearing Consulting | \$500.00 | \$1,337.23 | \$3,000.00 | \$3,764.69 | \$3,764.69 | \$764.69 | 2548.0% |
| 10.2162.330.03. | (Physical Therapy | \$0.00 | \$0.00 | \$0.00 | \$7,500.00 | \$7,500.00 | \$7,500.00 | 0.0% |
| 10.2162.330.04. | (Physical Therapy | \$11,964.00 | \$8,256.00 | \$8,542.82 | \$7,804.00 | \$7,804.00 | (\$738.82) | -864.0% |
| 10.2163.111.00. | (Salary, OT | \$0.00 | \$0.00 | \$32,367.00 | \$32,367.00 | \$32,367.00 | \$0.00 | 0.0% |
| 10.2163.111.03. | (Salaries, Occupational Therapy | \$12,323.00 | \$12,464.80 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2163.111.04. | (Salaries, Occupational Therapy | \$12,592.71 | \$12,631.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2163.613.03. | (Testing Materials-Occupational Thera | \$0.00 | \$0.00 | \$300.30 | \$289.00 | \$289.00 | (\$11.30) | -376.0% |
| 10.2163.613.04. | (Testing Materials-Occupational Thera | \$0.00 | \$0.00 | \$81.90 | \$150.00 | \$150.00 | \$68.10 | 8315.0% |
| 10.2163.615.03. | (Teaching Materials-Occupational Ther | \$0.00 | \$1,293.21 | \$0.00 | \$600.00 | \$600.00 | \$600.00 | 0.0% |
| 10.2163.615.04. | (Occupational Therapy-Teaching Mat. | \$0.00 | \$0.00 | \$535.00 | \$250.00 | \$250.00 | (\$285.00) | -5327.0% |
| 10.2180.301.00. | (Medicaid Billing | \$14,285.92 | \$17,630.52 | \$18,000.00 | \$18,000.00 | \$18,000.00 | \$0.00 | 0.0% |
| 10.2190.323.00. | (School Resource Officer | \$62,676.17 | \$64,774.27 | \$65,208.28 | \$67,164.53 | \$67,164.53 | \$1,956.25 | 300.0% |
| 10.2192.111.00. | (Salary, BCBA | \$0.00 | \$0.00 | \$22,050.00 | \$22,050.00 | \$22,050.00 | \$0.00 | 0.0% |
| 10.2210.112.04. | (Salaries, Curr Coord | \$29,454.88 | \$24,235.53 | \$21,336.00 | \$23,336.00 | \$23,336.00 | \$2,000.00 | 937.0% |
| 10.2210.114.00. | (Professional Development Stipend-CB | \$63,000.00 | \$51,000.00 | \$63,000.00 | \$63,000.00 | \$90,000.00 | \$27,000.00 | 4285.0% |
| 10.2210.115.00. | (New Hire Orientation Comm. Stipend | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$0.00 | 0.0% |
| 10.2210.116.00. | (CPR/First Aid Training | \$0.00 | (\$156.00) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2210.240.03. | (Staff Reimburse-Ms Hessa | \$2,097.98 | \$2,413.13 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$0.00 | 0.0% |
| 10.2210.240.04. | (Staff Reimburse-High Hessa | \$1,336.14 | \$884.41 | \$3,000.00 | \$3,000.00 | \$2,500.00 | (\$500.00) | -1666.0% |
| 10.2210.241.03. | (Staff Reimburse-Ms Teachers | \$31,546.57 | \$27,395.28 | \$40,000.00 | \$55,000.00 | \$55,000.00 | \$15,000.00 | 3750.0% |
| 10.2210.241.04. | (Staff Reimburse-High Teachers | \$59,425.72 | \$44,469.78 | \$70,000.00 | \$88,000.00 | \$88,000.00 | \$18,000.00 | 2571.0% |
| 10.2210.242.00. | (Special Ed Training | \$6,415.07 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2210.242.03. | (Staff Development | \$2,518.71 | \$942.20 | \$3,000.00 | \$4,500.00 | \$3,000.00 | \$0.00 | 0.0% |
| 10.2210.242.04. | (Staff Development | \$4,103.06 | \$4,914.25 | \$4,200.00 | \$4,200.00 | \$4,200.00 | \$0.00 | 0.0% |
| 10.2210.243.04. | (Prof Development-Database Services | \$0.00 | \$0.00 | \$5,000.00 | \$0.00 | \$0.00 | (\$5,000.00) | -10000.0% |
| 10.2210.244.03. | (Staff Reimburse-AHP | \$0.00 | \$0.00 | \$250.00 | \$250.00 | \$250.00 | \$0.00 | 0.0% |
| 10.2210.244.04. | (Staff Reimburse-AHP | \$1,047.76 | \$968.52 | \$800.00 | \$800.00 | \$800.00 | \$0.00 | 0.0% |
| 10.2210.245.00. | (SAU Wide PD Activities | \$5,836.24 | \$2,786.10 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$0.00 | 0.0% |
| 10.2210.245.03. | (Prof Develop-Admin/Non-Union | \$2,716.60 | \$1,071.34 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|-------------------------------------|-------------|-------------|-------------|---------------|-------------|------------------|-----------|
| 10.2210.245.04. | (Prof Develop-Admin/Non-Union | \$11,475.15 | \$6,854.25 | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$0.00 | 0.0% |
| 10.2210.246.00. | (Professional Development-IT | \$0.00 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.2210.290.04. | (Stipends For Teacher Duties | \$2,839.96 | \$2,591.95 | \$2,800.00 | \$2,800.00 | \$2,800.00 | \$0.00 | 0.0% |
| 10.2210.330.04. | (Neasc Eval Expense | \$3,640.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2210.612.00. | (New Hire Orientation | \$0.00 | \$421.97 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$0.00 | 0.0% |
| 10.2210.641.03. | (Professional Books | \$349.86 | \$259.44 | \$275.00 | \$295.00 | \$295.00 | \$20.00 | 727.0% |
| 10.2210.641.04. | (Professional Books | \$0.00 | \$0.00 | \$275.00 | \$275.00 | \$275.00 | \$0.00 | 0.0% |
| 10.2222.112.03. | (Salaries, Library | \$45,791.00 | \$46,271.72 | \$51,006.00 | \$51,006.00 | \$51,006.00 | \$0.00 | 0.0% |
| 10.2222.112.04. | (Salaries, Library | \$65,773.00 | \$68,855.00 | \$70,642.00 | \$70,642.00 | \$70,642.00 | \$0.00 | 0.0% |
| 10.2222.113.04. | (Salaries, Aides | \$19,007.34 | \$19,014.30 | \$19,455.53 | \$19,455.53 | \$19,455.53 | \$0.00 | 0.0% |
| 10.2222.329.04. | (Professional Education Services | \$0.00 | \$50.00 | \$100.00 | \$1,325.00 | \$100.00 | \$0.00 | 0.0% |
| 10.2222.430.03. | (Repair | \$0.00 | \$0.00 | \$100.00 | \$150.00 | \$150.00 | \$50.00 | 5000.0% |
| 10.2222.430.04. | (Repair | \$599.00 | \$79.61 | \$359.00 | \$1,600.00 | \$800.00 | \$441.00 | 12284.0% |
| 10.2222.436.04. | (Library Reconfiguration | \$0.00 | \$17,976.64 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2222.531.04. | (Telecommunications | \$0.00 | \$185.15 | \$0.00 | \$300.00 | \$225.00 | \$225.00 | 0.0% |
| 10.2222.614.03. | (Expendable Supplies | \$376.50 | \$722.08 | \$550.00 | \$660.00 | \$660.00 | \$110.00 | 2000.0% |
| 10.2222.614.04. | (Expendable Supplies | \$1,388.20 | \$1,600.71 | \$772.76 | \$1,000.00 | \$1,000.00 | \$227.24 | 2940.0% |
| 10.2222.615.04. | (Teaching Mat, Lib(instr Med) | \$248.94 | \$0.00 | \$132.14 | \$248.00 | \$248.00 | \$115.86 | 8767.0% |
| 10.2222.641.03. | (Books | \$4,309.06 | \$3,465.75 | \$4,006.21 | \$4,042.00 | \$4,042.00 | \$35.79 | 89.0% |
| 10.2222.641.04. | (Library Books | \$8,686.75 | \$11,036.47 | \$8,073.24 | \$13,500.00 | \$11,500.00 | \$3,426.76 | 4244.0% |
| 10.2222.642.03. | (Instruct Media Software | \$2,251.30 | \$2,292.33 | \$1,803.85 | \$3,494.00 | \$3,200.00 | \$1,396.15 | 7739.0% |
| 10.2222.643.04. | (Online Resources | \$1,591.00 | \$1,806.24 | \$2,096.00 | \$2,375.00 | \$2,100.00 | \$4.00 | 19.0% |
| 10.2222.649.03. | (Publications | \$1,152.08 | \$807.32 | \$1,112.32 | \$1,452.00 | \$1,252.00 | \$139.68 | 1255.0% |
| 10.2222.649.04. | (Publications | \$11,931.66 | \$9,792.44 | \$11,500.00 | \$14,425.00 | \$12,425.00 | \$925.00 | 804.0% |
| 10.2222.733.03. | (Addl Equipment | \$898.36 | \$671.99 | \$511.12 | \$182.00 | \$182.00 | (\$329.12) | -6439.0% |
| 10.2222.733.04. | (Addl Equipment | \$326.94 | \$0.00 | \$1,403.86 | \$1,199.00 | \$62.00 | (\$1,341.86) | -9558.0% |
| 10.2222.737.03. | (Replacement Equipment | \$213.12 | \$0.00 | \$246.50 | \$270.00 | \$270.00 | \$23.50 | 953.0% |
| 10.2222.737.04. | (Replacement Equip. | \$0.00 | \$1,410.58 | \$309.00 | \$320.00 | \$320.00 | \$11.00 | 355.0% |
| 10.2222.738.04. | (Replacement Equipment, Electronic | \$0.00 | \$0.00 | \$364.00 | \$364.00 | \$364.00 | \$0.00 | 0.0% |
| 10.2222.810.04. | (Dues | \$178.00 | \$0.00 | \$105.00 | \$255.00 | \$255.00 | \$150.00 | 14285.0% |
| 10.2223.111.04. | (Salary Av Tech | \$16,078.72 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2225.112.03. | (Salaries, Info Tech Svcs | \$0.00 | \$0.00 | \$29,614.00 | \$29,614.00 | \$29,614.00 | \$0.00 | 0.0% |
| 10.2225.112.04. | (Salaries, Info Tech Svcs | \$28,050.00 | \$28,891.50 | \$29,614.00 | \$29,614.00 | \$29,614.00 | \$0.00 | 0.0% |
| 10.2225.434.03. | (Computer Repairs | \$621.00 | \$529.68 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 | 0.0% |
| 10.2225.434.04. | (Computer Repairs | \$1,717.02 | \$545.75 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 | 0.0% |
| 10.2225.614.03. | (Techonogy Supplies | \$29.95 | \$1,695.40 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$0.00 | 0.0% |
| 10.2225.614.04. | (Technology Supplies | \$1,471.31 | \$503.36 | \$3,700.00 | \$3,700.00 | \$3,700.00 | \$0.00 | 0.0% |
| 10.2225.734.03. | (Additional Computer Equipment | \$1,539.10 | \$4,848.40 | \$11,356.74 | \$18,200.00 | \$17,350.00 | \$5,993.26 | 6025.0% |
| 10.2225.734.04. | (Additional Computer Equipment | \$4,558.02 | \$300.99 | \$196.13 | \$29,625.00 | \$31,550.00 | \$31,353.87 | ##### |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|-------------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.2225.738.03. | (Replacement Computer Equipment | \$40,769.80 | \$9,634.48 | \$3,989.38 | \$9,082.00 | \$6,467.00 | \$2,477.62 | 6210.0% |
| 10.2225.738.04. | (Replacement Computer Equipment | \$29,779.63 | \$18,000.17 | \$12,375.00 | \$2,819.00 | \$27,204.00 | \$14,829.00 | 11983.0% |
| 10.2310.301.00. | (School Board Stipends | \$3,300.00 | \$3,300.00 | \$3,300.00 | \$3,300.00 | \$3,300.00 | \$0.00 | 0.0% |
| 10.2310.320.00. | (School Board Training | \$45.00 | \$255.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2310.330.00. | (Consulting | \$0.00 | \$1,906.65 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2310.540.00. | (Advertising | \$3,701.65 | \$380.41 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 | 0.0% |
| 10.2310.614.00. | (School Board Expenses | \$5,632.12 | \$5,851.12 | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$0.00 | 0.0% |
| 10.2310.840.00. | (Contingency | \$0.00 | \$0.00 | \$100,000.00 | \$100,000.00 | \$100,000.00 | \$0.00 | 0.0% |
| 10.2311.301.00. | (Public Hear/district Mtg Exp | \$7,054.26 | \$5,453.06 | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$0.00 | -1428.0% |
| 10.2312.301.00. | (Sal Sch Bd Sec | \$2,621.30 | \$2,509.02 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$0.00 | 0.0% |
| 10.2313.301.00. | (Treasurer Stipend | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$0.00 | 0.0% |
| 10.2317.301.00. | (Audit | \$14,500.00 | \$12,750.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$0.00 | 0.0% |
| 10.2318.301.00. | (Legal Services | \$23,659.27 | \$26,725.63 | \$19,000.00 | \$19,000.00 | \$21,000.00 | \$2,000.00 | 1052.0% |
| 10.2320.310.00. | (Sau Assessment | \$694,529.00 | \$723,438.96 | \$747,371.00 | \$762,318.42 | \$759,531.00 | \$12,160.00 | 128.0% |
| 10.2400.110.03. | (Salaries, Administrators | \$189,099.00 | \$199,641.81 | \$197,703.00 | \$197,703.00 | \$197,703.00 | \$0.00 | 0.0% |
| 10.2400.110.04. | (Salaries, Administrators | \$290,596.41 | \$305,218.76 | \$289,660.00 | \$289,658.92 | \$289,658.92 | (\$1.08) | 0.0% |
| 10.2400.113.00. | (Non-union & Admin. merit increases | \$0.00 | \$0.00 | \$0.00 | \$49,546.66 | \$49,546.66 | \$49,546.66 | 0.0% |
| 10.2400.115.03. | (Salaries, Secretaries | \$90,668.84 | \$91,573.77 | \$93,737.08 | \$93,737.08 | \$93,737.08 | \$0.00 | 0.0% |
| 10.2400.115.04. | (Salaries, Secretaries | \$96,794.09 | \$106,986.26 | \$104,573.95 | \$104,573.95 | \$104,573.95 | \$0.00 | 0.0% |
| 10.2400.125.00. | (Temporary IT Employees | \$1,052.50 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2400.300.00. | (Prof Services-Strategic Planning | \$11,000.00 | \$13,000.00 | \$12,000.00 | \$12,000.00 | \$12,000.00 | \$0.00 | 0.0% |
| 10.2400.340.03. | (Print Management | \$0.00 | \$0.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$0.00 | 0.0% |
| 10.2400.340.04. | (Print Management | \$0.00 | \$0.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$0.00 | 0.0% |
| 10.2400.442.03. | (Copier Service/Lease | \$9,093.90 | \$0.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$0.00 | 0.0% |
| 10.2400.442.04. | (Copier Service/Lease | \$9,272.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2400.490.03. | (Service Agreements | \$2,727.80 | \$13,865.68 | \$6,108.00 | \$6,108.00 | \$6,108.00 | \$0.00 | 0.0% |
| 10.2400.490.04. | (Service Agreements | \$23,452.19 | \$21,362.97 | \$19,155.00 | \$19,155.00 | \$19,155.00 | \$0.00 | 0.0% |
| 10.2400.531.03. | (Telephone | \$16,899.13 | \$12,809.58 | \$13,200.00 | \$13,200.00 | \$13,200.00 | \$0.00 | 0.0% |
| 10.2400.531.04. | (Telephone | \$17,624.25 | \$11,489.79 | \$14,200.00 | \$14,200.00 | \$14,200.00 | \$0.00 | 0.0% |
| 10.2400.532.00. | (Network Services | \$15,319.47 | \$23,199.50 | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$0.00 | 0.0% |
| 10.2400.534.03. | (Postage | \$599.88 | \$605.08 | \$600.00 | \$1,000.00 | \$850.00 | \$250.00 | 4166.0% |
| 10.2400.534.04. | (Postage | \$5,119.20 | \$4,560.57 | \$5,500.00 | \$5,500.00 | \$5,350.00 | (\$150.00) | -272.0% |
| 10.2400.550.03. | (Printing | \$442.35 | \$168.26 | \$550.00 | \$550.00 | \$250.00 | (\$300.00) | -5454.0% |
| 10.2400.550.04. | (Printing | \$3,569.19 | \$2,008.63 | \$3,800.00 | \$4,000.00 | \$3,500.00 | (\$300.00) | -789.0% |
| 10.2400.580.03. | (Travel | \$1,312.85 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.2400.580.04. | (Travel | \$0.00 | \$0.00 | \$1,000.00 | \$1,000.00 | \$500.00 | (\$500.00) | -5000.0% |
| 10.2400.581.03. | (Travel-Staff Mileage | \$93.74 | \$219.72 | \$400.00 | \$400.00 | \$400.00 | \$0.00 | 0.0% |
| 10.2400.581.04. | (Travel-Staff Mileage | \$142.52 | \$0.00 | \$200.00 | \$200.00 | \$200.00 | \$0.00 | 0.0% |
| 10.2400.600.03. | (Hospitality | \$905.08 | \$870.58 | \$500.00 | \$1,000.00 | \$1,000.00 | \$500.00 | 10000.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|--------------------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.2400.600.04. | (Hospitality | \$1,118.11 | \$1,313.50 | \$1,800.00 | \$2,000.00 | \$1,500.00 | (\$300.00) | -1666.0% |
| 10.2400.614.03. | (Expendable Supplies | \$457.83 | \$237.55 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.2400.650.00. | (Support Contracts/Hosting Services | \$57,824.21 | \$68,181.57 | \$78,000.00 | \$87,000.00 | \$87,000.00 | \$9,000.00 | -652.0% |
| 10.2400.650.04. | (Computer Software-Non-Instructional | \$0.00 | \$10,370.93 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2400.653.00. | (Consulting Services | \$1,093.70 | \$4,364.63 | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$0.00 | 0.0% |
| 10.2400.658.00. | (Site Licensing | \$7,067.04 | \$7,067.03 | \$7,067.04 | \$9,000.00 | \$8,500.00 | \$1,432.96 | 2027.0% |
| 10.2400.801.04. | (Graduation Expenses | \$8,544.49 | \$9,116.55 | \$9,130.00 | \$13,150.00 | \$12,500.00 | \$3,370.00 | 3691.0% |
| 10.2400.810.03. | (Dues | \$1,767.99 | \$1,802.99 | \$1,210.00 | \$1,850.00 | \$1,850.00 | \$640.00 | 5289.0% |
| 10.2400.810.04. | (Dues | \$11,801.32 | \$6,120.00 | \$4,840.00 | \$4,840.00 | \$4,840.00 | \$0.00 | 0.0% |
| 10.2400.899.03. | (HBMS-FY13 Proposed Budget Change: | \$0.00 | \$0.00 | \$0.00 | \$135,027.00 | \$49,278.00 | \$49,278.00 | 0.0% |
| 10.2400.899.04. | (HBHS-FY13 Proposed Budget Changes | \$0.00 | \$0.00 | \$0.00 | \$319,810.00 | \$221,200.00 | \$221,200.00 | 0.0% |
| 10.2515.892.00. | (Food Service Bad Debt Expense | \$0.00 | \$562.19 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2600.110.03. | (District Maintenance Supervisor | \$31,483.00 | \$19,258.50 | \$19,278.60 | \$19,278.60 | \$19,278.60 | \$0.00 | 0.0% |
| 10.2600.110.04. | (District Maintenance Supervisor | \$31,483.00 | \$44,936.50 | \$44,983.40 | \$44,983.40 | \$44,983.40 | \$0.00 | 0.0% |
| 10.2600.116.03. | (Salaries, Maintenance | \$158,268.21 | \$151,054.83 | \$148,946.83 | \$148,946.83 | \$148,946.83 | \$0.00 | 0.0% |
| 10.2600.116.04. | (Salaries, Maintenance | \$205,228.56 | \$231,666.29 | \$231,012.41 | \$231,012.41 | \$231,012.41 | \$0.00 | 0.0% |
| 10.2600.130.03. | (Maintenance Overtime | \$8,566.74 | \$7,857.23 | \$8,500.00 | \$8,500.00 | \$8,500.00 | \$0.00 | 0.0% |
| 10.2600.130.04. | (Maintenance Overtime | \$8,763.59 | \$8,951.88 | \$9,000.00 | \$9,000.00 | \$9,000.00 | \$0.00 | 0.0% |
| 10.2600.310.00. | (Bldg & Grnds, Maint Svcs | \$1,305.20 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2600.391.03. | (Inspections | \$0.00 | \$0.00 | \$2,100.00 | \$2,100.00 | \$2,100.00 | \$0.00 | 0.0% |
| 10.2600.391.04. | (Inspections | \$0.00 | \$0.00 | \$1,300.00 | \$2,293.36 | \$2,293.36 | \$993.36 | 7641.0% |
| 10.2600.402.03. | (Pest Control | \$1,281.50 | \$1,723.00 | \$2,900.00 | \$3,900.00 | \$3,400.00 | \$500.00 | 1724.0% |
| 10.2600.402.04. | (Pest Control | \$1,025.00 | \$900.00 | \$3,400.00 | \$4,400.00 | \$3,400.00 | \$0.00 | 0.0% |
| 10.2600.411.03. | (Water System Maintenance | \$0.00 | \$0.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$0.00 | 0.0% |
| 10.2600.411.04. | (Water System Maintenance | \$9,977.55 | \$8,190.50 | \$10,000.00 | \$16,000.00 | \$10,000.00 | \$0.00 | 0.0% |
| 10.2600.421.03. | (Trash Removal | \$9,606.23 | \$8,953.85 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$0.00 | 0.0% |
| 10.2600.421.04. | (Trash Removal | \$18,022.97 | \$17,205.52 | \$19,000.00 | \$19,000.00 | \$19,000.00 | \$0.00 | 0.0% |
| 10.2600.422.03. | (Snow Removal | \$37,587.50 | \$11,754.70 | \$27,320.00 | \$22,320.00 | \$22,320.00 | (\$5,000.00) | -1830.0% |
| 10.2600.422.04. | (Snow Removal | \$58,637.09 | \$29,190.17 | \$50,680.00 | \$45,000.00 | \$45,000.00 | (\$5,680.00) | -1120.0% |
| 10.2600.424.03. | (Mowing | \$11,090.57 | \$15,881.11 | \$8,500.00 | \$10,500.00 | \$10,500.00 | \$2,000.00 | 2352.0% |
| 10.2600.424.04. | (Mowing | \$21,546.18 | \$15,881.15 | \$20,000.00 | \$22,000.00 | \$22,000.00 | \$2,000.00 | 1000.0% |
| 10.2600.425.03. | (Athletic Field Maintenance | \$4,066.90 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2600.425.04. | (Athletic Field | \$11,846.65 | \$5,194.69 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2600.426.03. | (Communications Maintenance | \$427.50 | \$0.00 | \$500.00 | \$500.00 | \$500.00 | \$0.00 | 0.0% |
| 10.2600.430.03. | (Repair Maintenance Equipment | \$0.00 | \$3,027.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$0.00 | 0.0% |
| 10.2600.430.04. | (Repair Maint Equip | \$578.47 | \$436.50 | \$2,000.00 | \$3,000.00 | \$2,500.00 | \$500.00 | 2500.0% |
| 10.2600.431.03. | (Heating/ventilating Svcs | \$14,386.62 | \$10,646.07 | \$33,400.00 | \$13,000.00 | \$13,000.00 | (\$20,400.00) | -6107.0% |
| 10.2600.431.04. | (Heating/ventilation Svcs | \$12,839.08 | \$17,505.13 | \$20,100.00 | \$17,000.00 | \$17,000.00 | (\$3,100.00) | -1542.0% |
| 10.2600.432.03. | (Fire/alarm Svcs | \$6,835.26 | \$5,631.81 | \$6,500.00 | \$6,500.00 | \$6,500.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|-----------------------------|--------------|--------------|--------------|---------------|--------------|------------------|-----------|
| 10.2600.432.04. | (Fire/alarm Svcs | \$6,154.10 | \$13,193.37 | \$13,254.87 | \$11,000.00 | \$11,000.00 | (\$2,254.87) | -1701.0% |
| 10.2600.433.03. | (Plumbing Maintenance | \$892.00 | \$0.00 | \$2,100.00 | \$2,100.00 | \$2,100.00 | \$0.00 | 0.0% |
| 10.2600.433.04. | (Plumbing Maintenance | \$2,407.22 | \$1,171.31 | \$1,700.00 | \$2,000.00 | \$1,700.00 | \$0.00 | 0.0% |
| 10.2600.434.03. | (Electrical Maintenance | \$1,763.00 | \$2,285.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$0.00 | 0.0% |
| 10.2600.434.04. | (Electrical Maintenance | \$3,015.56 | \$1,274.75 | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$0.00 | 0.0% |
| 10.2600.436.03. | (Septic System Svcs | \$2,325.00 | \$2,625.00 | \$2,500.00 | \$2,600.00 | \$2,600.00 | \$100.00 | 400.0% |
| 10.2600.436.04. | (Septic System Svcs | \$3,600.00 | \$3,600.00 | \$3,500.00 | \$3,600.00 | \$3,600.00 | \$100.00 | 285.0% |
| 10.2600.437.03. | (Painting | \$426.04 | \$972.46 | \$1,200.00 | \$1,600.00 | \$1,600.00 | \$400.00 | 3333.0% |
| 10.2600.437.04. | (Painting | \$1,297.85 | \$1,585.73 | \$1,600.00 | \$1,600.00 | \$1,600.00 | \$0.00 | 0.0% |
| 10.2600.438.03. | (Building Repairs | \$8,038.82 | \$5,186.75 | \$5,000.00 | \$6,000.00 | \$6,000.00 | \$1,000.00 | 2000.0% |
| 10.2600.438.04. | (Building Repairs | \$5,627.57 | \$5,281.02 | \$5,000.00 | \$6,000.00 | \$6,000.00 | \$1,000.00 | 2000.0% |
| 10.2600.439.03. | (General Maintenance | \$14,624.87 | \$10,539.29 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$0.00 | 0.0% |
| 10.2600.439.04. | (General Maintenance | \$20,850.96 | \$19,932.93 | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$0.00 | 0.0% |
| 10.2600.490.03. | (Service Contracts | \$0.00 | \$0.00 | \$1,800.00 | \$1,800.00 | \$1,800.00 | \$0.00 | 0.0% |
| 10.2600.490.04. | (Service Contracts | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2600.520.00. | (Insurance Liability | \$51,745.82 | \$58,839.80 | \$59,256.00 | \$65,181.60 | \$65,181.60 | \$5,925.60 | 1000.0% |
| 10.2600.531.00. | (Telephone | \$419.02 | \$538.01 | \$450.00 | \$450.00 | \$550.00 | \$100.00 | 2222.0% |
| 10.2600.580.00. | (Travel | \$196.00 | \$86.25 | \$200.00 | \$200.00 | \$200.00 | \$0.00 | 0.0% |
| 10.2600.580.04. | (Travel | \$166.88 | \$0.00 | \$400.00 | \$400.00 | \$400.00 | \$0.00 | 0.0% |
| 10.2600.614.00. | (Expendable Supplies | \$0.00 | \$379.64 | \$410.80 | \$425.00 | \$425.00 | \$14.20 | 345.0% |
| 10.2600.614.03. | (Expendable Supplies | \$13,584.75 | \$13,656.26 | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$0.00 | 0.0% |
| 10.2600.614.04. | (Expendable Supplies | \$32,080.45 | \$30,942.95 | \$25,000.00 | \$25,000.00 | \$25,000.00 | \$0.00 | 0.0% |
| 10.2600.621.04. | (Utility Svcs Gas | \$4,220.04 | \$0.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$0.00 | 0.0% |
| 10.2600.622.03. | (Utility Svcs Lighting | \$59,438.41 | \$54,411.64 | \$56,925.00 | \$59,000.00 | \$57,000.00 | \$75.00 | -952.0% |
| 10.2600.622.04. | (Utility Svcs Lighting | \$104,397.33 | \$117,282.20 | \$119,000.00 | \$121,000.00 | \$119,500.00 | \$500.00 | 127.0% |
| 10.2600.624.03. | (Utility Svcs Oil | \$59,038.76 | \$35,642.79 | \$36,500.00 | \$38,000.00 | \$38,000.00 | \$1,500.00 | 1343.0% |
| 10.2600.624.04. | (Utility Svcs Oil | \$92,826.12 | \$50,490.27 | \$53,822.00 | \$55,000.00 | \$55,000.00 | \$1,178.00 | 1000.0% |
| 10.2600.731.03. | (Additional Equipment | \$285.00 | \$0.00 | \$3,540.00 | \$3,540.00 | \$2,500.00 | (\$1,040.00) | -2937.0% |
| 10.2600.731.04. | (Addl Equipment | \$2,317.51 | \$527.00 | \$3,960.00 | \$5,000.00 | \$2,000.00 | (\$1,960.00) | -4949.0% |
| 10.2600.735.03. | (Replacement Equipment | \$250.00 | \$2,960.00 | \$0.00 | \$0.00 | \$1,000.00 | \$1,000.00 | 0.0% |
| 10.2600.735.04. | (Replacement Equipment | \$0.00 | \$8,085.00 | \$0.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 0.0% |
| 10.2700.510.03. | (Transportation | \$180,537.50 | \$2,511.20 | \$216,351.00 | \$223,000.00 | \$223,000.00 | \$6,649.00 | 307.0% |
| 10.2700.510.04. | (Transportation | \$185,062.44 | \$5,445.94 | \$216,351.00 | \$223,000.00 | \$223,000.00 | \$6,649.00 | 307.0% |
| 10.2700.512.03. | (Transportation-Homeless | \$131.71 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2700.512.04. | (Transportation-Homeless | \$200.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2700.626.03. | (Gasoline/diesel Fuel | \$35,615.44 | \$27,072.70 | \$40,000.00 | \$40,000.00 | \$40,000.00 | \$0.00 | -1111.0% |
| 10.2700.626.04. | (Gasoline/diesel Fuel | \$38,812.20 | \$29,664.42 | \$43,000.00 | \$43,000.00 | \$43,000.00 | \$0.00 | -1041.0% |
| 10.2721.510.03. | (Regular Ed Transportation | \$0.00 | \$182,017.58 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2721.510.04. | (Regular Ed Transportation | \$0.00 | \$184,738.77 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |

| Account | Description | FY15 Actual | FY16 Actual | FY17 Budget | FY18 Super BA | FY18 Board | \$ Difference | % Diff |
|-----------------|---|------------------------|------------------------|------------------------|------------------------------|------------------------|---------------------|--------------|
| 10.2722.510.03. | (Transportation, SPED | \$68,915.43 | \$120,285.37 | \$155,909.08 | \$82,525.00 | \$82,525.00 | (\$73,384.08) | -4706.0% |
| 10.2722.510.04. | (Transportation, SPED | \$193,124.08 | \$266,259.10 | \$328,215.03 | \$588,720.00 | \$588,720.00 | \$260,504.97 | 7937.0% |
| 10.2900.210.00. | (Attendance Bonus | \$13,846.58 | \$11,185.20 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2900.211.00. | (Health Insurance | \$1,505,833.92 | \$1,532,437.57 | \$1,666,287.18 | \$1,860,882.96 | \$1,860,882.96 | \$194,595.78 | 1303.0% |
| 10.2900.212.00. | (Dental Insurance | \$137,973.50 | \$138,261.97 | \$150,499.46 | \$150,499.46 | \$150,499.46 | \$0.00 | 0.0% |
| 10.2900.213.00. | (Life, Ltd, Ad&d | \$44,275.75 | \$48,735.14 | \$58,733.31 | \$61,079.46 | \$61,079.46 | \$2,346.15 | 399.0% |
| 10.2900.214.00. | (Health Insurance Opt-Out | \$78,262.53 | \$79,787.50 | \$83,000.00 | \$82,600.00 | \$82,600.00 | (\$400.00) | -48.0% |
| 10.2900.215.00. | (Flex Benefit | (\$3,855.93) | (\$163.40) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.2900.217.03. | (Merit Increases - HBMS | \$11,850.00 | \$12,500.00 | \$12,734.01 | \$13,102.00 | \$13,102.00 | \$367.99 | 288.0% |
| 10.2900.217.04. | (Merit Increases - HBHS | \$21,000.00 | \$21,250.00 | \$21,932.22 | \$22,851.00 | \$22,851.00 | \$918.78 | 418.0% |
| 10.2900.218.00. | (403(b) Matching | \$0.00 | \$0.00 | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$0.00 | 0.0% |
| 10.2900.220.00. | (Fica | \$733,242.95 | \$747,405.31 | \$775,626.91 | \$791,175.25 | \$791,175.25 | \$15,548.34 | 200.0% |
| 10.2900.231.00. | (Employee Retirement | \$81,269.94 | \$99,930.96 | \$95,664.57 | \$97,174.00 | \$97,174.00 | \$1,509.43 | 157.0% |
| 10.2900.232.00. | (Teacher Retirement | \$1,078,562.68 | \$1,212,309.03 | \$1,220,615.46 | \$1,405,570.85 | \$1,405,570.85 | \$184,955.39 | 1515.0% |
| 10.2900.239.00. | (Retirement Benefit | \$16,802.25 | \$79,506.30 | \$32,832.10 | \$30,000.00 | \$43,148.00 | \$10,315.90 | -862.0% |
| 10.2900.250.00. | (Unemployment Compensation | \$21,841.15 | \$21,997.15 | \$19,591.00 | \$20,500.00 | \$20,500.00 | \$909.00 | 463.0% |
| 10.2900.260.00. | (Workmans Compensation | \$51,692.01 | \$58,649.54 | \$35,359.00 | \$38,895.00 | \$38,895.00 | \$3,536.00 | 1000.0% |
| 10.2900.292.00. | (Shoe Allowance-Support Staff | \$0.00 | \$0.00 | \$2,000.00 | \$0.00 | \$0.00 | (\$2,000.00) | -10000.0% |
| 10.2900.330.00. | (Contracted Services | \$0.00 | \$450.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.4200.710.04. | (Site Improvement Services-NEASC | \$71,180.19 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.4200.712.00. | (Site Improvements, HBHS Track | \$28,705.81 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.4200.713.00. | (Site Improvements-Parking Lot | \$0.00 | \$0.00 | \$40,991.25 | \$0.00 | \$0.00 | (\$40,991.25) | -10000.0% |
| 10.4200.725.04. | (Building-Science Lab | \$0.00 | \$0.00 | \$66,000.00 | \$0.00 | \$0.00 | (\$66,000.00) | -10000.0% |
| 10.5100.830.00. | (Bond Interest | \$854,682.29 | \$842,383.60 | \$669,640.45 | \$177,367.00 | \$177,367.00 | (\$492,273.45) | -7351.0% |
| 10.5100.910.00. | (Bond Principal | \$948,399.21 | \$960,324.15 | \$836,443.65 | \$420,000.00 | \$420,000.00 | (\$416,443.65) | -4978.0% |
| 10.5221.930.00. | (Transfer To Food Service | \$0.00 | \$0.00 | \$480,000.00 | \$416,000.00 | \$416,000.00 | (\$64,000.00) | -1333.0% |
| 10.5222.930.00. | (Trnsfr To Special Revenue Fund | \$0.00 | \$0.00 | \$233,000.00 | \$245,000.00 | \$245,000.00 | \$12,000.00 | 515.0% |
| 10.5252.930.00. | (Transfer to Expendable Trust (Athletic | \$70,000.00 | \$56,479.00 | \$67,000.00 | \$67,000.00 | \$67,000.00 | \$0.00 | 0.0% |
| 10.5252.931.00 | Transfer to Exp. Trust (Spec Ed) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.0% |
| 10.5253.930.00. | (Transfer to Maintenance Expendable | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$0.00 | 0.0% |
| | | \$20,131,941.26 | \$20,391,828.73 | \$22,447,827.88 | \$22,893,235.03 | \$22,619,375.62 | \$171,547.74 | 0.76% |
| | | | | | Budget Committee Goal | \$22,300,000.00 | \$319,375.62 | -0.66% |

Wording for Spec Ed Expendable Trust Warrant Article:

To see if the Hollis Brookline Cooperative School District will vote to establish a Special Education Expendable Trust Fund per RSA 198:20-c, to be used for special education expenses and to raise and appropriate up to \$XX,000 to put in the fund, with this amount to come from fund balance available for transfer on July 1. No amount to be raised from taxation; further to name the school board as agents to expend from the fund.
Recommended by the school board.

Goodbye NCLB...

Hello Every Student Succeeds Act

Friday, October 21, 2016

Presenters



Eric R. Herlan



Gerald M. Zelin



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I. Introduction

The No Child Left Behind Act, a major initiative of the George W. Bush administration, was a hugely ambitious federal law with no less a goal than improving the educational performance of all public school students in the United States, with particular emphasis on providing better education to disadvantaged children. The NCLB set high performance goals for all schools, contemplated annual progress toward those goals, and implemented a system of rewards and penalties for those schools failing to make adequate yearly progress.

As states and local schools chafed under the yolk of extensive federal involvement in education, and it became increasingly clear that the major goals of NCLB would not be achieved, the US Department of Education, under the Obama administration, used its authority to allow states to obtain waivers from many of the NCLB's requirements, while implementing their own school improvement and accountability systems. As a result many states, including New Hampshire, obtained "flexibility waivers" that gave the states greater control in designing a plan to improve education in the state. These waivers did not, however, afford complete flexibility, and continued to require that states meet a variety of obligations with respect to assessments, identifying and improving low-performing schools, achieving annual measurable objectives, and evaluating teacher performance based on student achievement.

Although the waivers issued by the Obama administration did serve to alleviate some of the concerns caused by the NCLB, they were a temporary solution to a much greater problem. Thus, in December 2015, President Obama signed into law the Every Student Succeeds Act: a bipartisan reauthorization of the Elementary and Secondary Education Act. ESSA represents a significant shift in control and accountability for elementary and secondary education from the Federal Government, to the states.

II. The Old Regime under the NCLB

To set the stage, we will give a brief overview of the old No Child Left Behind Act (“NCLB”), and a synopsis of how the old law changed through the NCLB waiver process that had been in place while States awaited updates to the law. This summary will help us understand how the fundamental elements of the NCLB – academic standards, common assessments, and school accountability – continue under the new Every Student Succeeds Act, at the same time that authority and responsibility for design and implementation has been shifted from the federal government to the State DOE and local school districts.

1. *Brief Overview of the NCLB*

The centerpiece of the NCLB was accountability for student achievement, which was to be accomplished by holding “schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.”¹

The Act required 100% proficiency on state assessments by all children in math, reading/language arts, and science by the end of the 2013-2014 school year. Schools were also expected to make “adequate yearly progress” toward meeting those proficiency goals. The law imposed sanctions and consequences on local school districts and individual schools that failed to make adequate yearly progress (“AYP”). Those sanctions became progressively more onerous if the school building or school district encountered continuing failure to make AYP.

The NCLB required each state to establish a valid and reliable annual assessment system for determining whether students were meeting the proficiency standards.² The testing requirements were phased in

¹ 20 U.S.C. § 6301(4) (repealed 2015).

² 20 U.S.C. § 6311(b)(3)(A), (C) (repealed 2015); 34 C.F.R. § 200.2 (repealed 2015).

over several school years. In the end, the law required annual testing in math and reading/language arts at each grade level from grade 3 to 8, and once in grades 10 through 12.³ Annual assessments in science had to be administered once in the grade spans of 3 through 5; 6 through 9; and 10 through 12.⁴

The NCLB assessment system provided for “disaggregation” of scores to show not only whether students in a particular school were meeting the proficiency standards, but also whether specific student subgroups within that school were meeting the standards. The Act identified six major student subgroups for which results were supposed to be disaggregated: (1) economically disadvantaged students; (2) disabled students; (3) students with limited English proficiency; (4) students from major racial and ethnic groups; (5) migrant students; and (6) male and female students.⁵ A school was not required to disaggregate data for any subgroup in which the number of students in that subgroup was insufficient to yield statistically reliable information, or if the results would yield personally identifiable information about individual students.⁶

The NCLB further required that the assessments provide individual student reports that allowed parents, teachers, and principals to understand and address students’ specific academic needs.⁷ The primary focus of the Act, however, was on school-wide and subgroup achievement, rather than on the ability of individual students in meeting the proficiency goals.

As noted above, the NCLB envisioned 100% proficiency in math, reading/language arts, and science for all students in public schools by the end of the 2013-2014 school year. As schools moved toward that goal, they had to demonstrate that their students were making adequate yearly progress.⁸ To that end, each state had to establish annual proficiency objectives and intermediate goals for each of the

³ 20 U.S.C. § 6311(b)(3)(C) (repealed 2015); 34 C.F.R. § 200.5 (repealed 2015).

⁴ 20 U.S.C. § 6311(b)(3)(C) (repealed 2015); 34 C.F.R. § 200.5 (repealed 2015).

⁵ 20 U.S.C. § 6311(b)(3)(C)(xiii) (repealed 2015); 34 C.F.R. § 200.2(b)(10) (repealed 2015).

⁶ 20 U.S.C. § 6311(b)(2)(C)(v) (repealed 2015); 34 C.F.R. § 200.7(a), (b) (repealed 2015).

⁷ 20 U.S.C. § 6311(b)(3)(C)(xii) (repealed 2015); 34 C.F.R. § 200.8 (repealed 2015).

⁸ 20 U.S.C. § 6311(b)(2)(B) (repealed 2015); 34 C.F.R. § 200.13 (repealed 2015).

three content areas.⁹ These objectives and goals reflected a gradually increasing percentage of students achieving proficiency each year while moving toward the ultimate goal of 100% proficiency in 2013-2014.

Under the NCLB, a school was making AYP only if the student body as a whole at the grade level tested *and* each of four measured subgroups –economically disadvantaged students, disabled students, students with limited English proficiency, and students from major racial and ethnic groups – were meeting the annual proficiency standards.¹⁰ In sum, a school would fail to make AYP under the NCLB if any one of the following had occurred:

- The school as a whole fail[ed] to meet annual proficiency standards in one or more of the measured content areas;
- Any measured subgroup fail[ed] to meet one or more of the standards;
- The school or any measured subgroup fail[ed] to attain a 95% participation rate;
- The school as a whole fail[ed] to meet one of the other academic indicators (high school graduation rate or average daily attendance).

The NCLB imposed a series of escalating consequences on schools (and school districts) that failed to make AYP for two or more school years in a row. A school that fails to make AYP for two consecutive years was identified for “school improvement” status. If the school failed for a third consecutive year, it remained in “school improvement” status, but with additional consequences. If the school failed to make adequate yearly progress for a fourth year in a row, it moved into “corrective action” status, with even harsher consequences. If the failure continued for a fifth year in a row, the school would be identified for “restructuring” under the Act. These escalating consequences would occur even if different subgroups failed to meet the proficiency standards from one year to the next, as

⁹ 20 U.S.C. § 6311(b)(2)(G), (H) (repealed 2015); 34 C.F.R. §§ 200.18, 200.17 (repealed 2015).

¹⁰ 20 U.S.C. § 6311(b)(2)(I) (repealed 2015); 34 C.F.R. § 200.13 (repealed 2015).

long as that failure by different subgroups was in the same subject area.¹¹

2. The “Race to the Top” Waiver System

The United States Department of Education (the “US DOE”) granted waivers to most States from many of the requirements just described. Each State seeking a waiver would submit an application, which would go through a review process and then emerge with approval from the US DOE. New Hampshire was among the states that sought, and received, a waiver under the Race to the Top System.

The Race to the Top waiver system did not itself alter New Hampshire’s learning standards in any meaningful way. Nor did it alter the assessment system required under the NCLB. But the process did result in a waiver of further calculations of AYP, and instead replaced it with a system for developing “ambitious but achievable” Annual Measurable Objectives in reading/language arts and math in order to set meaningful goals to support educational improvement.¹²

The concept of AYP largely disappeared in the waiver process. Instead, New Hampshire was to pursue two overarching goals: 1) within six years, decreasing by 50% the number of New Hampshire students not meeting graduation rate of 95%, and 2) within six years, decreasing by 50% the number of New Hampshire students not meeting learning expectations on state measurement processes, both in the “all students” category and in the subgroup areas.¹³

In addition to identifying high performing schools, New Hampshire’s waiver process called for identifying as “priority schools” the lowest 5% of schools when measuring the 3-year-average student proficiency.¹⁴ New Hampshire was also to identify those schools that

¹¹ 20 U.S.C. § 6311(b)(2)(I) (repealed 2015); 34 C.F.R. § 200.20 (repealed 2015).

¹² See New Hampshire ESEA Flexibility Renewal Request, at 63, June 5, 2013.

¹³ See New Hampshire ESEA Flexibility Renewal Request, at 63, June 5, 2013.

¹⁴ See New Hampshire ESEA Flexibility Renewal Request, at 71, June 5, 2013.

had the highest gaps of achievement between high and low performing student subgroups as “focus” schools.¹⁵

Struggling schools identified through this process would be targeted for intervention. Possible consequences that could occur were similar to those laid out in the NCLB, only here they were called “Turnaround Principles.” None of these consequences were as draconian as those under the NCLB, and there was no requirement that failing schools be closed. But the principles included taking steps to improve instruction, redesigning school days, and otherwise strengthening instruction and the school environment.¹⁶

¹⁵ See New Hampshire ESEA Flexibility Renewal Request, at 82-84, June 5, 2013; see also RSA 193-H:1(IV), (V).

¹⁶ See New Hampshire ESEA Flexibility Renewal Request, at 78-79, June 5, 2013.

III. The New Law: Every Student Succeeds

The Every Student Succeeds Act has been lauded in many quarters as a major correction to the strict federal mandates contained in the NCLB. That view has some truth, but it must be understood that that major educational reform ideas contained in the NCLB persist in ESSA in their three major forms: (1) States must still set high academic achievement standards; (2) States must test student achievement of these standards through regular common assessments; and (3) Schools will still be held accountable for their performance through a system of measurement, ranking and reporting.

ESSA does limit federal authority by eliminating those provisions that tell schools what they must achieve, how they must measure those achievements, and the supports and sanctions that will be imposed on those schools that are not successful. Although high academic standards, standardized assessments, and accountability are still required by the law, responsibility for determining those standards, designing the assessments, and holding schools accountable has been largely shifted from the federal government to the states and local schools.

IV. ESSA Effective Dates

The process of replacing a massive federal law whose tentacles reach into every public school in America with a somewhat less massive federal law is not a simple one. Although the general effective date of ESSA is December 10, 2015, parts of the old NCLB will remain in effect for various periods of time.¹⁷

1. *The 2015-2016 School Year*

NCLB flexibility waiver plans remain in effect until August of 2016.¹⁸ This means that New Hampshire must continue to follow the elements of its waiver plan as well as those parts of NCLB that have not been waived for the remainder of the current school year. This includes continuation of the statewide accountability system, including establishing annual measurable objectives (AMOs), defining adequate yearly progress (AYP) and holding Title I schools and local educational agencies accountable. These requirements all expire on August 1, 2016.

2. *The 2016-2017 School Year*

Although the waiver plans expire on August 1, 2016, schools must continue to provide interventions to priority and focus schools, as identified under the flexibility plan, for the 2016-17 school year.¹⁹ States have two options in this regard. The first option would be simply to maintain the same list of priority and focus schools for the 2016-17 school year and to continue to implement approved interventions through 2016-17. The second option would be to “exit” those priority and focus schools that meet the State’s approved exit criteria and identify new priority and focus schools based on more recent data and to implement interventions in those schools in 2016-17. States choosing the latter option were required to submit

¹⁷ Every Student Succeeds Act, Pub. L. No. 114-95, § 5, 129 Stat 1802, 1806 (2015).

¹⁸ *Id.* § 5(e)(1).

¹⁹ *Id.* § 5(e)(2).

updated lists of priority and focus schools to the DOE by March 1, 2016.²⁰

Apart from the continuation of the interventions for priority and focus schools, 2016-17 is in some senses a “gap year” between the NCLB and ESSA, as a number of the requirements of the NCLB will have expired, but the new, state-led school improvement and accountability systems will be under development for implementation in 2017-2018.

The following requirements of the NCLB will be repealed at the end of this year and will no longer be in effect in 2016-17:

- The mandate that each state establish annual measurable achievement objectives, and that notice be given to parents when such AMAOs are not met;
- The mandate that each state and LEA report performance against annual measurable objectives (AMOs);
- The requirement that schools hire only highly qualified teachers, and that paraprofessionals meet certain qualifications and perform certain duties;
- The requirement that states not making progress toward all teachers being highly qualified create an improvement plan;
- The requirement that schools notify parents when their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified;
- The requirement that states provide support to LEAs to provide support to schools needing it and recognition to schools that close achievement gaps and exceed AYP targets;
- The requirement that schools identified for corrective action provide supplemental educational services, restructuring, public school choice or parental notice.²¹

²⁰ U.S. Dep’t. of Ed., *TRANSITIONING TO THE EVERY STUDENT SUCCEEDS ACT (ESSA): FREQUENTLY ASKED QUESTIONS*, 7 (Feb. 26 2016).

²¹ *Id.* at 5.

a. Report Cards

States and local school districts must continue to implement NCLB report card requirements in 2016-17, with some specific exceptions. For example, state report cards must continue to include each district's student achievement on state assessments compared to students and subgroups of students in the state as a whole. At the school level, the district must include the school's student achievement on the State assessment as compared to students and subgroups of students in the LEA, and in the State as a whole. Report cards, however, no longer need to include AMOs or teacher quality information.

While AMOs will be a thing of the past, states will still be required to report certain component parts of AYP, including performance against the participation targets in reading and math and performance against the other academic indicators. Each State must also submit all related numeric data, including assessment results for each grade level, subgroup, and subject, participation rates for each grade level, subgroup and subject, and graduation rates for each subgroup.

3. The 2017-2018 School Year

The new regime of standards, assessments and accountability must be implemented in all states and local districts during the 2017-18 school year.²² States have a great deal of responsibility and flexibility to create their own systems, and it can be expected that the New Hampshire DOE and educational leaders throughout New Hampshire will be working hard to develop these systems over the next year or so.

²² Every Student Succeeds Act, Pub. L. No. 114-95, § 5(e)(1)(B), 129 Stat 1802, 1806-07 (2015).

V. State Plans under ESSA Title I

Under the Every Student Succeeds Act, each state that wishes to receive grant money must submit a state plan, or “Title I Plan,” to the U.S. Department of Education.²³ In what represents a major shift from the NCLB, these plans must be developed by the New Hampshire Department of Education in consultation with a number of other parties, including political entities like the Governor and members of the State legislature, representatives from local educational agencies and Indian tribes located in the state, as well as teachers, principals, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, and parents.²⁴ Title I Plans must also be coordinated with programs developed under various other laws including the Individuals with Disabilities Education Act (“IDEA”), the Rehabilitation Act of 1973, the Perkins Career and Technical Education Act, the Workforce Innovation and Opportunity Act (“WIOA”), the Head Start Act, the Child Care and Development Block Grant Act (“CCDBG”), the Education Sciences Reform Act, the Education Technical Assistance Act, the National Assessment of Educational Progress Authorization Act (“NAEP”), the McKinney-Vento Act, and the Adult Education and Family Literacy Act.²⁵

The broad purpose of these Title I plans is to provide the US DOE information regarding, among other things, the state’s educational standards, academic assessments, and the statewide accountability system. These three areas are discussed in greater detail, below.

²³ *Id.* § 1111(a)(1).

²⁴ *Id.* § 1111(a)(1)(A).

²⁵ *Id.* § 1111(a)(1)(B).

VI. Academic Content Standards

As many readers may remember, and as referenced above, the No Child Left Behind Act required schools to meet demanding academic “achievement targets,” measured annually. Under the NCLB, schools that did not meet these achievement targets faced sanctions, which included offering students school choice within their district, or free tutoring.²⁶ In 2010, as many as 38% of schools in the United States were failing to make adequate yearly progress, and so in 2011, the Obama administration offered states a reprieve from many of the NCLB’s requirements through the use of the “Race to the Top” waiver system.²⁷ In order to get a waiver, however, states had to agree to set educational standards aimed at preparing students for the workforce or higher education. New Hampshire and other states who accepted waivers could choose to adopt either the Common Core State Standards, or they could have their higher education institutions certify that the state’s standards were sufficiently rigorous.²⁸

1. Standards under Every Student Succeeds

Like the No Child Left Behind Act, the Every Student Succeeds Act requires states to adopt “challenging academic content standards.”²⁹ With the exception of students who have significant cognitive disabilities, discussed in greater detail elsewhere in these materials, these state standards must be applied to all public schools and all public school students.³⁰

Under ESSA, states must adopt content standards for math, science, and reading or language arts, as well as any other subjects as determined by the state.³¹ These content standards must be aligned

²⁶ Alyson Klein, *No Child Left Behind: An Overview*, 34 EDUCATION WEEK, 27 (Apr. 10, 2015) available at <http://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html>.

²⁷ *Id.*

²⁸ *Id.*

²⁹ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b), 129 Stat 1802, 1824 (2015).

³⁰ *Id.* § 1111(b)(1)(B)(i).

³¹ *Id.* § 1111(b)(1)(C).

with entrance requirements for “credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.”³² In other words, the standards should be developed so that they prepare students for local public colleges or universities, or careers within the state. Unlike the NCLB waiver system, however, ESSA makes clear that public universities and colleges are not authorized to determine the specific standards used within the state.³³

As we have discussed elsewhere in these materials, one of the most significant aspects of ESSA is that it shifts educational control from the federal government to the states. This same shift in control is seen in ESSA’s laws regarding academic standards. Under ESSA, academic standards do not have to be submitted to the Secretary of Education, and the US DOE does not have to sign off on the standards.³⁴ Instead, the state simply has to “provide assurance [to the US DOE] that [it] has adopted challenging academic content standards” in its Title I Plan.³⁵ In addition, unlike the NCLB, ESSA forbids the Secretary of Education from “mandat[ing], direct[ing], controll[ing] coerc[ing] or exercis[ing] any direction or supervision” over any state academic standards.³⁶ In particular, the Secretary is expressly forbidden from “coercing” or even encouraging states to use Common Core.³⁷

Finally, under the new law, states are required to demonstrate that they have adopted English language proficiency standards that are derived from the four “recognized domains of speaking, listening, reading, and writing.”³⁸ These standards must address the different proficiency levels of English learners throughout the state, and must be otherwise aligned with the state’s academic standards.³⁹

³² *Id.* § 1111(b)(1)(D)(i).

³³ *Id.* § 1111(b)(1)(D)(ii).

³⁴ *Id.* § 1111(b)(1)(G)(i).

³⁵ *Id.* § 1111(b)(1)(A).

³⁶ *Id.* § 1111(b)(1)(G)(ii).

³⁷ *Id.* § 1111(j)(1).

³⁸ *Id.* § 1111(b)(1)(F)(i).

³⁹ *Id.* § 1111(b)(1)(F)(ii)-(iii).

2. New Hampshire's Content Standards

As most readers are likely aware, New Hampshire law already requires the establishment and implementation of standards for learning in the areas of math, reading and language arts, and science.⁴⁰ The purpose of these standards, or “competencies”, is not to establish a statewide curriculum, but instead to identify “what New Hampshire students should know and be able to do ... so that local decisions about curriculum development and delivery can be made.”⁴¹

Toward that end, the New Hampshire Department of Education has approved standards in the form of competencies, which are defined by law as “student learning targets that represent key content-specific concepts, skills and knowledge applied within or across content domains.”⁴² These published competencies are found at the high school level in the areas of English language arts and literacy, mathematics, and science. At the k-8 level, they are in the areas of English language arts and literacy, and in mathematics.⁴³

Although ESSA does contain some important changes regarding state standards, it seems unlikely that the current academic standards in New Hampshire will be affected significantly by the new law. In fact, as discussed above, ESSA’s primary modification with respect to state academic standards is that it considerably *diminishes* the role of the federal government and bars the Secretary of Education from compelling or encouraging states to use a particular standard.

⁴⁰ See RSA 193-C.

⁴¹ See RSA 193-C:1(VI).

⁴² See RSA 193-H:1(1-a).

⁴³ See http://education.nh.gov/innovations/hs_redesign/competencies.htm.

VII. Assessments

As with the challenging academic standards discussed above, states must also demonstrate in their Title I Plans that they have implemented a set of “high-quality student academic assessments in mathematics, reading or language arts, and science.”⁴⁴ Like the NCLB, assessments in math and reading or language arts must be administered at least once each year for grades 3-8, and at least once more in high school.⁴⁵ Assessments in science must be administered at least one time between grades 3-5, again between grades 6-9 and for a third time between grades 10-12. States are also permitted to adopt assessments in any other subjects,⁴⁶ and administer those assessments at their discretion.⁴⁷

Regardless of what subjects are tested, each assessment must be “aligned with the challenging State academic standards,” and must provide the LEA and the state “coherent and timely information about student attainment...and whether a student is performing at the student’s grade level.”⁴⁸ In addition, states must still collect and report disaggregated results within their state, each LEA, and each school by: “(I) each major racial and ethnic group; (II) economically disadvantaged students as compared to students who are not economically disadvantaged; (III) children with disabilities as compared to children without disabilities; (IV) English proficiency status; (V) gender; and (VI) migrant status.”⁴⁹ The assessments must produce individual student interpretive results, as well as itemized score analyses and descriptive and diagnostic reports so that parents, teachers, principals, and other school leaders will be able to address the academic needs of each student specifically.⁵⁰ To the extent

⁴⁴ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b)(2)(A), 129 Stat 1802, 1825 (2015).

⁴⁵ *Id.* § 1111(b)(2)(B)(v)(I).

⁴⁶ *Id.* § 1111(b)(2)(A).

⁴⁷ *Id.* § 1111(b)(2)(B)(v)(III).

⁴⁸ *Id.* § 1111(b)(2)(B)(ii).

⁴⁹ *Id.* § 1111(b)(2)(B)(xi).

⁵⁰ *Id.* § 1111(b)(2)(B)(x)(xii).

practicable, ESSA requires that these results be produced in a language that the parent can understand.⁵¹

Finally, states must administer these assessments to all public school students, including, with appropriate accommodations, English Language Learners and children with disabilities under the IDEA. Accommodations for students with disabilities under the IDEA are discussed elsewhere in these materials, but it should be noted that English Language learners must be provided sufficient accommodations, including, to the extent practicable, assessments in the “language...most likely to yield accurate results,” so that their performances on assessments yield correct and reliable data about what the student knows.

Currently, the New Hampshire Legislature has authorized the Department of Education to use either the College Board SAT or ACT college readiness assessment to meet the high school assessments for state law and the ESSA.⁵² The New Hampshire DOE has announced that it will be using the SAT for that purpose.⁵³

1. Locally-Selected, Nationally-Recognized High School Assessments

Although the federal law still requires that the schedule of assessments above be administered to “all public school students,”⁵⁴ the new law does provide some flexibility, and incorporates very important new language in the hopes of increasing the value of mandatory assessments. For example, ESSA now allows states to approve a school district to administer, in lieu of the statewide high school assessment, “a locally-selected, nationally-recognized high school academic assessment that has been approved for use by the State and peer reviewed through the U.S. Department of Education’s Title I assessment peer review.”⁵⁵ In essence, this provision

⁵¹ *Id.* § 1111(b)(2)(B)(x)(xii).

⁵² See RSA 193-C:6.

⁵³ See <http://education.nh.gov/instruction/accountability/sat.htm>.

⁵⁴ *Id.* § 1111(b)(2)(B)(i),(v).

⁵⁵ *Id.* § 1111(b)(2)(H); U.S. Dep’t. of Educ., ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT, NEGOTIATED RULEMAKING COMMITTEE ISSUE PAPER NO. 3, *available at* <http://www2.ed.gov/policy/elsec/leg/essa/session/nrissuepaper332016.pdf>.

encourages states to allow districts to administer tests that are already widely-accepted as measurements of student progress, such as the ACT or SAT, in lieu of high school assessments.

Before allowing districts to use locally-selected, nationally recognized high school assessments, however, the state must first develop technical criteria to determine if the locally-selected test

(1) is aligned to and addresses the breadth and depth of the State’s content standards; (2) is equivalent in its content coverage, difficulty, and quality to the statewide assessments; (3) provides comparable, valid, and reliable data on student achievement as compared to the statewide assessments for all students and for each subgroup of students, including by reporting results in terms consistent with the State’s academic achievement standards; (4) meets the criteria for technical quality that all statewide assessments must meet under Title I; and (5) provides unbiased, rational, and consistent differentiation among schools within the State’s accountability system.⁵⁶

Once the state has approved a locally-selected nationally-recognized high school assessment using these criteria, the assessment may be used by any other district in the state so long as it notifies the Department of Education.⁵⁷ Finally, ESSA requires each LEA to notify the parents in their district that it plans to use one of these alternate assessments (1) if and when the LEA make a request to the Department of Education for approval to administer a locally-selected nationally-recognized assessment, and (2) if such an assessment is approved by the DOE, at the beginning of each subsequent school year during which the locally-selected nationally-recognized assessment will be administered.

⁵⁶ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b)(2)(H)(v), 129 Stat 1802, 1831 (2015); U.S. Dep’t. of Educ., ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT, NEGOTIATED RULEMAKING COMMITTEE ISSUE PAPER NO. 3, *available at* <http://www2.ed.gov/policy/elsec/leg/essa/session/nrmissuepaper332016.pdf>.

⁵⁷ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b)(2)(H)(iv),(II), 129 Stat 1802, 1831 (2015).

2. “Smarter” Testing

Another way that ESSA seeks to increase the value of standardized tests is by encouraging “smarter testing,” so that teachers and parents can still mark the progress of their children from year to year, but without the same intense pressure to perform that many found troublesome under NCLB.⁵⁸ ESSA encourages this “smarter testing” approach by “moving away from a sole focus on standardized tests to drive decisions around the quality of schools, and by allowing for the use of multiple measures of student learning and progress, along with other indicators of student success to make school accountability decisions.”⁵⁹ ESSA also provides support for state efforts to streamline assessments so that students can spend less time in testing.⁶⁰

In practice, this means that ESSA allows for assessments that involve multiple up-to-date measures of academic achievement, including measures of student growth and/or “higher-order thinking skills and understanding.”⁶¹ These assessments may be partially delivered in the form of portfolios, projects, and performance tasks.⁶² In addition, and at the State’s discretion, these assessments may be administered in one summative assessment or through multiple, interim assessments that result in a final score.⁶³ Perhaps most importantly, however, states may now place limits on the aggregate amount of time devoted to the administration of assessments in each grade.⁶⁴ This limit, should one be adopted by the state, must be defined as a percentage of the total annual instructional hours for that grade level.⁶⁵

⁵⁸ Executive Office of the President, EVERY STUDENT SUCCEEDS ACT: A PROGRESS REPORT ON ELEMENTARY AND SECONDARY EDUCATION, 10 (Dec. 2015), *available at* https://www.whitehouse.gov/sites/whitehouse.gov/files/documents/ESSA_Progress_Report.pdf.

⁵⁹ *Id.*

⁶⁰ *Id.*

⁶¹ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b)(2)(B)(vi), 129 Stat 1802, 1825 (2015).

⁶² *Id.* § 1111(b)(2)(B)(vi).

⁶³ *Id.* § 1111(b)(2)(B)(vii).

⁶⁴ *Id.* § 1111(b)(2)(L).

⁶⁵ *Id.*

a. Exception for Advanced Math

ESSA also works to make testing “smarter” by allowing states to exempt eighth-grade students who take advanced math courses such as Algebra I, Geometry, or Algebra II, from the statewide eighth-grade math assessment typically taken by their peers.⁶⁶ In crafting this provision, legislators seem to have recognized that many eighth-grade students take advanced math classes, which better correspond to the high school math assessment. Thus, instead of taking the eighth-grade math assessment, advanced math students will take the corresponding end-of-course assessment for their advanced math class.⁶⁷

ESSA clarifies that the student’s results on the end-of-course assessment in their advanced math class will be included in accountability determinations for the year in which the student takes that assessment (i.e., 8th grade).⁶⁸ In addition, the student must take another, more advanced, mathematics assessment in high school, and the student’s score on that more advanced assessment must be included in accountability determinations for the student’s high school.⁶⁹ Thus, using an example from the U.S. Department of Education:

an 8th grade student who takes an Algebra I course in middle school may take the corresponding high school Algebra I assessment in 8th grade, rather than the statewide 8th grade mathematics assessment. For Federal accountability purposes and for calculating participation rate, the State must use the results of the Algebra I assessment in the year in which it is given to the student (i.e., 8th grade). Subsequently, the State must administer another more advanced high school level mathematics assessment (e.g., an Algebra II assessment) to the student during the student’s time in high school and must

⁶⁶ *Id.* § 1111(b)(2)(C).

⁶⁷ *Id.* § 1111(b)(2)(C)(i).

⁶⁸ *Id.* § 1111(b)(2)(C)(ii).

⁶⁹ *Id.* § 1111(b)(2)(C)(iii).

use the results from the more advanced assessment in high school accountability determinations.⁷⁰

b. Testing Transparency

Finally, in another effort to improve the public perception of mandated assessments and increase awareness about upcoming tests, the Every Student Succeeds Act requires LEAs to notify parents about certain testing information. For example, each LEA must make “widely available through public means” information about each assessment required by the State, and where available and feasible, information about each districtwide assessment required by the LEA.⁷¹ This includes information about the subject matter assessed, the purpose of the assessment, the source of the requirement for the assessment, and, if available, the amount of time students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating results from the assessment.⁷² This information should be posted on the LEA’s website, and if possible, on each school’s website, as well as widely distributed by any other means at the discretion of the district.⁷³

ESSA also requires LEAs to notify all parents that they have the right to request and receive information from the LEA regarding State or local policies on student participation in assessments.⁷⁴ Where applicable, this information would include a law, policy or procedure regarding available parental rights to opt-out children from assessments.⁷⁵

3. “Opting-Out” Under ESSA

One of the most divisive educational issues of 2015 involved the significant increase in parents who wanted to “opt-out” their children

⁷⁰ U.S. Dep’t. of Educ., ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT, NEGOTIATED RULEMAKING COMMITTEE ISSUE PAPER NO. 2, *available at* <http://www2.ed.gov/policy/elsec/leg/essa/session/nrmissuepaper232016.pdf>.

⁷¹ Every Student Succeeds Act, Pub. L. No. 114-95, § 1112(e)(2)(B), 129 Stat 1802, 1856 (2015).

⁷² *Id.* § 1112(e)(2)(B)(i)-(iv).

⁷³ *Id.* § 1112(e)(2)(B).

⁷⁴ *Id.* § 1112(e)(2)(A).

⁷⁵ *Id.*

from taking state assessments. In New York alone, for example, 20 percent of students did not sit for their statewide test in 2015.⁷⁶ A number of states, including California and Utah, also adopted laws that allowed parents the right to opt-out their students, and in New Hampshire, a bill which would have allowed students to opt-out of assessments was brought forward, although it did not pass.

Despite the growing support for these opt-out laws, under the NCLB, schools were still required to test at least 95% of their students, both within the school as a whole and within groups of traditionally overlooked students like English Language Learners, racial minorities and students in special education. Schools that failed to test at least 95% of their students were considered an automatic failure, and could be subject to penalties. As discussed below, however, the method of calculating this 95% rate, actually reduces the target to as low as 90.25%. Many parents and schools thought that the promulgation of ESSA would contain an answer to the opt-out problem, and perhaps it does, in a way.

Under ESSA, state assessments are still required “to measure the achievement of *all* public elementary school and secondary school students in the state,” and “provide for the participation in such assessments of *all* students.”⁷⁷ The US DOE has made clear that under these requirements, students are not allowed to be excluded or exempted from statewide assessments.⁷⁸ Accordingly, schools are still required to test 95 percent of their students, both within the school and within specific minority or disadvantaged groups.⁷⁹ However, ESSA also states that “nothing [in the section on assessments] shall be construed as preempting a State or local law

⁷⁶ Lauren Camera, *Will the Opt-Out Movement Grow?*, U.S. NEWS AND WORLD REPORT, (December 28, 2015, 3:32 PM), <http://www.usnews.com/news/articles/2015-12-28/education-department-on-guard-against-more-testing-opt-outs>.

⁷⁷ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b)(2)(B)(i), (vii), 129 Stat 1802, 1826 (2015) (emphasis added).

⁷⁸ Letter from Ann Whalen, U.S. Dep’t. of Ed, to Chief State School Officers (Dec. 22, 2015).

⁷⁹ Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(c)(4)(E), 129 Stat 1802, 1837 (2015).

regarding the decision of a parent to not have the parent's child participate in the academic assessments...."⁸⁰

Currently, New Hampshire state law appears to mandate participation in the statewide assessment process. That law, amended just this past legislative session, now states:

Each year, a statewide assessment shall be administered in all school districts in the state in grades 3 through 8 and one grade in high school. All public school students in the designated grades shall participate in the assessment, unless such student is exempted, or provided that the commissioner of the department of education may, through an agreement with another state when such state and New Hampshire are parties to an interstate agreement, allow pupils to participate in that state's assessment program as an alternative to the assessment required under this chapter. Home educated students may contact their local school districts if they wish to participate in the statewide assessment. Private schools may contact the department of education to participate in the statewide assessment. The department may use the College Board SAT or ACT college readiness assessment to satisfy the high school assessment requirements of this chapter.⁸¹

This language states that all public school students must participate in this testing. The reference to particular students being "exempted" does not appear to be a reference to the parent opting a child out of the testing.

⁸⁰ *Id.* § 1111(b)(4)(K).

⁸¹ RSA 193-C:6.

VIII. Standards and Assessments for Students with Disabilities

1. *Alternative Academic Standards*

As noted above, the new law continues to require participating states to have “challenging state academic standards.”⁸² This includes the “challenging academic content standards” and the aligned “academic achievement standards” that go with them. Together they are called “challenging state academic standards” in ESSA.⁸³

These challenging state academic standards must be the same for all students, including students with disabilities, with one notable exception that will be familiar to our readers. This exception is for “students with the most significant cognitive disabilities” – a concept that existed in the earlier NCLB.⁸⁴

The definition of this category of student remains left up to each participating State. The New Hampshire Department of Education has explained who meets the standard to be a student with the most significant cognitive disability as follows:

For Whom Is the New Hampshire Alternate Assessment Appropriate?

A student is eligible to participate in the New Hampshire Alternate Assessment if her or his IEP team determines that the student meets **all** of the following participation criteria:

1. The student has an IEP.

2. Evidence that the student’s demonstrated *cognitive disability and adaptive behavioral skills* prevent her or him from demonstrating achievement of the proficiency standards described in the *New Hampshire Curriculum Frameworks*, even with appropriate accommodations and high-quality instruction, and require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application.

⁸² *Id.* § 1111(b)(1).

⁸³ *Id.* § 1111(b)(1)(A).

⁸⁴ *Id.* § 1111(b)(1)(B), (E).

3. There is **historical data** (current and longitudinal across multiple settings) that confirms the individual student criteria listed above.⁸⁵

The NH DOE also wrote:

Characteristics of Students Appropriately Served in the New Hampshire Alternate Assessment

Limited Communication: The student may have very limited vocabulary and language skills, or may be non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning; *This does not include any student with “limited communication” who has no effective communication system in place or under active development* **AND**

Very Low Levels of Academic Achievement: Performance in the subject matters of reading, writing, and mathematics is significantly below that of same-aged peers (e.g., *performance level expectations must be modified to a reduced or simpler level of performance from the content standards set for general education or “typical” New Hampshire students*). When typical general education peers are reading paragraphs and answering questions, the alternate assessment student might be matching objects, pictures, or symbols, and when typical peers are writing and solving equations, the alternate assessment student might be using objects, symbol systems, or pictures to show more basic connections; *This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability “ruled out” in order to identify the students as a child having a specific learning disability and not mental retardation* **AND**

⁸⁵ See “Participation Guide for NH Alternate Learning Progressions Assessment 2010-2011,” http://education.nh.gov/instruction/assessment/necap/admin/documents/2010_1participationguidefor_nh_alternate_assessment.pdf, at p. 4

Highly Specialized Instruction: The student generally requires systematic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings); **AND**

Ample Supports: The student requires individualized instructional, technological, or interpersonal supports to make progress in earning. The student *requires accommodations* to demonstrate proficiency of even the *modified* performance expectation levels described above, such as modeling and repeated demonstration, physical support, specially designed prompting procedures, and alternate or augmented communication systems. *This does not include any student who needs ample support but has no clear evidence of severe cognitive disability.*⁸⁶

New Hampshire seems to be adopting a new alternate assessment process at this time, called the Dynamic Learning Maps Assessment Process, at least in the areas of English language arts and math, but it is not clear whether that new process offers different guidance on who is a child with the most significant cognitive disabilities.⁸⁷

Nothing in ESSA requires a change in this process, and at the end of the day it is always the IEP team that will make decisions about which children will qualify in this category for alternate standards and assessments.

The new law declares that States may use alternative academic standards for this category of student as long as the standards:

- (l) are aligned with the challenging State academic content standards;

⁸⁶ *Id.* at p. 4-5.

⁸⁷ *See* http://www.education.nh.gov/instruction/assessment/alt_assess/dlmconsortium.html.

- (II) promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- (III) reflect professional judgment as to the highest possible standards achievable by such students;
- (IV) are designated in the individualized education program developed under section 614(d)(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(3)) for each such student as the academic achievement standards that will be used for the student; and
- (V) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment.⁸⁸

Note that whereas a State’s challenging academic standards must be aligned “with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards,” the alternative standards instead must be aligned to ensure that a student who meets them is on track to “pursue post-secondary education or employment.”⁸⁹

In sum, there can be alternative academic achievement standards for the students with the most severe disabilities. Those standards must be aligned with state academic content standards – that is, must reflect them – but may reflect professional judgment about the “highest possible standards achievable by such students.”

2. Alternate Assessments

As discussed earlier, ESSA requires States to implement a set of high quality student academic assessments in math, reading/language arts, science, and any other area a State may choose.⁹⁰ The same assessments must be used to measure the achievement of all public elementary and secondary students, and of course must be aligned with the challenging state academic standards already discussed.⁹¹

⁸⁸ See Every Student Succeeds Act, Pub. L. No. 114-95, § 1111(b)(1)(E)(i), 129 Stat 1802, 1824 (2015).

⁸⁹ Compare *id.* § 1111(b)(1)(E)(i), with § 1111(b)(1)(D)(i).

⁹⁰ *Id.* § 1111(b)(2)(A).

⁹¹ *Id.* § 1111(b)(2)(B)(i), (ii).

States must permit appropriate accommodations for all students with disabilities in any such assessments.⁹² The IEP team determines what those assessments will be.

And, as under the NCLB, ESSA permits States to use alternative assessments aligned with the alternate academic achievement standards, again, just for the students with the most significant cognitive disabilities.⁹³

The IEP team determines when a child with a significant cognitive disability shall participate in an alternate assessment aligned with alternate academic achievement standards.⁹⁴ States may not impose a cap on the number of students using the alternate assessment.⁹⁵

ESSA does include certain limits around the use of alternate assessments, particularly in terms of the number of students who may be counted **statewide** for participation. This is not a local school district limitation, but is a statewide limitation. ESSA says that states must ensure “for each subject, the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the State who are assessed in such subject.”⁹⁶ The law also requires that States ensure that parents are well informed of the process and of how participation in alternate assessments “may delay or otherwise affect the student from completing the requirements for a regular high school diploma.”⁹⁷

3. IEP Goal Drafting

Nothing in ESSA addresses how IEP teams draft goals relating to the State’s challenging academic standards, and whether those goals should be drafted at the child’s grade level, or at some other level – if his or her present level of performance is well below the grade level standards.

⁹² *Id.* § 1111(b)(2)(B)(vii)(II).

⁹³ *Id.* § 1111(b)(2)(D).

⁹⁴ *Id.* § 1111(b)(2)(D)(ii)(I).

⁹⁵ *Id.* § 1111(b)(2)(D)(ii)(II).

⁹⁶ *Id.* § 1111(b)(2)(D)(i)(I).

⁹⁷ *Id.* § 1111(b)(2)(D)(i)(II)(bb).

New Hampshire's rules on goal drafting basically follow the federal rules, except that New Hampshire requires objectives as well, in most circumstances.⁹⁸ What does the IDEA itself say about goal drafting? Most importantly, the federal rules state that the IEP must include:

- (1) A statement of the child's present levels of academic achievement and functional performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to—
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (B) Meet each of the child's other educational needs that result from the child's disability;
- (3) A description of—
 - (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
 - (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;⁹⁹

New Hampshire special education rules also accentuate the IDEA's requirement that the child have access to the school's general curriculum: "The LEA shall ensure that every child with a disability has

⁹⁸ See RSA 186-C:7(III); Ed 1109.01(a)(1).

⁹⁹ 34 C.F.R. § 300.320(a)(1), (2), (3).

full access to the LEA’s general curriculum, in compliance with 34 CFR 300.320(a)(4).”¹⁰⁰

In short, the IDEA and New Hampshire laws and rules are very clear. IEP goals must be measurable, and they must be designed to 1) “enable the child to be involved in, and progress in, the general education curriculum,” and 2) meet the child’s other disability-related educational needs.

For our purposes here, however, we simply note that ESSA does not directly address the level at which goals in IEPs must be written. And the IDEA itself requires that goals reflect the child’s present levels of performance, which may occasionally be much different than the grade level standards.

¹⁰⁰ Ed 1113.08(b).

IX. Statewide Accountability Systems

ESSA requires every state to create an accountability system designed to measure, compare and report the performance of all schools. This concept probably sounds quite familiar to those accustomed to the NCLB, and there is a strong echo of NCLB accountability in ESSA. The big difference, however, is that the state – not the federal government -- will design the accountability system, in conformance with several criteria established by ESSA.

1. Groups and Subgroups

Yes, we will still have subgroups of students, which will include:

- Economically disadvantaged students;
- Students from major racial and ethnic groups;
- Children with disabilities; and
- English language learners¹⁰¹

How many students does a school need to have in a subgroup in order for it to be considered for ESSA purposes? ESSA says that the state shall describe the minimum number of students (in a particular school) that the State determines are necessary to include and how that number is statistically sound. The State must also describe how that minimum number was determined, including how the State collaborated with teachers, principals, other school leaders, parents and other stakeholders. Finally, the state must ensure that the minimum number used must be sufficient to not reveal any personally identifiable information about students.¹⁰²

2. Accountability System Components

The accountability system must be based on the challenging state academic standards for reading or language arts and math, to improve student academic achievement and school success.¹⁰³

¹⁰¹ *Id.* § 1111(c)(2).

¹⁰² *Id.* § 1111(c)(3).

¹⁰³ *Id.* § 1111(c)(4).

a. Long-Term Goals

The State must establish State-designed long-term goals, which must include measurements of interim progress toward meeting such goals.¹⁰⁴ Goals must be set for all students and separately for each subgroup of students in the State. They must, at a minimum, call for improved academic achievement, as measured by proficiency on the annual assessments required by ESSA. There must also be goals for improved high school graduation rates, including the four-year adjusted cohort graduation rate, and, at the state's discretion, the extended-year adjusted cohort graduation rate, provided that the goal for the extended-year rate must be more rigorous.

The State must fix a multi-year length of time for achievement of goals. The goals must also take into account the improvement necessary for those subgroups that are behind on progress toward academic goals. The state must also have goals for increases in the percentage of English language learners making progress in achieving English language proficiency.

b. Indicators

The State must annually measure for all students and separately for each subgroup, the following indicators:¹⁰⁵

- 1) All Public Schools:
 - a) Academic achievement as measured by proficiency on the required annual assessments;
 - b) Progress in achieving English language proficiency, within a State determined timeline;
 - c) At least one indicator of school quality or student success that
 - i) Allows for meaningful differentiation in school performance;
 - ii) Is valid, reliable, comparable and statewide; and
 - iii) May include one or more of the following: student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness; school climate and safety, and any other

¹⁰⁴ *Id.* § 1111(c)(4)(A).

¹⁰⁵ *Id.* § 1111(c)(4)(B).

indicator the State chooses;

- 2) High Schools:
 - a) At the state’s discretion, student growth in academic achievement, as measured by annual assessments;
 - b) The four-year adjusted cohort graduation rate;
 - c) At the State’s discretion, the extended-year adjust cohort graduation rate;
- 3) Elementary Schools:
 - a) If determined appropriate by the State, a measure of student growth, or any other valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

c. Meaningful Differentiation

Each state plan must establish a system wherein they compare the performance of all schools, with regard to both all students and each subgroup of students, in the State. These comparisons must be based on all of the indicators as listed above, and must give substantial weight to the following four indicators: academic proficiency, student growth in elementary schools (also high schools if State chooses), high school graduation rates, and progress in achieving English language proficiency.¹⁰⁶ In the aggregate, much greater weight must be given to these four indicators than the indicators of school quality or student success such as student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate, and safety. The system must differentiate any school in which any subgroup of students is consistently underperforming, as determined by the State, based on all the indicators.

d. Identification of Schools

Although the nomenclature associated with “failing schools” is absent from ESSA, there still must be a ranking of schools, and those ranked near the bottom will be identified and subject to comprehensive support and improvement. ESSA requires that, beginning with 2017-18 and at least once every three school years thereafter, that State identify a category of schools that include:

¹⁰⁶*Id.* § 1111(c)(4)(C).

- Not less than the lowest-performing 5% of all schools receiving Title I funds;
- All public high schools failing to graduate 1/3 or more of their students; and
- Schools receiving targeted support due to the performance of any subgroup that do not satisfy the State-established criteria for exiting targeted support within a State-determined time frame.¹⁰⁷

At the discretion of the State, other categories may be established.

e. Annual Measure of Achievement

The state must annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup, who are enrolled in public schools on ESSA-required assessments.¹⁰⁸ For the purpose of calculating the 95 percent, the denominator must be the greater of 95 percent of students (all student and students in each subgroup), or the number of students participating in the assessments. How will this work? The State must assess 95 percent of either: (a) all enrolled students, which is equal to 90.25 percent of all students, or (b) all students participating in the assessments, whichever is greater. This method of calculation leaves a bit more slack for non-participation than did the NCLB.

¹⁰⁷ *Id.* § 1111(c)(4)(D).

¹⁰⁸ *Id.* § 1111(c)(4)(E).

X. School Improvement and Support Activities

1. Comprehensive Support and Improvement

While ESSA preserves the notion from the NCLB that action must be taken in those schools that are the lowest-performing, ESSA shifts to local districts the development and implementation of those actions – called the “comprehensive support and improvement plan.”

The State must notify those schools that are identified as needing support.¹⁰⁹ Local districts receiving such notice must develop a comprehensive support and improvement plan to improve student outcomes.¹¹⁰ The plan must be developed and implemented in partnership with stakeholders, including principals, and other school leaders, teachers and parents. The plan must:

- Be informed by all indicators, as listed above;
- Include evidence-based interventions;
- Be based on a school-level needs assessment;
- Identify resource inequities;
- Be approved by the school, the district and the state DOE; and
- Be monitored and periodically reviewed by the state DOE.¹¹¹

The State DOE will have the discretion to permit high schools with enrolments of fewer than 100 students to forego the improvement activities. Finally, local districts will have the option to offer in-district choice to students receiving comprehensive support and improvement.

2. Targeted Support and Improvement

“Targeted” support and improvement is required for schools in which one or more of the subgroups of students has been identified as consistently underperforming, as determined by the State.¹¹² The

¹⁰⁹ *Id.* § 1111(d)(1)A).

¹¹⁰ *Id.* § 1111(d)(1)(B).

¹¹¹ *Id.*

¹¹² *Id.* §§ 1111(c)(4)(C)(iii), 1111(d)(2)

State is required to notify each local district of any school having a consistently underperforming subgroup, and the school is required to develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system.¹¹³ The plan must be informed by all of the indicators, include evidence-based interventions, be approved by the local district, be monitored by the district and be subject to additional action if implementation is unsuccessful.¹¹⁴

3. Continued Support and Improvement

ESSA also provides for escalated interventions when a school, identified for support and improvement, does not improve sufficiently. The State DOE must establish statewide “exit criteria” for such schools, that is, criteria that the school must meet in order to be removed from the list of those schools requiring comprehensive support and improvement.¹¹⁵ These criteria must be satisfied within four years or less, as determined by the State.

¹¹³ *Id.* § 1111(d)(2).

¹¹⁴ *Id.* § 1111(d)(2)(B).

¹¹⁵ *Id.* § 1111(d)(3)(A).

XI. Other Accountability Considerations

1. Report Cards

ESSA continues the mandate contained in the NCLB that requires states and local school districts to issue annual public reports concerning the performance of individual schools and students in the State as a whole. At a minimum, the State report card must include:¹¹⁶

- A clear and concise description of the State’s accountability system, including:
 - The minimum number of students the State determines are necessary for use in the accountability system;
 - The long-term goals and measurements for interim progress for all students and each of the subgroups;
 - The indicators used to differentiate public schools;
 - The State’s system for meaningfully differentiating all public schools in the State, including the weight of indicators and the methodology used;
 - Naming of schools identified for comprehensive support and improvement and targeted support;
 - Exit criteria
- Information on student achievement on academic assessments, for all students and disaggregated by subgroups, homeless status, status as a foster child, and status as a student with a parent in the armed forces;
- High school graduation rates;
- Number and percentage of English learners achieving English proficiency;
- Information on the progress of all students and each subgroup toward meeting the State long term goals;
- For all students and each subgroup, the percentage of students assessed and not assessed;
- Information on school quality and climate;
- Qualifications of teachers, including information on the numbers and percentages of inexperienced teachers, principals, and other

¹¹⁶ *Id.* § 1111(h)(1)(C).

school leaders, teachers teaching with emergency or provisional credentials, and teachers teaching outside of their certification;

- Per-pupil expenditures;
- The number and percentages of student with the most significant cognitive disabilities who take an alternate assessment;
- Results on the Grades 4 and 8 National Assessment of Educational Progress (“NAEP”), compared to the national average; and
- Post-secondary enrollment.

Local school districts must also disseminate a report card that includes the above information, with the exception of the statewide NAEP results, for each school within the local district.¹¹⁷ Report cards must be concise, understandable, and accessible to the public, including posting on the district website.¹¹⁸ The local report cards must show how the both the district’s students and each school’s students compared on academic assessments to the State as a whole.¹¹⁹

2. Local Educational Agency Plans

In order to receive an ESEA subgrant, as under the NCLB, ESSA requires local school districts to prepare and file with the State DOE a “local educational agency” plan. This plan must be approved by the State DOE. The local plan must be developed through timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators and parents. This is not an annual plan. The plan must be submitted for the first year that ESSA is in effect and will remain in effect for the duration of the district’s Title I participation, subject to review and revision as necessary.

The local plan must contain a number of provisions, including:¹²⁰

- How the district will monitor students’ progress in meeting State challenging academic standards;
- Strategies the district will used to implement effective parent and

¹¹⁷ *Id.* § 1111(h)(2).

¹¹⁸ *Id.* § 1111(h)(2)(B).

¹¹⁹ *Id.* § 1111(h)(2)(C).

¹²⁰ *Id.* § 1112.

family engagement;

- How the district will support efforts to reduce overuse of discipline that removes students from the classroom; and
- A number of other specific provisions.

3. Parents' Right-to-Know

At the beginning of each school year, the district must notify parents that they may request information regarding the qualifications of the student's classroom teachers, including whether the teacher has met State certification criteria for the grade and subjects taught by the teacher, whether the teacher is under emergency or other provisional certification status, and whether the teacher is teaching in the discipline in which they are certified.¹²¹

The school must also provide to parents information on the student's level of achievement and academic growth on the State academic assessments, and timely notice if the student has been taught for four or more weeks by an uncertified teacher.¹²²

¹²¹ *Id.* § 1112(e)(1)(A).

¹²² *Id.* § 1112(e)(1)(B).

XII. Graduation and ESSA

As we have described, the structure of the accountability system under ESSA has been moved largely to the States, albeit with the continuation of some NCLB requirements.¹²³ As part of any accountability system, the State must establish long-term goals for improving student performance on the assessments against the State’s challenging academic achievement standards.¹²⁴ The long term goals, however, must not only include academic achievement, but also a goal for growth in high school graduation rates – the four year adjusted cohort graduation rate and, if the State chooses, an “extended year adjusted cohort graduation rate” (with a more rigorous long term growth goal in such a category).¹²⁵

ESSA provides definitions for these graduation categories. Too extensive to describe in full here, one should note that the four year graduation rate would include students who have received a “regular high school diploma,” but also would include:

All students with the most significant cognitive disabilities in the cohort ... assessed under the alternative academic achievement standards ... and awarded a State-defined alternate diploma that is –

- (AA) standards based;
- (BB) aligned with the State requirements for the regular high school diploma; and
- (CC) obtained within the time period for which the State ensures the availability of a [FAPE].¹²⁶

Apparently these are students who do not get the regular high school diploma and instead get a standards-based alternative diploma (regardless of how it is named). As with other similar provisions, this exception for counting graduation rates is limited to students with the most significant cognitive disabilities.

¹²³ *Id.* § 1111(c).

¹²⁴ *Id.* § 1111(c)(4)(A).

¹²⁵ *Id.* § 1111(c)(4)(A)(i)(I)(bb).

¹²⁶ *Id.* § 8002(25)(A)(ii)(I)(bb).

Yes, ESSA includes a definition of a “regular high school diploma.” That definition is:

(43) REGULAR HIGH SCHOOL DIPLOMA.—The term ‘regular high school diploma—

(A) means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E); and
(B) does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.¹²⁷

As readers see, the regular high school diploma must be “fully aligned with State standards,” and specifically cannot be aligned with the alternate academic achievement standards discussed earlier for students with the most significant cognitive disabilities.

States or local school districts that issue a diploma to students with the most significant cognitive disabilities based on their successful performance against alternative standards as opposed to the standards that generally apply to all students will NOT lower the graduation rate indicator, but the students involved should not be identified for reporting purposes as having received a “regular high school diploma.” But again, this reporting and accountability rule is limited to students with the most significant cognitive disabilities.

ESSA does not appear to prohibit States or local school districts from awarding to students with disabilities a high school diploma that is not fully aligned with state standards that apply generally for graduation. But if such an award were to occur, ESSA would seem to prohibit counting such students as having graduated with a “regular high school diploma” in terms of the reporting and accountability standards in ESSA.

¹²⁷ *Id.* § 8002(43).

XIII. Employee Issues

Under the NCLB, employees in identified “failing schools” could suffer some severe consequences. Principals could be replaced and, in the worst cases, teachers could lose their jobs. While these consequences were rare under the NCLB, some principals did lose their jobs due to the failure of their schools to make AYP over several years. In some cases, implementation of consequences could require a longer teacher work day. The NCLB’s consequences for employees also raised thorny issues concerning the effect of the federal law on employee individual and collective contract rights.

ESSA shifts course from the NCLB by expressly stating that nothing in the law may be construed to alter employees’ rights under Federal or state laws, collective bargaining contracts, or individual employment contracts.¹²⁸ Therefore, nothing in ESSA affects the legal and contractual rights of school employees.

In addition, the expectation that States will consider student growth as a factor in teacher and principal evaluation, included as a condition required by the US DOE in the NCLB flexibility waivers, is gone.¹²⁹ Further, ESSA explicitly denies US DOE the authority to impose additional conditions on States that are outside the scope of ESSA.¹³⁰

¹²⁸ See Every Student Succeeds Act, Pub. L. No. 114-95, § 1112(d), 129 Stat 1802, 1856 (2015).

¹²⁹ *Id.* § 1112(e)(1)(B)(iii)(IX), (X).

¹³⁰ *Id.* § 1112(e)(1)(B).

XIV. Teacher Certification

All references to “highly qualified teachers” have been removed from the law, leaving states with their own certification requirements for establishing who is appropriately certified to deliver instruction, or to serve as a paraprofessional.¹³¹

This ESSA change also removed all the references to highly qualified teachers from the IDEA. But readers should bear in mind that this nevertheless leaves some longstanding language in the IDEA rules regarding teacher certification. The following language remains intact in the IDEA:

1. When used with respect to any public elementary school or secondary school special education teacher teaching in a State, highly qualified requires that--
 - (i) The teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, highly qualified means that the teacher meets the certification or licensing requirements, if any, set forth in the State's public charter school law;
 - (ii) The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (iii) The teacher holds at least a bachelor's degree.¹³²

¹³¹ See U.S. Dep't. of Ed., *TRANSITIONING TO THE EVERY STUDENT SUCCEEDS ACT (ESSA): FREQUENTLY ASKED QUESTIONS*, 5 (Feb. 26 2016).

¹³² See 34 C.F.R. § 300.18(b).

The McKinney-Vento Act (as amended by ESSA) and Special Education for Homeless Students in New Hampshire

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I. The McKinney-Vento Homeless Assistance Act

Congress enacted the Stewart B. McKinney Homeless Assistance Act in 1987 and later renamed it the McKinney-Vento Homeless Assistance Act. The titles pay homage to two deceased Congressmen who championed the rights of homeless citizens. The Act, which has been amended several times since 1987, addresses a wide array of issues related to homelessness.

The Every Student Succeeds Act (ESSA), U.S. Public Law 114-95, amends several provisions of the McKinney-Vento Act. These amendments, which become effective on October 1, 2016, are noted below.

One portion of the McKinney-Vento Act offers federal funds to states that file state plans agreeing to comply with McKinney-Vento's public education provisions. In other words, McKinney-Vento's public education provisions apply only to states that voluntarily participate in this federal grant program. 42 U.S.C. § 11432(a), (b), (g)(1), (3). The New Hampshire Department of Education has filed a state plan and receives federal funds under that program.

McKinney-Vento's public education provisions are designed to ensure that homeless students have the same opportunities to attend public school as children who are not homeless. For example, the Act removes barriers to enrollment, such as paperwork requirements, and prohibits unnecessary segregation. 42 U.S.C. §

11432(e)(3)(A), (g)(3)(C), (D). The Act also aspires to give each “child of a homeless individual and each homeless youth . . . equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.” 42 U.S.C. § 11431(1).

McKinney-Vento guarantees a certain degree of “school choice” for homeless students. While a student remains homeless, he or she shall, “according to [his or her] *best interest*,”

- continue in the “school of origin” for the duration of homelessness: or
- enroll in any public school that serves students who live in the attendance area where the homeless student “is actually living.”

42 U.S.C. § 11432(g)(3)(A)(emphasis added). Furthermore, if a homeless student “becomes permanently housed during an academic year,” he or she may continue in the school of origin for the remainder of the academic year. 42 U.S.C. § 11432(g)(3)(A)(i)(II).

The key term “school of origin” means “the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.” 42 U.S.C. § 11432(g)(3)(G) (recodified as 42 U.S.C. § 11432(g)(3)(I) by the ESSA).

McKinney-Vento then tilts the scales by favoring continued attendance at the school of origin unless the parents object.

Until October 1, 2016, McKinney-Vento said that, when determining “best interest,” a school district must “to the extent *feasible*” keep a homeless student in the school of origin “except when doing so is contrary to the wishes of the child’s or youth’s parent or guardian.”

42 U.S.C. § 11432(g)(3)(B) (emphasis added).

For example, if a student resided in Barrington and attended school there, and then became homeless and moved to Rochester, the Act envisioned that the student would ordinarily continue to attend school in Barrington unless his or her parents elected to enroll the student in Rochester's public schools. Moreover, if the student enrolled in a Rochester school, and then moved to Dover while remaining homeless, the Rochester school was now a "school of origin"; the student could continue to attend that school unless the parents preferred a Dover public school.

The one exception involved the clause "to the extent feasible." Unfortunately, McKinney-Vento did not define that term. According to the U.S. Department of Education's 2004 "Non-Regulatory Guidance," which did not have the legal force of an administrative regulation,

The placement determination should be a student-centered, individualized determination. Factors that an LEA [local education agency] may consider include the age of the child or youth; the distance of a commute and the impact it may have on the student's education; personal safety issues; *a student's need for special education* (e.g., special education and related services); the length of anticipated stay in a temporary shelter or other temporary location; and the time remaining in the school year.

U.S. Dept. of Educ., *Education for Homeless Children and Youth Program* (July 2004), Question G-4, page 14 (emphasis added).

That interpretation allowed consideration of the relative quality of special education programs, but implicitly ruled out cost as a legitimate factor when determining feasibility.

The ESSA's amendments to the McKinney-Vento Act, which became effective on October 1, 2016, readjust the scale for determining which school satisfies the "best interest" standard. McKinney-Vento now provides as follows:

(A) In general

The local educational agency serving each child or youth to be assisted under this part shall, according to the child's or youth's best interest--

(i) continue the child's or youth's education in the school of origin for the duration of homelessness--

(I) in any case in which a family becomes homeless between academic years or during an academic year; and

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

(B) School stability

In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall --

(i) *presume* that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;

(ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth;

(iii) if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal under subparagraph (E); and

(iv) in the case of an unaccompanied youth, ensure that the local educational agency liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

42 U.S.C. §11432(g)(3)(emphasis added).

In essence, those amendments:

- keep the “best interest” standard for determining which school the student shall attend;
- remove the phrase “to the extent feasible”;
- insert a *presumption* that continued attendance at the school of origin is in the child’s best interest (unless the student’s parent or the unaccompanied youth disagrees);
- empower a school district to override that presumption, based on “student-centered” factors such as “the impact of mobility on achievement, education, health, and safety”; and
- allow the parent (or unaccompanied youth) to appeal the school district’s decision.

The reference to “student-centered factors” implicitly rules out consideration of cost.

The “rubber hits the road” when arranging to transport a homeless student from where he or she is living to the school of origin. In this respect, McKinney-Vento not only shifts costs from one district to another; it also increases total costs for school districts in general.

According to McKinney-Vento, if a homeless student lives in one district and attends a school of origin in another district, and the parents request transportation, the two districts “shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin.” 42 U.S.C. § 11432(g)(1)(J)(iii)(II). If the two school districts are unable to agree, “the responsibility and costs for transportation shall be shared equally.” *Id.*

Another question is whether a homeless student is entitled to receive special education at the school his or her parents select. The answer is “yes.” The McKinney-Vento Act states as follows:

Each homeless child or youth . . . shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including . . . (B) . . . educational programs for children with disabilities

42 U.S.C. § 11432(g)(4).

All of the above assumes a student falls within the statutory definitions of “homeless children and youths” or “unaccompanied youth,” which this paper has referred to collectively as “homeless students.”

The term “unaccompanied youth” includes “a youth not in the physical custody of a parent or guardian.” 42 U.S.C. § 11434a(6).¹

The definition of “homeless children and youths” is more complex. The term “means” students “who lack a fixed, regular, and adequate nighttime residence.” 42 U.S.C. § 11434a(2)(A). Examples “include” children and youths who:

- “are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason”;
- “are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations”;
- “are living in emergency or transitional shelters”;
- “are abandoned in hospitals”;

¹ The ESSA amends the definition to read “a homeless child or youth not in the physical custody of a parent or guardian.” 42 U.S.C. § 11434a(6).

- “are awaiting foster care placement”;
- “have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings”;
- “are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings”; or
- “migratory children (as such term is defined in section 6399 of Title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described [above].”

42 U.S.C. § 11434a(2)(B). The ESSA amendments to McKinney-Vento removed “children awaiting foster care placement” from that list.

The McKinney-Vento Act includes a dispute resolution mechanism to resolve disagreements “over school selection or enrollment in a school.” 42 U.S.C. § 11432(g)(3)(E).

If a dispute arises, the student’s parent or guardian must be provided with a written explanation of the school’s decision and notice of the right to appeal. The student, parent, or guardian may then appeal to the school district’s homeless liaison, “who shall carry out the dispute resolution process . . . as expeditiously as possible.” 42 U.S.C. § 11432(g)(3)(E)(iii). The Act does not spell out the details of that dispute resolution process; instead, the Act relies on whatever process is set forth in the state’s McKinney-Vento state plan. 42 U.S.C. § 11432(g)(1)(C), (3)(E)(iii). While the dispute resolution process is pending, the student shall immediately be admitted to the school the parents prefer; if the student is an unaccompanied youth, the district’s homeless liaison shall ensure that the student is immediately enrolled in some school. 42 U.S.C. § 11432(g)(3)(E)(i), (iv).

New Hampshire's state plan and the appendix to that plan both include dispute resolution processes. The processes they describe are not entirely identical, but they fortunately do not directly contradict each other. The state plan includes some elements that the appendix omits; the appendix includes some elements that the plan omits. This begs the question of which document governs: the state plan, the appendix, or the two blended together?

Combined, the state plan and the appendix include the following elements:

- “School enrollment of a homeless child or youth shall be determined by the parent, guardian, student of lawful age, or unaccompanied youth.”
- “If placement in the school or origin is not feasible, or is against the wishes of the parent, guardian, student, or unaccompanied youth, the student will be enrolled in the school serving the community where the child or youth temporarily resides.”
- Each school district must have a policy for resolving disputes involving students.
- “Resolution of the dispute shall be facilitated by the superintendent or designee as expeditiously as possible in accordance with the McKinney-Vento requirements and the local education agency (school district) dispute policy.”
- “If more than one school district is involved in a residency dispute or the parents who live apart and cannot agree on the residence of the minor child, the respective superintendents shall jointly make such a decision.”
(These references to “residency” and “residence” are inapt. Disputes under the McKinney-Vento Act may involve disagreements over whether the child should attend school

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in the district where he or she resides versus school in a district where he or she does *not* reside.)

- “The State Coordinator will be called upon to assist in resolving differences which are not resolved at the local level.”
- “In those instances where an agreement cannot be reached in a timely manner, the [State Commissioner of Education] shall make a determination and such determination shall be final.”
- The student’s parent or guardian may appeal the superintendent’s decision to the State Commissioner of Education. (The student may appeal if he or she is an adult or an unaccompanied youth.)
- The Commissioner or a designee shall make a decision within 14 days after receiving notice of the dispute. That decision “shall be final,” except that any “person” may appeal to “a court of competent jurisdiction.”

In December 2011, long after filing the state plan, the New Hampshire Department of Education published a “policy” establishing a different final step in the dispute resolution process. According to this policy,

“When an agreement cannot be reached, the aggrieved [sic] shall submit a written request for dispute resolution to New Hampshire Department of Education, Dispute Resolution and Constituent Complaints and provide a copy of the request to the State Coordinator, Education of Homeless Children and Youth. The commissioner of the department of education, or designee, shall make a temporary order within 14 days of notice of the residency dispute. Such determination shall remain in effect pending the decision of the New Hampshire State Board of Education.

In the case of an unaccompanied youth, the Local Homeless Education Liaison shall assist the youth in the appeal process.

A written explanation shall be provided to the parties of record and a copy of such explanation shall be kept on file by the department of education. Any person aggrieved by the decision may appeal the determination to a court of competent jurisdiction.”

N.H. Dept. of Educ., *McKinney-Vento School Enrollment Requirements and New Hampshire Department of Education Homeless Education Dispute Resolution Process*.²

One problem with the McKinney-Vento Act is that it does not authorize the U.S. Department of Education to issue implementing regulations that might clarify some of the statute’s ambiguities. Instead, the Act authorizes the U.S. Secretary of Education to issue “guidelines” concerning ways each state: (a) may assist school districts in meeting their duties under the Act; and (b) review and revise state policies and procedures that present barriers to the identification, enrollment, attendance, and educational success of homeless children and youth. 42 U.S.C. § 11434(g).

Another problem is that New Hampshire has not adopted any laws to implement the Act. New Hampshire’s school attendance statute defines the term “homeless children and youths.” This definition, which appears in RSA 193:12, IV, parrots the definition in the federal statute. The only other place where the state statute uses that term is RSA 193:12, VI(a), which prescribes the process the State Commissioner of Education must follow when deciding “residency issues for all pupils, *excluding homeless children and youths*.” (Emphasis added.) Thus, New Hampshire law does not confer any special right on homeless students.

New Hampshire’s state plan, dated May 30, 2002, predicted that the legislature would amend RSA 193:12 “to align residency requirements for students experiencing homeless[ness] with the McKinney-Vento Education Act.” However, that prediction did not come true.

² http://education.nh.gov/instruction/integrated/documents/homeless_dispute_process.pdf.

This lack of a state law raises questions concerning whether the McKinney-Vento Act governs New Hampshire school districts. A few school districts in the State receive subgrants under the Act. The Act certainly applies to them, because they agreed to comply with its provisions. However, if the Act applies to other school districts in the State, it is only because the New Hampshire Department of Education elected to participate in the federal program. It is doubtful that a state agency can legitimately subject school districts to an elective federal statute without explicit authorization from the state legislature.

There is an additional reason why New Hampshire's state plan under the Act may be unenforceable. RSA 541-A, the state's administrative procedures act, requires that state agencies go through a formal rulemaking process when they adopt policies that have the force of law. This process requires public notice, a public hearing by the State Board of Education, and review by the Joint Legislative Committee on Administrative Rules (JLCAR). If the State Department of Education did not follow that process before submitting the state plan to the U.S. Department of Education, the plan arguably does not have the force of law.

Assuming the New Hampshire Department of Education had authority to subject school districts to the federal statute, the State arguably should reimburse school districts for any resulting new costs. Part 1, Article 28-a of the New Hampshire Constitution bars the state from imposing new costs on school districts without local consent. The transportation provisions of the McKinney-Vento Act seemingly impose a new cost on school districts. Since the Act applies only to states that elect to participate, these transportation costs are in reality state-imposed, not federally-imposed.

Lastly, since the Act is a federal grant statute, attaching strings to federal funds, all ambiguous provisions in the statute must be interpreted narrowly to avoid imposing unanticipated burdens on school districts and states.

Turning to Congress' power to legislate pursuant to the spending power, our cases have long recognized that

Congress may fix the terms on which it shall disburse federal money to the States. . . . [H]owever, legislation enacted pursuant to the spending power is much in the nature of a contract: in return for federal funds, the States agree to comply with federally imposed conditions. The legitimacy of Congress' power to legislate under the spending power thus rests on whether the State voluntarily and knowingly accepts the terms of the "contract." . . . There can, of course, be no knowing acceptance if a State is unaware of the conditions or is unable to ascertain what is expected of it. Accordingly, if Congress intends to impose a condition on the grant of federal moneys, it must do so unambiguously. . . . By insisting that Congress speak with a clear voice, we enable the States to exercise their choice knowingly, cognizant of the consequences of their participation.

Pennhurst State School and Hospital v. Halderman, 451 U.S. 1, 17 (U.S. Supreme Court, 1981).

II. The Special Education Laws

The federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400, et seq., is another federal statute that applies only to states that elect to participate. The New Hampshire legislature approved participation under that statute by enacting RSA 186-C, which implements the federal law.

The U.S. and New Hampshire Department of Education have promulgated detailed administrative rules that elaborate on what the statutes say. 34 C.F.R. Part 300; N.H. Code Admin. Rules Ed 1100.

The IDEA requires that participating states make a "free appropriate public education" (FAPE) available to every student with disabilities who resides therein. A FAPE consists of special education and related services as set forth in an individualized education program (IEP) written for the student by an IEP team. To be appropriate, the IEP must be reasonably calculated to confer at

least some “meaningful” educational benefits.³

The IDEA does not require placement in the “best” program, one that will enable a child to reach his or her full potential.⁴ It merely requires “an” appropriate program.⁵ This contrasts with the McKinney-Vento Act, which recognizes two options – the school of origin and the school serving the attendance area in which the student lives – and which states that the choice shall be based on which option is in the child’s “best interest.”

To qualify as disabled under the IDEA, a student must: (1) have one of the disabilities listed in the statute; and (2) require special education (specially designed instruction) as a consequence of that disability.

The IDEA’s major themes include:

- individualization;
- parent participation in decision making (through various notice and consent requirements and membership on the IEP team); and
- placement in the least restrictive environment (LRE).

Parents who disagree with school district decisions under the IDEA may ask the New Hampshire Department of Education to conduct an “impartial due process hearing.” The hearing officer’s decision is appealable to Superior Court or U.S. District Court.

The LRE provision directs school districts to educate disabled students with nondisabled students “to the maximum extent appropriate.” 20 U.S.C. § 1414(a)(5)(A). Most children with disabilities consequently receive their special education in public schools. However, when a school district cannot provide a student with a FAPE in its own schools, it must make (and fund) an out-of-

³ *D.B. v. Esposito*, 675 F.3d 26 (1st Cir. 2012).

⁴ *Board of Education of Hendrick Hudson Central School District v. Rowley*, 458 U.S. 176 (1982).

⁵ *Id.*

district placement. The placement may be in another district, in a private day school, or in extreme cases in a private residential school.

The U.S. Department of Education's regulations implementing the IDEA elaborate on the LRE requirement. For example, the regulations direct school districts to educate students with disabilities "as close as possible to the child's home." 34 C.F.R. § 300.116(b)(3). Also, "[u]nless the IEP requires some other arrangement," a student with disabilities should "be educated in the school that he or she would attend if nondisabled." 34 C.F.R. § 300.116(c).

An IEP must include transportation as a "related service" when necessary for a student to benefit from special education. For example, a school district must ordinarily provide transportation if it assigns the student to a private day school located outside the district's boundaries.

The IDEA and the U.S. Department of Education's implementing regulations contain some provisions that apply exclusively to homeless students.

- Each state's "child find" policies and procedures must be calculated to identify "all" children with disabilities residing in the state, including children who are "homeless." 34 C.F.R. § 300.111(a)(1)(i).
- Each state's advisory panel for special education must include a state or local official responsible for carrying out activities under the McKinney-Vento Act. 34 C.F.R. § 300.168(a)(5).
- The state must have a procedure to ensure that, when the child qualifies as an "unaccompanied homeless youth" under the McKinney-Vento Act, a qualified surrogate parent is appointed to represent the child in the special education process. 34 C.F.R. § 300.519(a)(4), (d). In addition,

pending the appointment of a qualified surrogate parent for an unaccompanied homeless youth, the state may appoint as a “temporary” surrogate parent “appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs.” 34 C.F.R. § 300.519(f).

The special education laws also contain rules that apply to transfer students, which of course include homeless students. The general rule is that a school district must have in place an IEP at the beginning of each school year. 34 C.F.R. § 300.323(a). What happens if the student enrolls in the district in the middle of a school year?

- When an IDEA-eligible child transfers in the middle of a school year from one school district to another in the *same state*, the new school district must either adopt the prior school district’s IEP or write a new one. In the meantime, pending that decision, the new school district must (in consultation with the student’s parents) immediately provide services “comparable” to those described in the prior school district’s IEP. 34 C.F.R. § 300.323(e).
- When an IDEA-eligible child transfers in the middle of a school year to a school district in a *different state*, the new school district must write a new IEP that complies with its state laws and may reevaluate the student to review eligibility. In the meantime, pending those actions, the new school district must (in consultation with the student’s parents) provide services “comparable” to those described in the prior school district’s IEP. 34 C.F.R. § 300.323(f).

Despite the aforementioned provisions, the special education laws potentially clash with the McKinney-Vento Act in several ways. Here are some examples.

First, who decides where the child will attend school? The McKinney-Vento Act delegates that decision primarily to the

student's parents. The special education laws delegate that decision to the IEP team.

Second, what legal standard governs the placement decision? The McKinney-Vento Act looks at the child's "best interest." The special education laws require placement in "an" appropriate program, not the "most appropriate" one.

Third, according to the dispute resolution process appended to New Hampshire's McKinney-Vento state plan, if placement in the school of origin is not in the student's best interest, "the student will be enrolled in the school serving the *community* where the child or youth temporarily resides." (Emphasis added.) This conflicts with the special education laws, which under certain circumstances allow a school district to insist on placement at a school other than the neighborhood public school, such as at a private school or a magnet public school for children with low incidence disabilities.

Fourth, who resolves placement disputes? The McKinney-Vento Act delegates that decision to the school district's homeless liaison, whose decision is appealable through whatever process is set forth in the state plan. The special education laws delegate responsibility to the State Department of Education's hearing officers and include a very specific process for conducting such hearings. 34 C.F.R. §§ 300.508 - 300.518.

Fifth, is the school a homeless child attends under McKinney-Vento entitled to reimbursement from some other school district for the cost of special education and related services? McKinney-Vento creates a right to attend, but does not address financial liability. This gap in the federal statute is especially glaring in New Hampshire, where most special education costs are funded through local property taxes and the poorest towns and cities often attract the most homeless families.

Sixth, which school district is responsible if a homeless student requires placement in a *private* school in order to receive a FAPE? The McKinney-Vento Act merely gives a homeless student a right to attend a *public* school. If a homeless child with disabilities

requires placement in a private school, it would seem that the special education laws allocate responsibility and that the McKinney-Vento Act is irrelevant when selecting the responsible school district.

Questions 5 and 6 require that we look at New Hampshire's special education laws, which generally impose responsibility on the school district in which a student "resides." RSA 186-C:7, I, 186-C:13, I.

RSA 186-C does not define that term "resides." According to New Hampshire Supreme Court decisions interpreting that statute:

- When a parent has legal custody, the student resides where the parent resides.
- When the state has sole legal custody, the student resides where he or she lives or dwells.

In re Bryan L., 123 N.H. 420, 462 A.2d 108 (1983); *Juvenile Case #1089*, 119 N.H. 64, 398 A.2d 65 (1979).

After those cases were decided, the New Hampshire legislature amended RSA 193:12, the general school attendance statute. RSA 193:12 now contains detailed criteria for determining where students and their parents reside. The trend has been to borrow those criteria when determining where a student resides under RSA 186-C, the special education statute.

RSA 193:12 allows a student to attend public school in the district where he or she is a "legal resident." RSA 193:12, I. Generally, a student under age 18 is deemed to be a legal resident of the district "where his or her parents reside." RSA 193:12, II(a). That presumably means the district where the parent is a legal resident. The statute defines "legal resident" as follows:

For the purposes of this title, "legal resident" of a school district means a natural person who is domiciled in the school district and who, if temporarily absent, demonstrates an intent to maintain a principal dwelling place in the

school district indefinitely and to return there, coupled with an act or acts consistent with that intent. A married person may have a domicile independent of the domicile of his or her spouse. If a person moves to another town with the intention of remaining there indefinitely, that person shall be considered to have lost residence in the town in which the person originally resided even though the person intends to return at some future time. A person may have only one legal residence at a given time.

RSA 21:6-a similarly equates residence with domicile.

Residence or residency shall mean a person's place of abode or domicile. The place of abode or domicile is that designated by a person as his principal place of physical presence for the indefinite future to the exclusion of all others. Such residence or residency shall not be interrupted or lost by a temporary absence from it, if there is an intent to return to such residence or residency as the principal place of physical presence.

That definition in RSA 21:6-a applies to “all” New Hampshire statutes “unless such construction would be inconsistent with the manifest intent of the legislature or repugnant to the context of the same statute.” RSA 21:1.

Using the domicile standard, a student who lived in the Concord School District, and then became homeless and temporarily moved to the Manchester School District, may have a right under New Hampshire law to receive special education from Concord if the student’s parents intend to eventually return to Concord.

That scenario coincides with the outcome favored by the McKinney-Vento Act – attending the school of origin.

However, under that scenario McKinney-Vento goes beyond state law by: (1) offering publicly funded school transportation from Manchester to Concord; and (2) empowering the parents to enroll their child in Manchester’s public schools. And if the parents enroll their child in Manchester’s public schools, must Concord reimburse Manchester for special education costs? State and federal law do not answer that question.