

Hollis Brookline Cooperative School Board
Wednesday, November 16, 2022
Hollis Brookline Middle School
6:00 pm
All times are subject to change without notice

- 6:00 Call to order
Appointment of a process observer
Agenda Adjustments
Nominations/Resignations/Retirements and Correspondence
Approval of Minutes – October, 2022
- 6:10 Public Input
- 6:40 Principal's/Athletics reports
➤ Class size information
- 7:10 Discussion
➤ Articles of Agreement
➤ Instructional Practice Committee (IPC) update
➤ HB Cooperative Budget Committee update
➤ SAU 41 Annual Meeting Calendar for review
➤ Potential increase to stipends for HB COOP Moderators
➤ Facilities Update
➤ FY 24 budget
- 8:00 **Deliberations**
➤ To see what action the Board will take regarding the SAU 41 Anti-Discrimination Plan
➤ To see what action the Board will take regarding the High School Program of Studies
➤ To see what action the Board will take regarding Youth Risk Behavior Surveys
➤ To see what action the Board will take regarding the tentative agreement with HESSA
➤ To see what action the Board will take regarding Policy GEA – Extra-Curricular and Co-Curricular Advisors and Athletic Coaches, 1st reading
➤ To see what action the Board will take regarding Policy JLCJA – Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation, 3rd reading
➤ To see what action the Board will take regarding Policy JLDDB – Suicide Prevention and Response, 1st reading and adopt
- 8:40 Report out by the process observer
- 8:45 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) reputation,
- 9:15 Motion to Adjourn

To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: November 2022 Board Report

HBMS Girls Soccer - State Champions: Congratulations to the Hollis Brookline Middle School Girls Soccer team on their second Tri-County League Championship in a row!



HBHS Athletics Update: The Fall season has officially come to an end, and the start of Winter sports is just around the corner. This Fall has seen many great successes for our HBHS Sports teams. The Cavaliers had 4 teams make their respective Final Four in the NHIAA State Tournaments: Field Hockey, Boys Soccer, Girls Soccer, and Girls Volleyball. The Field Hockey, Boys Soccer, and Girls Soccer teams each lost close games in the semi-final rounds, while the Girls Volleyball team took undefeated Bedford the distance, before falling by a score of 3-2 in the championship match. The Unified Soccer team closed out their season with a close loss to Conval on the road, while the Cheer and Cross Country teams both had strong performances, with young teams, in their respective state championships. Winter sports are slated to open up on Monday, November 14th, with Wrestling, Bowling, and Swimming kicking things off, and the rest of our teams are scheduled to start on Monday, November 28th. Thank you to all of the parents, student-athletes, stakeholders for their continued support in building our Athletic programs!

HBMS Athletics Update: Along with our HBMS Girls Soccer championship, the rest of our middle school sports teams had extremely successful ends to their seasons as well. The HBMS Boys Soccer and Field Hockey teams both made the semi-finals of their tournaments, and the Cross Country teams had strong performances at their league meets and Meet of Champions. Both the Boys and Girls teams finished in 3rd place in the Tri-County League meet, while the Boys finished in 3rd at the Meet of Champions and the Girls finished in 6th. Winter sports are also up and running, as Basketball try-outs began on Monday, November 7th, and the Wrestling team will begin practices on Monday, November 14th.

NH Tackles Hunger: HBHS was able to collect close to 500 pounds of non-perishable items throughout the week of October 9th that were donated to the Milford SHARE pantry. We are very proud to be a part of this worthy initiative and thankful to all those that donated!

District Coaching Openings: The HB Athletic Department is currently seeking qualified candidates for several positions at HBHS and HBMS for the 2022-2023 school year.

HBHS

Indoor Track Head Coach
Indoor Track Assistant Coach
Girls Lacrosse JV Coach
Girls Lacrosse Assistant Coach
Softball JV Coach
Boys Tennis Head Coach
Boys Tennis Assistant Coach
Girls Tennis Assistant Coach

HBMS

Girls Lacrosse Coach

Recent Coaching Hires:

HS Ski Team Head Coach - Milton Robinson
HS Ski Team Asst. Coach - Domenic St. Laurent
MS Wrestling Coach - Jonathan Lopez

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Brian Bumpus".

Brian Bumpus
District Athletic Coordinator

To: Hollis Brookline Cooperative School Board
From: Patrick West, Principal HBMS
Re: November Principal's Report
Date: November 16th, 2022

Information Only

Red Ribbon Week & Halloween

During the month of October, teachers talked to students about being a positive influence, treating others with kindness and making healthy choices. Students had the opportunity to participate in a "Healthy Habits Bingo Game" to win a gift card to a local business. We finished the month of October with Red Ribbon Week which was dedicated to drug-use prevention and making healthy choices. Below is a drone picture that was taken by one of our 8th grade students as well as a few pictures from Red Ribbon Week. The month was capped off with our annual HBMS PTSA Halloween Dance which was a great time for all students (and parents) that attended.



Team DaVinci Field Trip

On November 9th, Team da Vinci went to Boston, Massachusetts to explore the Freedom Trails. Students were tasked with researching a location on the Freedom Trail and presenting to classmates about their respective location (see images below). Students were given opportunities to explore Faneuil Hall and other locations in Boston outside of the Freedom Trails.



Veterans Day Assembly

The Veterans Day Assembly was a great success in celebrating our Veterans. Our keynote speakers, Mr. Bruce Moran read Old Gory and Mr. Chris Lussier presented his collection of flags.

**Personnel updates:**

HBMS is currently in the process of interviewing candidates for our Technology Education teaching position.

Class Size Report

Included in this board report is the '22-'23 class size report.

Important Dates:

Early Release (11:55am) - November 22nd

Thanksgiving Recess (No School) – November 23 – November 25

HBMS December Dance – December 9th – 7:00 – 9:00pm

HBMS Band & Chorus Concert – December 13th at 6:00pm – 8:00pm

Parent Information Night #2 – December 14th – 6:00pm – 7:30pm

Respectfully Submitted,

Patrick West

Principal

Hollis Brookline Middle School

Course Name	Class size by section
Art 7*	22
Art 7*	20
Art 7*	18
Art 7*	19
Art 7*	16
Art 7*	17
Art 7*	18
Art 7*	20
Art 7*	21
Art 7*	13
Art 8*	23
Art 8*	18
Art 8*	17
Art 8*	20
Art 8*	23
Art 8*	25
Art 8*	17
Art 8*	19
Art 8*	16
Art 8*	19
Band 7*	11
Band 7*	17
Band 8*	13
Band 8*	15
Chorus 7*	29
Chorus 7*	21
Chorus 8*	27
Chorus 8*	28
Computer 7*	19
Computer 7*	18

Computer 7*	17
Computer 7*	16
Computer 7*	21
Computer 7*	21
Computer 7*	18
Computer 7*	19
Computer 7*	22
Computer 7*	13
Computer 8*	20
Computer 8*	17
Computer 8*	18
Computer 8*	23
Computer 8*	23
Computer 8*	19
Computer 8*	16
Computer 8*	24
Computer 8*	19
Computer 8*	17
English 7	24
English 7	20
English 7	17
English 7	14
English 7	17
English 7	17
English 7	18
English 7	20
English 7	20
English 7	17
English 8	20
English 8	25
English 8	17

English 8	18
English 8	18
English 8	21
English 8	20
English 8	20
English 8	21
English 8	17
French 7	20
French 7	17
French 7	15
French 8	22
French 8	22
French 8	20
General Music 7	19
General Music 7	14
General Music 7	22
General Music 7	17
General Music 7	18
General Music 7	14
General Music 8	23
General Music 8	16
General Music 8	19
General Music 8	14
General Music 8	15
General Music 8	16
Geometry 8	24
Health 7*	17
Health 7*	20
Health 7*	21
Health 7*	18
Health 7*	13

Health 7*	20
Health 7*	19
Health 7*	22
Health 7*	18
Health 7*	16
Health 8*	23
Health 8*	17
Health 8*	20
Health 8*	18
Health 8*	23
Health 8*	16
Health 8*	19
Health 8*	20
Health 8*	25
Health 8*	17
IMP Math	5
IMP Math	4
IMP Math	3
IMP Math	2
Individualized Reading	3
Individualized Reading	2
Individualized Reading	1
Individualized Reading	3
Individualized Reading	1
Individualized Reading	1
Individualized Reading	4
Individualized Reading	1
Individualized Reading	1
Individualized Reading	4
Individualized Reading	1
Math 7	12

Math 7	12
Math 7	12
Math 7	17
Math 7	9
Math 7	14
Math 7 Algebra	24
Math 7 Pre-Algebra	16
Math 7 Pre-Algebra	20
Math 7 Pre-Algebra	24
Math 7 Pre-Algebra	17
Math 8	17
Math 8	15
Math 8	13
Math 8	19
Math 8	19
Math 8	14
Math 8	16
Math 8 Algebra	18
Math 8 Algebra	18
Math 8 Algebra	16
Physical Education 7	19
Physical Education 7	11
Physical Education 7	18
Physical Education 7	29
Physical Education 7	22
Physical Education 7	17
Physical Education 7	15
Physical Education 7	15
Physical Education 7	21
Physical Education 7	17
Physical Education 8	15

Physical Education 8	16
Physical Education 8	27
Physical Education 8	20
Physical Education 8	18
Physical Education 8	24
Physical Education 8	29
Physical Education 8	16
Physical Education 8	17
Physical Education 8	17
Read 180	6
Reading 7	9
Reading 7	10
Reading 8	12
Reading 8	11
Science 7	24
Science 7	21
Science 7	14
Science 7	14
Science 7	18
Science 7	20
Science 7	18
Science 7	21
Science 7	20
Science 7	14
Science 8	15
Science 8	22
Science 8	19
Science 8	21
Science 8	24
Science 8	18
Science 8	16

Science 8	22
Science 8	22
Science 8	20
Social Studies 7	21
Social Studies 7	20
Social Studies 7	18
Social Studies 7	16
Social Studies 7	17
Social Studies 7	16
Social Studies 7	17
Social Studies 7	15
Social Studies 7	20
Social Studies 7	24
Social Studies 8	21
Social Studies 8	23
Social Studies 8	19
Social Studies 8	19
Social Studies 8	18
Social Studies 8	20
Social Studies 8	14
Social Studies 8	23
Social Studies 8	18
Social Studies 8	22
Spanish 7	20
Spanish 7	16
Spanish 7	21
Spanish 7	20
Spanish 7	20
Spanish 8	16
Spanish 8	20
Spanish 8	16

Spanish 8	18
Spanish 8	22
Tech Ed 7*	21
Tech Ed 7*	18
Tech Ed 7*	13
Tech Ed 7*	22
Tech Ed 7*	19
Tech Ed 7*	17
Tech Ed 7*	19
Tech Ed 7*	20
Tech Ed 7*	18
Tech Ed 7*	17
Tech Ed 8*	16
Tech Ed 8*	19
Tech Ed 8*	19
Tech Ed 8*	17
Tech Ed 8*	24
Tech Ed 8*	17
Tech Ed 8*	20
Tech Ed 8*	23
Tech Ed 8*	23
Tech Ed 8*	18
*Quarter long class	

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBHS
Re: Principal's Report
Date: November 16, 2022

Information Only:

Veterans Day Celebrations

HBHS was once again happy to host our local veterans in the library during our week long celebration of Veterans Day. In addition to our annual school-wide assembly scheduled to take place on 11/10, our local Veterans also were able to connect with individual classes during Q&A/ personal story telling session that were held throughout the day on Monday 11/7. In addition, our Homefront club, NHS and Red Cross Club also celebrated by hosting holiday card signing activities for our troops currently serving throughout the week.



Halloween Assembly

In addition to the long standing HBHS tradition of celebrating Halloween with a school-wide pep rally, during the week leading up to this day, we added a full spirit week of dress up days. Staff and student participation was as strong as ever and it is safe to say that HBHS Spirit is alive and well!



HB the Change

HB the Change recently ran a collection for Pink Revolution. Students collected chemo care packages for individuals currently going through chemotherapy due to breast cancer.



HBHS Performing Arts

HBHS Performing Arts Department welcomed back professional musician and HBHS alumnus Liam Grant to the HBHS Community Auditorium stage. Liam has spent the past 5 years touring across the country, performing original and cover songs in the American folk tradition, proliferating what Liam describes as "Americana primitivism" on a wide array of acoustic stringed instruments, included dobros, guitars, and hurdy gurdies that Liam himself has built or restored. His live shows have included Appalachian folk tunes, instrumental drones, ragtime, blues, and the occasional traditional folk tune. Liam presented a concert of his music and also spent time with our Guitar 1, Concert and Jazz Choirs, Honors Choir, and Honors Jazz Band in class, exploring his career path from HBHS to now, the development of the American folk tradition, and life as a touring musician.



New Science Equipment

The HBHS Science Department recently received shipment of the new Vernier lab equipment ordered at the end of last school year. Pictured right are students using the new wireless pH probes and the new Labquest 3 to observe the effects of sulfuric acid on tap water.



Class Size Report

Included in this Board Packet is the '22-'23 Class Size Report

Personnel updates:

HBHS is currently in the process of interviewing candidates for the following positions:

- 1 Special Education Paraprofessionals
- 1 CTE Van Drivers

Important Dates:

Veterans Day Assembly - 11/10

Veterans Day Holiday: No School - 11/11

Parent Teacher Conferences 11/17 & 11/21

Thanksgiving Holiday: No School 11/23-25

Course Name	Students
AP Computer Science	22
Computer Science Principles	11
Computers & Technology	11
Personal Finance	15
Personal Finance	18
Personal Finance	9
Video Game Design	11
Video Game Design	8
Web Page Design	11
Accel English 10	15
Accel English 10	16
Accel English 10	24
Accel English 10	13
Accel English 9	21
Accel English 9	22
Advanced Writing	8
AP Eng Lit & Comp	24
AP English Language & Comp.	15
AP English Language & Comp.	15
College Composition (Writing)	19
English 10	22
English 10	20
English 10	17
English 10	17
English 10	16
English 10	17
English 10	15
English 10 Read	9
English 9	18
English 9	21
English 9	17
English 9	19
English 9	17
English 9	18
English 9 Read	12
Film Studies	25
Film Studies	22
Film Studies	12
Film Studies	25

Film Studies	25
Fund English	8
Honors Literature Fall	25
Honors Literature Fall	18
Honors Literature Fall	15
Honors Literature Spring	14
Honors Literature Spring	16
Honors U.S. Literature	14
Honors U.S. Literature	13
Journalism	18
Journalism	22
Literacy	5
Memoirs & Biography Fall	21
Memoirs & Biography Fall	23
Memoirs & Biography Spring	17
Poetry	22
Popular Reading Fall	6
Popular Reading Spring	5
Reading 180A	6
Reading 180B	3
Science Fiction	25
Science Fiction	23
Science Fiction	14
U.S. Literature	16
U.S. Literature	17
U.S. Literature	25
U.S. Literature	19
U.S. Literature	20
Writing	19
Writing	9
Writing	11
Writing	22
Writing	14
Writing	16
Writing	18
Writing	19
Writing	21
Writing	22
Writing	17
Yearbook	21

Fashion & Retail Merchandising	17
Foods & Nutri 2	15
Foods & Nutri 2	14
Foods & Nutri 1	16
Foods & Nutri 1	16
Foods & Nutri 1	16
Foods & Nutri 1	16
Foods & Nutri 1	16
Human Relations	16
Interior Decorating	10
Accel Geometry	12
Accel Geometry	13
Accelerated Algebra 2	19
Accelerated Algebra 2	17
Algebra 1	19
Algebra 1	15
Algebra 1	15
Algebra 1	21
Algebra 1	16
Algebra 1A	12
Algebra 1A	13
Algebra 1B	11
Algebra 1B	14
Algebra 1B	11
Algebra 2	18
Algebra 2	15
Algebra 2	12
Algebra 2	15
Algebra 2	19
AP Calculus	21
AP Statistics	11
Calculus	15
Calculus	15
Engineering Technologies Fall	19
Engineering Technologies Spring	20
Essentials for Algebra	5
Essentials for Algebra	5
Essentials for Algebra	2
General Geometry	10
General Geometry	11
General Geometry	9

Geometry	20
Geometry	21
Geometry	18
Geometry	24
Geometry	16
Honors Pre-Calc	23
Honors Pre-Calc	22
PLTW Digital Electronics	16
PLTW Intro to Engineering Design	18
PLTW Principles of Engineering	17
PLTW Principles of Engineering	9
Pre-Calculus	15
Pre-Calculus	22
Pre-Calculus	22
Pre-Calculus	24
Running Start Alg 3/Trig	8
Running Start Alg 3/Trig	9
Running Start Alg 3/Trig	16
Running Start Algebra 2	15
Running Start Algebra 2	13
Running Start Algebra 2	15
Fitness	16
Fitness	16
Fitness	12
Fitness	22
Fitness	18
Fitness	17
Fitness	11
Fitness	22
Fitness	16
Fitness	16
Outdoor Adventures	23
Outdoor Adventures	27
Outdoor Adventures	9
Personal Fitness Fall	12
Personal Fitness Fall	8
Personal Fitness Spring	8
Team & Ind Sports	12
Team & Ind Sports	16
Unified PE	12
Unified PE	13

Accel Biology	20
Accel Biology	19
Accel Biology	18
Anatomy & Physiology	11
Anatomy & Physiology	11
AP Biology	22
AP Chemistry	16
AP Environmental Science	24
AP Environmental Science	17
AP Physics I	13
AP Physics I	11
AP Physics II	12
Biology	17
Biology	16
Biology	20
Biology	17
Biology	17
Biology	17
Biology	17
Biology	17
Chemistry	23
Chemistry	7
Chemistry	13
Chemistry	11
Chemistry	20
Chemistry and Society	8
Chemistry and Society	13
Chemistry and Society	17
General Science with Earth Science	10
Honors Anatomy & Physiology	23
Honors Chemistry	22
Honors Chemistry	18
Honors Chemistry	20
Honors Physics	23
Honors Senior Quest	9
Life Science	12
Physical Science with Earth Science	10
Physical Science with Earth Science	21
Physical Science with Earth Science	16

Physical Science with Earth Science	15
Physical Science with Earth Science	17
Physical Science with Earth Science	17
Physics	18
Physics	24
Senior Quest	7
AP Psychology	21
AP Psychology	16
AP U.S. History	16
AP U.S. History	14
AP US Gov Pol	12
AP US Gov Pol	6
AP World History	16
AP World History	16
AP World History	19
AP World History	17
Civics	21
Civics	25
Civics	23
Civics	9
Civics	16
Civics	26
Civics	8
Civics	14
Civics	12
Contemporary Issues	11
Economics	9
Economics	10
Economics	14
Economics	25
Economics	20
Economics	21
Economics	22
Economics	25
Economics	9
Human Geography	22
Legal Studies	25
Legal Studies	19
Psychology	14
Psychology	21
Psychology	17

Sociology	24
Sociology	23
Sociology	25
Sociology	11
U.S. History	18
U.S. History	20
U.S. History	17
U.S. History	22
U.S. History	17
U.S. History	16
U.S. History	24
U.S. History	17
U.S. History	19
World Studies	14
World Studies	13
World Studies	17
Physical Science with Earth Science	18
3-D Design and Scu	9
Acting I	8
AP Art & Design	6
Ceramics	17
Ceramics	15
Ceramics	18
Ceramics	18
Ceramics	18
Ceramics	18
Ceramics	18
Concert Band	13
Concert Choir	14
Dance, Movement & Music	13
Digital Photography 1	17
Digital Photography 1	19
Digital Photography 2	12
Drawing 1	8
Drawing 1	12
Foods & Nutri 1	16
Fundamentals of Art	12
Fundamentals of Art	21
Fundamentals of Art	12
Fundamentals of Art	17
Fundamentals of Art	17
Fundamentals of Art	10
Guitar	6

Guitar II	5
Honors Choir	23
Honors Jazz Band	16
Improvistational Theatre I	13
Improvistational Theatre II	8
Intro to Graphic Arts	21
Jazz Band	8
Jazz Choir	10
Outdoor Adventures	28
Painting	10
Unified Music	11
Unified Music	6
AP French	11
AP Spanish	10
French I	9
French I	15
French II	22
French II	18
French III	23
French III	19
French IV	9
Honors French IV	13
Honors Spanish IV	13
Honors Spanish IV	13
Intro to Modern Languages	13
Latin I	17
Latin I	22
Latin I	15
Latin II	19
Spanish I	19
Spanish I	19
Spanish I	18
Spanish II	21
Spanish II	23
Spanish II	22
Spanish II	22
Spanish II	17
Spanish III	20
Spanish III	17
Spanish III	17
Spanish III	13
Spanish IV	23

Wellness	11
Wellness	16
Wellness	22
Wellness	16
Wellness	12
Wellness	17
Wellness	16
Wellness	22
Wellness	18
Wellness	16
World Studies	17
World Studies	12
World Studies	21
World Studies	16
World Studies	17
World Studies	17
Milford	
Accounting 2&3	1
Biotechnology1	2
Construction Technology	1
Culinary Arts 2	1
Engineering Design	2
Total Milford	7
Nashua North	
Auto Tech 1	1
Auto tech 2	2
Biotechnology1	1
Biotechnology2	1
Business Finance	1
Cosmetology	2
Culinary Arts 1	1
Total Nashua North	9
Nashua South	
Careers in Ed 1	2
Computer Networking	1
Global Finance	1
Health Sciences 1	2
Health Sciences 2	2
HVACR2	3

Video Production	1
Total Nashua South	12
Alvirne	
Building Trades2	1
Culinary Arts 1	2
Health Sciences 1	2
Heavy Duty Mechanical	1
Heavy Duty Mechanical2	1
Vet Science	2
Vet Science 2	1
Welding 2	1
Welding Technology	4
Total Alvirne	15

October 3, 2022

VIA EMAIL ONLY

RE: 2022 Updated Articles of Agreement of the Hollis-Brookline
Cooperative School

Dear Member of the Hollis-Brookline Cooperative School Board:

On July 12, 2022, the New Hampshire State Board of Education certified the amendments made to the Articles of Agreement at the Hollis-Brookline Cooperative School District Special Meeting on October 5, 2021. The following documents are enclosed for your records:

- A. Final Order from State Board of Education, July 14, 2022
- B. Current Articles of Agreement, as certified by State Board
- C. Copy of the October 5, 2021 Special Meeting Warrant
- D. Certificate of Posting of Warrant
- E. Evidence of Publication in Newspaper
- F. Minutes of October 5, 2021 District Special Meeting, including voting results

The enclosed Articles of Agreement are the current version approved by the voters on October 5, 2021.

Please let me know if you have any questions.

Sincerely,



James A. O'Shaughnessy

Enclosures

Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, *Chairman*
Bedford

Ryan Terrell
Nashua

Richard Sala
Hopkinton

Celina Griffin
Melvin Village



STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3144

July 27, 2022 (via electronic mail)

James A. O'Shaughnessy, Esq.
Drummond Woodsum Attorneys at law
670 N. Commercial Street, Suite 207
Manchester, NH 03101-1188

RE: Certification of Changes to Hollis-Brookline Articles of Agreement

Dear Attorney O'Shaughnessy:

Enclosed is the final order from the State Board of Education's July 14, 2022, meeting regarding the certification of the changes to the Hollis-Brookline Articles of Agreement.

Sincerely,

A handwritten signature in black ink, appearing to read "Drew Cline".

Drew Cline, Chairman
State Board of Education

DC:aa
Enclosure



Kate Cassidy
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, *Chairman*
Bedford

Ryan Terrell
Nashua

Richard Sala
Hopkinton

Celina Griffin
Melvin Village

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3144

Certification of Changes
Hollis-Brookline Cooperative School District
Articles of Agreement
Final Order

The New Hampshire State Board of Education voted at its July 14, 2022, meeting to certify the changes to the Hollis-Brookline Cooperative School District's Articles of Agreement as approved by the voters, effective October 1, 2021.

ARTICLES OF AGREEMENT BETWEEN
THE DISTRICTS OF HOLLIS AND BROOKLINE*

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative middle and high school district which shall be named the Hollis/Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of 2021, the Board will be organized in the following manner:

Town	Members	Term	Year Ending
Brookline	1 member	3 years	2022
	1 member	3 years	2023
	1 member	3 years	2024
Hollis	2 members	3 years	2022
	1 member	3 years	2023
	1 member	3 years	2024

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, 2023 and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Article 3:

The Hollis/Brookline Cooperative School District shall be responsible for grades seven (7) through twelve (12).

Article 4:

The operating expenses, excluding principal and interest payments on bonds, of the Hollis/Brookline Cooperative School District, payable in each fiscal year, shall be apportioned based on Average Daily Membership (ADM) and Equalized Valuation (EV) according to the table below:

<u>ADM Weight</u>	<u>EV Weight</u>
95%	5%

The expenses related to principal and interest of bonds (current and future), of the Hollis/Brookline Cooperative School District, payable in each fiscal year, shall be apportioned based on Average Daily Membership (ADM) and Equalized Valuation (EV) according to the table below:

<u>ADM Weight</u>	<u>EV Weight</u>
0%	100%

After the calculations are made as set forth above, an additional amount of \$1 will be assessed to Hollis prior to apportionment.

Article 5:

The State Aid to which each pre-existing district would be entitled if it were not part of the Cooperative School District, grades seven through twelve (7-12), shall be credited to such district's share of the total operating budget.

In the event of a construction project, the State Building Aid which may be available to the Hollis/Brookline Cooperative School District shall be applied to reduce the capital expenditure prior to the apportionment of costs under the provisions of Article 5.

Article 6:

A schedule of monthly payments based on the respective shares of the towns of Brookline and Hollis for capital and operating expenses shall be established and revised as necessary by the Hollis/Brookline Cooperative School District and the appropriate town officials from Brookline and Hollis.

Article 7:

The Hollis/Brookline Cooperative School District shall provide transportation for students, as required by RSA, under terms decided by the Hollis/Brookline Cooperative Board.

Article 8:

These articles of agreement may be amended by the Hollis/Brookline Cooperative School District, consistent with the provisions of RSA 195:18, III(i), except that no amendment shall be

effective unless the question of adopting such amendment is submitted at a Cooperative School District meeting to the voters of the District after reasonable opportunity for debate in open meeting, and unless a majority of the voters of the District who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to these articles shall be considered except at an annual or a special meeting of the Cooperative School District and unless the text of such amendment is including in an appropriate article in the Warrant for such a meeting.

It shall be the duty of the Cooperative School Board to hold a public hearing concerning the adoption of any amendment to these articles of agreement at least ten (10) days before such annual or special meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper or newspapers having general circulation in the District at least fourteen (14) days before such hearing.

Article 9:

The date of operating responsibility of the Hollis/Brookline Cooperative School District shall be July 1, 1991.

Article 10:

For the 1991-92 school year exclusively, the Hollis/Brookline Cooperative School District will offer employment to all teachers under contract in grades 7-12 in the Hollis School District on April 1, 1991, who have not been non-renewed in the ordinary course of business, except that the Cooperative School District will not employ more teachers than the number of teaching positions established in the Cooperative School District.

Article 11:

PROCEDURE FOR THE IMPLEMENTATION OF A REDUCTION IN GRADE

Pursuant to RSA 195:16-a, the Hollis/Brookline Cooperative District hereby provides that a reduction in grades from 7-12 to 9-12 may be accomplished by the district in the following manner:

A. Initial Vote

The initial vote concerning the question of reduction in grades may be placed on the Warrant at any annual meeting of the district by any lawful means, which vote will determine whether the district wishes to initiate the process that will lead to a vote at the next annual or special district meeting to actually implement the reduction in grades. The Hollis/Brookline Cooperative School Board will make the decision about whether the initial vote will occur at the Annual District Meeting or a special district meeting. This initial vote will require the steps identified below to be undertaken, all of which must be complied with prior to any final vote to accomplish the reduction in grades.

B. Formation of the Grade Reduction Committee

In the event of an affirmative vote by a simple majority of those present and voting at the annual district meeting considering the initial vote, the Board of the Hollis/Brookline Cooperative School District shall organize within 30 days a study committee which shall be known as the Grade Reduction Committee, consisting of eleven (11) members, selected in the following manner:

1. The Hollis/Brookline Cooperative School District Board shall appoint two (2) active members of the Hollis/Brookline Cooperative School District, (one being a member of the Cooperative School Board from Hollis and the other being a member from Brookline); and,
2. The Hollis School Board shall appoint two (2) representatives of the Hollis School Board; and,
3. The Brookline School Board shall appoint two (2) representatives of the Brookline School Board; and,
4. The respective Boards of Selectmen from the Towns of Hollis and Brookline shall appoint one (1) representative of their respective boards; and,
5. The Hollis Budget Committee, the Brookline Finance Committee, and the Hollis/Brookline Cooperative Budget Committee shall appoint one representative of their respective boards.

C. Duties of the Grade Reduction Committee

1. Formulation and Content of Plan: The Grade Reduction Committee shall be responsible to study the process of grade reduction and formulate a plan for grade reduction that will provide for a plan relating to both financial and educational considerations which shall include the following:
 - a. An educational plan containing the manner in which the provision of educational services to the 7th and 8th grade students of the Hollis and Brookline School Districts will be carried out if the reduction in grades ultimately occurs, including, without limitation, a timetable for the implementation of the educational plan; and,
 - b. Identification of the facilities in which the provision of these services will occur; and,

- c. A financial plan containing the proposal for any distribution of assets and transfer of property that may be necessary to facilitate the provision of said educational services, including any adjustments that may be necessary to arrive at a fair and equitable distribution of assets and property jointly enhanced or acquired, including, without limitation, a timetable for the implementation of said financial plan.
2. Information Requirements: When considering the three criteria listed above, the Committee shall insure that the Plan contains, without limitation, the following minimum information:
 - a. A detailed analysis of the financial consequence of the proposed grade reduction including the comparative costs of the current middle school and the proposed costs of the said program for the pre-existing districts.
 - b. A summary of the history of capital expenditures jointly funded through apportionment by the pre-existing districts since the Cooperative School District was created relative to the Hollis Brookline Middle School. This should include identification of the impact of building aid and depreciation. Capital expenditures to date (March, 2004) are:
 - 1993 High School Renovation - \$1,135,000
 - 1999 Middle School Elevator Installation - \$85,000
 - 2003 Middle School Renovation - \$390,700Capital projects after March, 2004 (but not limited to) will be added to this analysis.
 - c. A detailed education plan for the reduced grades, (7th and 8th), which assures complete compliance with all NH DOE regulations, minimum standards requirements, and any other applicable regulatory standards that would apply to those grades.
3. Plan Submission: Once the Committee has completed a Plan containing the foregoing and prior to submitting the Plan to the NH Board of Education in accordance with reference C - (2), the Committee shall conduct a public hearing regarding the Plan which hearing shall allow for public input. Notice of such hearing shall be given in the same manner as any public hearing of the Hollis-Brookline Cooperative School Board provided, further, however that copies of the proposed Plan shall be made public and available to the public at the office of SAU 41, at least 14 days prior to said hearing. Following such public hearing, the Committee, within 72 hours, shall determine the final form of the Plan.
4. Time for Plan Preparation and Submission Process: The Plan shall be prepared and completed, with specific planning detailed by the preexisting districts to house and educate their grades K-8 children and the public hearing shall be held, within 120 days of

the date of the formation of the Committee. Upon such completion the Plan, together with changes arising from the referenced public hearing, (if any), shall be submitted to the Hollis-Brookline Cooperative School Board, for its review and approval. Following such approval, said plan shall be submitted, simultaneously, to the Hollis School Board, the Brookline School Board and the respective Boards of Selectmen of the Towns of Hollis and Brookline, the State Board of Education, the Hollis Brookline Cooperative School District Budget Committee, Hollis Budget Committee, and Brookline Finance Committee.

D. Presentation of Plan for Final Vote to Legislative Body

1. The Grade Reduction Committee shall present the completed Plan to the Hollis-Brookline Cooperative School Board which shall then prepare and present a warrant article for the approval of an annual or special district meeting seeking ratification of the Plan. While the Plan shall be considered at deliberation at said meeting, it shall not be capable of modification. The purpose of the final vote will be solely to determine whether, based on the information and particulars of the Plan as prepared, the voters of the Cooperative School District wish to proceed with the contemplated reduction in grades. Nothing herein shall prevent the meeting from returning this plan to the Grade Reduction Committee for further study, assuming that votes were not approved for adjournment or to restrict reconsideration, and that a vote to continue the meeting is approved.
2. Upon final approval by the annual or special district meeting, the grade reduction plan shall be submitted to the NH Board of Education for its approval. If the Plan as presented does not meet the approval of the NH Board of Education, the Grade Reduction Committee shall continue to work with the State Board to arrive at a suitable and agreeable plan which receives the eventual approval of the NH Board of Education.
3. If such final vote is in the affirmative, the Plan shall be implemented according to the timetables . and conditions contained therein.

E. Amendment of This Article

All portions of this Article can be amended by a simple majority except those portions developed under section C.1.c. (the finance plan), which will require a supermajority vote of 2/3 of those present and voting on such amendment.

*Formation:

Approved by the AREA School Plan Review Board on 12/14/89;

Approved by the Voters of Hollis and Brookline at a Special School District Meeting on February 12, 1990;

Certified by the State Board of Education on January 10, 1990.

Amendments:

Amendment approved at the June 30, 1992 Annual District Meeting;
Adopting Budget Committee in accordance with RSA 195:12-a.

Amendment approved at the March 1996 Annual District Meeting;
Certified by the State Board of Education on March 11, 1996.

Amendment approved at the March 6-7, 2002 Annual District Meeting;
Certified by the State Board of Education on April 17, 2002.

Amendment approved at the March 3-4, 2004 Annual District Meeting;
Certified by the State Board of Education on May 19, 2004.

Amendment approved at the March 7-8, 2007 Annual District Meeting;
Certified by the State Board of Education on May 9, 2007.

Amendment approved at the January 12, 2015 Special School District Meeting;
Certified by the State Board of Education on February 18, 2015.

Amendment approved at the January 29, 2020 Special School District Meeting;
Certified by the State Board of Education on September 15, 2020.

Amendment approved at the October 5, 2021 Annual District Meeting;
Certified by the State Board of Education on July 14, 2022.

Hollis Brookline Cooperative School District
Special Meeting
WARRANT
The State of New Hampshire

To the inhabitants of the Hollis Brookline Cooperative School District in the Towns of Hollis and Brookline in the County of Hillsborough, State of New Hampshire qualified to vote in District Affairs.

YOU ARE HEREBY NOTIFIED TO MEET AT THE HOLLIS BROOKLINE HIGH SCHOOL IN SAID DISTRICT ON THE FIFTH DAY OF OCTOBER, 2021 AT SEVEN IN THE EVENING TO ACT UPON THE FOLLOWING SUBJECT.

Article 01: Editorial/Non-substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative ~~junior-middle~~ and senior high school district which shall be named the Hollis/Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of ~~2003-2021~~, the Board will be organized in the following manner:

Town	Members	Term	Year Ending
Brookline	1 member	3 years	~~2004-2022~~
	1 member	3 years	~~2005-2023~~
	1 member	3 years	~~2006-2024~~
Hollis	2 members	3 years	~~2004-2022~~
	1 member	3 years	~~2005-2023~~
	1 member	3 years	~~2006-2024~~

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, ~~2005-2023~~ and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Article 02: Substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 4:

The Hollis/Brookline Cooperative School District shall lease the Hollis High School "White Building" and the Hollis Junior High School from the Hollis School District upon such terms and conditions as the Cooperative School Board negotiates and determines to be in the best interests of the Cooperative School District. The Hollis/Brookline Cooperative School District shall acquire, at no further cost, the existing land, building and contents comprising that portion of the Hollis AREA High School initially constructed in 1962, including subsequent additions.

Article 8:

All trust funds held or enjoyed by any pre-existing district shall be held and applied as the terms of the trust indicate, in accordance with RSA 195:11.

Article 10:

The Hollis/Brookline Cooperative School District shall provide transportation for students, as required by RSA, under terms decided by the Hollis/Brookline Cooperative Board.

Article 13:

It will be the responsibility of the Cooperative School Board to plan a minimum of two joint meetings per year with the Hollis and Brookline School Boards for the purpose of discussing issues of mutual interest.

Given under our hands and seals at said Hollis, New Hampshire on this 15th day of September, 2021.

SCHOOL BOARD MEMBERS:

DocuSigned by:
Holly Deurloo-Babcock
CA5A1D4C4A8E1D0
Holly Deurloo Babcock, Chair

DocuSigned by:
Thomas Solon
40F460034AE44D0
Tom Solon

DocuSigned by:
Cindy VanCoughnett
D4400F4A210000
Cindy VanCoughnett

DocuSigned by:
Beth Williams
F8000000000000
Beth Williams

DocuSigned by:
Elizabeth Brown
0A4A7D0A800000
Elizabeth Brown

DocuSigned by:
Kate Stoll
3017E100410000
Kate Stoll

DocuSigned by:
Krista Whalen
0000F660F4F463
Krista Whalen

A true copy of the Warrant attests:

SCHOOL BOARD MEMBERS:

DocuSigned by:
Holly Deurloo-Babcock
CA5A1D4C4A8E1D0
Holly Deurloo Babcock, Chair

DocuSigned by:
Thomas Solon
40F460034AE44D0
Tom Solon

DocuSigned by:
Cindy VanCoughnett
D4400F4A210000
Cindy VanCoughnett

DocuSigned by:
Beth Williams
F8000000000000
Beth Williams

DocuSigned by:
Elizabeth Brown
0A4A7D0A800000
Elizabeth Brown

DocuSigned by:
Kate Stoll
3017E100410000
Kate Stoll

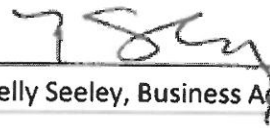
DocuSigned by:
Krista Whalen
0000F660F4F463
Krista Whalen

**HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT
CERTIFICATE OF POSTING OF WARRANT**

I certify that on the 20th day of September, 2021, I posted a copy of the Special Meeting Warrant on the changes to the Articles of Agreement for the Hollis Brookline Cooperative School District attested by a majority of the School Board in the following locations being public places in the Hollis Brookline Cooperative School District:

Hollis Brookline Middle School, Hollis, NH
Hollis Brookline High School, Hollis, NH
SAU 41 Office, Hollis, NH
SAU 41 Website
Hollis Primary School, Hollis, NH
Hollis Upper Elementary School, Hollis, NH
Captain Samuel Douglass Academy, Brookline, NH
Richard Maghakian Memorial School, Brookline, NH
Town Hall, Brookline, NH
Town Hall, Hollis, NH

Also posted in the Union Leader on 9/22 and 9/26 and The Telegraph on 9/26

Signed: 
Kelly Seeley, Business Administrator, SAU 41

State of New Hampshire
Hillsborough County

Signed and sworn to before me on the 4th day of October, 2021, by Jennifer Dubois.

Signed: 
Jennifer Dubois, Notary Public
State of New Hampshire

Commission expires:



SPECIAL HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT MEETING
Hollis Brookline High School, Hollis, NH
05 October 2021

Hollis Brookline Coop School Board

Holly Deurloo Babcock, Chair
Tom Solon, Vice Chair
Beth Williams, Secretary
Elizabeth Brown
Kate Stoll
Krista Whalen
Cindy VanCoughnett

Hollis Brookline High School

Timothy Girzone, Principal
Robert Ouellette, Assistant Principal
Amanda Zeller, Assistant Principal
Kimberly Meyer, Assistant Principal

SAU #41 Administration

Andrew Corey, Superintendent
Gina Bergskaug, Assistant Superintendent
Kelly Seeley, Business Administrator

Hollis Brookline Middle School

Patrick West, Principal
Jennifer Campbell, Assistant Principal
Yolanda Flamino, Assistant Principal

Meeting Officials

Drew Mason, Moderator
James O'Shaughnessy, District Counsel
Diane Leavitt, District Clerk

The meeting was called to order at 7:00pm by the Moderator, Drew Mason at the Hollis Brookline Cooperative High School gymnasium. The meeting was started with the Pledge of Allegiance. Moderator recognized all veterans and serving members of our armed forces.

Holly Deurloo Babcock, School Board chair introduced the School Board. Andy Corey, SAU 41 Superintendent introduced the SAU and the school staff. Moderator introduced School District Clerk, Diane Leavitt and School District Council, James O'Shaughnessy. Moderator recognized the Supervisors of the Checklist, Ballot Clerks, and Assistant Moderators.

Moderator gave a few administrative announcements and went over the rules of the meeting proposed by the Moderator. Moderator motioned to adopt the rules of the meeting. Seconded by Tom Solon. No discussion. Moderator brought adopting rules of the meeting to a vote. **CARRIED** by a card vote.

Article 01: Editorial/Non-substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 1:

The school districts of Brookline and Hollis shall combine to form a cooperative ~~junior-middle~~ and senior high school district which shall be named the Hollis/Brookline Cooperative School District, pursuant to RSA 195.

Article 2:

The School Board of the Hollis/Brookline Cooperative School District shall consist of seven members. Effective with the election of ~~2003-2021~~, the Board will be organized in the following manner:

Town	Members	Term	Year Ending
Brookline	1 member	3 years	~~2004-2022~~
	1 member	3 years	~~2005-2023~~
	1 member	3 years	~~2006-2024~~
Hollis	2 members	3 years	~~2004-2022~~
	1 member	3 years	~~2005-2023~~
	1 member	3 years	~~2006-2024~~

Members of the Cooperative School Board shall be elected by the voters of the pre-existing districts they represent and must be residents of those pre-existing districts. All members elected shall be elected to three year terms unless that member is filling out the unexpired term of a member who has left the board, in which case the term shall be the unexpired term.

Reapportionment of the school board may be proposed at any time in accordance with RSA's 195:22 and 671:9, but in any case the apportionment as specified above would be subject to review for possible amendment at least in March, ~~2005-2023~~ and every three (3) years thereafter under the provisions of Article 11 of this agreement and RSA 195:18, III(i).

Tom Solon motioned to bring Article 01 to the floor. Seconded by Holly Deurloo Babcock. Tom Solon gave a presentation. Discussion ensued.

Kat McGee motioned to amend the Articles of Agreement Article 1 as follows, to strike the word senior so it reads, middle and high school district. Seconded by Erika McDonald. No discussion. Moderator brought motion to amend AoA Article 1 to a vote. **CARRIED** by a card vote. Moderator brought amended AoA Article 1 to a vote. **CARRIED** by a card vote.

Article 02: Substantive changes to Articles of Agreement:

To see if the school district will vote to amend the Articles of Agreement of the Hollis-Brookline Cooperative School District as follows:

Article 4:

~~The Hollis/Brookline Cooperative School District shall lease the Hollis High School "White Building" and the Hollis Junior High School from the Hollis School District upon such terms and conditions as the Cooperative School Board negotiates and determines to be in the best interests of the Cooperative School District. The Hollis/Brookline Cooperative School District shall acquire, at no further cost, the existing land, building and contents comprising that portion of the Hollis AREA High School initially constructed in 1962, including subsequent additions.~~

Article 8:

~~All trust funds held or enjoyed by any pre-existing district shall be held and applied as the terms of the trust indicate, in accordance with RSA 195:11.~~

Article 10:

The Hollis/Brookline Cooperative School District shall provide transportation for students, as required by RSA, under terms decided by the Hollis/Brookline Cooperative Board.

Article 13:

~~It will be the responsibility of the Cooperative School Board to plan a minimum of two joint meetings per year with the Hollis and Brookline School Boards for the purpose of discussing issues of mutual interest.~~

Tom Solon motioned to bring Article 02 to the floor. Seconded by Holly Deurloo Babcock.

Tom Solon gave a presentation. No discussion.

Moderator brought Article 02 to a vote. **CARRIED** by a card vote.

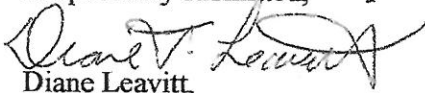
Holly Deurloo Babcock motioned to dissolve the meeting. Seconded by Tom Solon.

Moderator brought motion to dissolve a vote. **CARRIED** by 2/3 card vote.

Meeting ended at 7:24pm.

Voters through the checklist: Brookline – 9, Hollis – 25, total registered voters attending 34.

Respectfully submitted,



Diane Leavitt,

Hollis Brookline Cooperative School District Clerk

BROOKLINE, HOLLIS, & HOLLIS-BROOKLINE SCHOOL DISTRICTs (SAU 41)
2023 ANNUAL MEETING DATES and DEADLINES-Final
USING RSA REGULATIONS

10/24/2022

		Traditional				SB2		
Action	RSA Parameters	Coop- Day 1	Snow Date	Hollis	Snow Date	Brookline	Snow Date	RSA Reference
Last day to <u>post notice</u> of budget hearing	SB2: "...the second Tuesday in January..."; Trad.: at least 7 days in advance of budget hearing	1/25/2023		1/30/2023		1/3/2023		SB2-40:13,II-a(a), 32:5,I; Trad.-32:, I
Last day for negotiated cost items to be finalized	SB2: "...the second Tuesday in January..."; Trad.: not later than 30 days before the date prescribed for the district meeting, or the 2nd Tues in March, whichever is earlier	2/6/2023		2/13/2023		1/10/2023		SB2-40:13, II-a (b), 273-A:1; Trad.-32:5- a; 197:6
Last day for petitioned warrant articles	SB2: "...the second Tuesday in January..."; Trad.: not later than 30 days before the date prescribed for the district meeting, or the 2nd Tues in March, whichever is earlier	2/6/2023		2/13/2023		1/10/2023		SB2-40:13, II-a (b), 39:3; Trad.-197:6
PUBLIC HEARING DATES	SB2: "...on or before the third Tuesday in January..."; Trad.: not later than 25 days before (district meeting) i.e. 25 days or EARLIER	2/2/2023	2/3/2023	2/7/2023	2/9/2023	1/11/2023	1/12/2023	SB2-40:13, II-a (c); Trad.-32:5, I
<i>FYI: Last day to hold at least one budget public hearing</i>	<i>not later than 25 days before [district meeting] i.e. 25 days or EARLIER</i>	<i>2/10/2023</i>		<i>2/17/2023</i>				SB2-40:13, II-a (c); Trad.-32:, I
FIRST SESSION-DELIBERATIVE	SB2: "...between the first and second Saturdays following the last Monday in January, inclusive of those Saturdays..."					2/8/2023	2/10/2023	SB2-40:13, III
Town Report Submission Deadline	Deadlines provided by Towns for them to meet timeline requirements	2/3/2023		2/3/2023		2/3/2023		Town Requirements
Last day for budget committee to deliver budget and warrant article recommendations to selectpersons for Posting	Trad.: at least 20 days before [district meeting]	2/15/2023		2/22/2023		2/21/2023		Trad.-32:16,IV
Last day to <u>post</u> warrant, budget and default budget	SB2: "...on or before the last Monday in January..."; Trad.: 14 days before day of meeting (not including meeting day or posting day)	2/21/2023		2/28/2023		1/30/2023		SB2-40:13, II-a (d), 39:5, 197:7; Trad.- 197:7
Annual report with budget (and ballot questions) made available to voters	SB2 and Trad.: at least 7 days prior to meeting	2/28/2023		3/7/2023		3/6/2023		SB2-40:13, II; Trad.- 32:5, VII(a)
SCHOOL DISTRICT MEETING DAY	Trad.: annually between March 1 and March 25	3/8/2023	3/9/2023	3/15/2023	3/16/2023	N/A	N/A	Trad.-197:1
SECOND SESSION-BALLOT VOTING	SB2: "...the second Tuesday in March..."	3/14/2023		3/14/2023		3/14/2023		SB2-40:13, VII
Submit signed & completed forms to DRA	SB2 and Trad.: within 20 days of the close of the meeting	3/28/23		4/4/2023		4/3/2023		21-J:34,II

6:30 Start Times

Coop FY24 Budget Detail for New Items - Round 2.1

Round 1.0 Academics		Round 2.1 Academics	
Cost	Descrip	Cost	Descrip
HBMS		HBMS	
\$6,000	Tech Ed Planer	\$0	Tech Ed Planer
\$2,100	Literacy Program Upgrade Split btwn Spec Ed & Regular Ed	\$2,100	Literacy Program Upgrade Split btwn Spec Ed & Regular Ed
\$4,500	Author Visit-Every other year	\$4,500	Author Visit-Every other year
\$1,200	Read & Write Gold Software-Goolge Extension	\$1,200	Read & Write Gold Software-Goolge Extension
\$1,794	GaGa Pit-PE	\$0	GaGa Pit-PE
\$392	Charging Stations w/cords-WL	\$392	Charging Stations w/cords-WL
\$5,000	Code HS-Virtual Reality-CS	\$5,000	Code HS-Virtual Reality-CS
Social Studies Department		Social Studies Department	
\$879	Nystrom Beginnings Thru Civil War 16 Map Set	\$879	Nystrom Beginnings Thru Civil War 16 Map Set
\$1,758	Nystrom Early World History 16 Map Set	\$0	Nystrom Early World History 16 Map Set
\$3,400	Newsela	\$3,400	Newsela
Health Department-Teen Health		Health Department-Teen Health	
\$164	Digital Teacher Center	\$164	Digital Teacher Center
\$2,780	Print Student Edition	\$2,780	Print Student Edition
Math Department-Calculators		Math Department-Calculators	
\$3,147	TI84 Plus & Scientific	\$3,147	TI84 Plus & Scientific
Science Department-Replacement		Science Department-Replacement	
\$1,035	Amscope-Monocular Clinical	\$1,035	Amscope-Monocular Clinical
Textbooks		Textbooks	
\$24,000	Social Studies-7th Grade 240 @ \$100	\$24,000	Social Studies-7th Grade 240 @ \$100
\$58,147		\$48,595	
HBHS		HBHS	
\$1,100	Scantron Machine	\$1,100	Scantron Machine
\$2,000	Literacy Program Upgrade Split btwn Spec Ed & Regular Ed	\$2,000	Literacy Program Upgrade Split btwn Spec Ed & Regular Ed
\$2,000	Power Towers for Devices-WL	\$2,000	Power Towers for Devices-WL
\$1,000	Spare Laptop-Math	\$0	Spare Laptop-Math
\$2,750	Wall Mounted Trophy Case-SS	\$0	Wall Mounted Trophy Case-SS
Textbooks		Textbooks	
\$3,600	Living by Chemistry	\$3,600	Living by Chemistry
\$7,500	Chemistry-College Prep	\$7,500	Chemistry-College Prep
\$7,200	AP Biology	\$7,200	AP Biology
\$3,750	AP Physics II	\$3,750	AP Physics II

\$7,500	Physics	\$7,500	Physics
\$1,500	General Science	\$1,500	General Science
\$1,500	Life Sciences	\$1,500	Life Sciences
\$3,750	AP Environmental	\$3,750	AP Environmental
\$13,472	Algebra 2-Yr 2 of 2 (100 books)	\$13,472	Algebra 2-Yr 2 of 2 (100 books)
\$58,622		\$54,872	
\$116,769	Total	\$103,467	Total

Round 1.0 Personnel		Round 2.1 Personnel	
Cost	Descrip	Cost	Descrip
<u>HBMS</u>		<u>HBMS</u>	
\$3,000	Revamped Mentoring Program	\$3,000	Revamped Mentoring Program
<u>Stipends</u>		<u>Stipends</u>	
\$6,000	Team Leaders	\$6,000	Team Leaders
\$750	Yearbook (2)-Move to T10	\$750	Yearbook (2)-Move to T10
\$3,200	DC Trip Teacher Chaperones 16*\$200	\$3,200	DC Trip Teacher Chaperones 16*\$200
\$9,000	After School Tutoring (3)	\$6,000	After School Tutoring (2)
<u>Shared Positions-All FT W/Benefits (F-H&D)</u>		<u>Shared Positions-All FT W/Benefits (F-H&D)</u>	
	Coop-0.258 in each school		Coop-0.258 in each school
\$14,815	Directed Classroom Sub	\$0	Directed Classroom Sub
\$2,121	Assist. Director of Facilities (increased responsibility)	\$0	Assist. Director of Facilities (increased responsibility)
\$38,886		\$18,950	
<u>HBHS</u>		<u>HBHS</u>	
\$33,000	IT Position .5-Salary Only	\$33,000	IT Position .5-Salary Only
\$3,000	Revamped Mentoring Program	\$3,000	Revamped Mentoring Program
<u>Stipends</u>		<u>Stipends</u>	
\$400	Costume Director-Fall-T1	\$400	Costume Director-Fall-T1
\$400	Costume Director-Spring-T1	\$400	Costume Director-Spring-T1
\$400	Costume Director-Musical-T1	\$400	Costume Director-Musical-T1
\$1,900	Choral Director-Move to T8	\$1,900	Choral Director-Move to T8
\$1,600	Student Council + 1-T5	\$1,600	Student Council + 1-T5
\$1,800	Graduation Stipend (2)	\$1,800	Graduation Stipend (2)
<u>Shared Positions-All FT W/Benefits (F-H&D)</u>		<u>Shared Positions-All FT W/Benefits (F-H&D)</u>	
\$14,815	Directed Classroom Sub	\$0	Directed Classroom Sub
\$2,121	Assist. Director of Facilities (increased responsibility)	\$0	Assist. Director of Facilities (increased responsibility)
\$59,436		\$42,500	

\$98,322	Total
----------	-------

\$61,450	Total
----------	-------

Round 1.0 Spec Ed Personnel/Training	
Cost	Descrip
<u>HBMS</u>	
\$2,100	Literacy Program Upgrade
	Split btwn Spec Ed & Regular Ed
\$48,003	Para - @ 1.0
\$53,443	Para - 504 @ 1.0
	Salary & Benefits Included for both
\$103,546	
<u>HBHS</u>	
\$2,000	Literacy Program Upgrade
	Split btwn Spec Ed & Regular Ed
\$2,000	
\$105,546	Total

Round 2.1 Spec Ed Personnel/Training	
Cost	Descrip
<u>HBMS</u>	
\$2,100	Literacy Program Upgrade
	Split btwn Spec Ed & Regular Ed
\$48,003	Para - @ 1.0
\$0	Para - 504 @ 1.0
	Salary & Benefits Included for both
\$50,103	
<u>HBHS</u>	
\$2,000	Literacy Program Upgrade
	Split btwn Spec Ed & Regular Ed
\$2,000	
\$52,103	Total

Round 1.0 New Computer Equip	
Cost	Descrip
<u>HBMS</u>	
\$0	
<u>HBHS</u>	
\$0	
\$0	Total

Round 2.1 New Computer Equip	
Cost	Descrip
<u>HBMS</u>	
\$0	
<u>HBHS</u>	
\$0	
\$0	Total

Round 1.0 Rplcmt Computer Equip	
Cost	Descrip
<u>HBMS</u>	
\$9,500	Staff Laptops - 10 @ \$950
\$20,000	Interactive Flat Panels
	Replaces Smartboard & Projector
	4 @ \$5,000

Round 2.1 Rplcmt Computer Equip	
Cost	Descrip
<u>HBMS</u>	
\$9,500	Staff Laptops - 10 @ \$950
\$20,000	Interactive Flat Panels
	Replaces Smartboard & Projector
	4 @ \$5,000

\$5,950	Audio System-Phase II 5 @ \$1,190-Redcat	\$5,950	Audio System-Phase II 5 @ \$1,190-Redcat
\$850	Projectors-Replc. Cycle 2 @ \$425	\$850	Projectors-Replc. Cycle 2 @ \$425
\$73,500	Chromebooks-210 @ \$350	\$73,500	Chromebooks-210 @ \$350
\$3,000	Replacement Cylce-7th Gr UPS (3) Uninterrupted Power Supply	\$3,000	Replacement Cylce-7th Gr UPS (3) Uninterrupted Power Supply
\$112,800		\$112,800	
HBHS		HBHS	
\$14,250	Staff Laptops - 15 @ \$950	\$14,250	Staff Laptops - 15 @ \$950
\$10,000	Interactive Flat Panels Replaces Smartboard & Projector 2 @ \$5,000	\$10,000	Interactive Flat Panels Replaces Smartboard & Projector 2 @ \$5,000
\$3,570	Audio System-Phase II 3 @ \$1,190	\$3,570	Audio System-Phase II 3 @ \$1,190
\$21,850	Student Laptops-23 @ \$950 Rm 141-to replace desktops	\$21,850	Student Laptops-23 @ \$950 Rm 141-to replace desktops
\$850	Projectors-Replc. Cycle 2 @ \$425	\$850	Projectors-Replc. Cycle 2 @ \$425
\$5,000	Copier-Staff Room-TH969	\$5,000	Copier-Staff Room-TH969
\$4,000	UPS (4) Uninterrupted Power Supply	\$4,000	UPS (4) Uninterrupted Power Supply
\$59,520		\$59,520	
\$172,320	Total	\$172,320	Total

Round 1.0 Shared Services/Software	
Cost	Descrip
HBMS	
Shared Services	
\$915	Windows Imaging Software
\$1,600	Critical System Backup
\$2,515	
HBHS	
Shared Services	
\$915	Windows Imaging Software
\$1,600	Critical System Backup
\$2,515	
\$5,030	Total

Round 2.1 Shared Services/Software	
Cost	Descrip
HBMS	
Shared Services	
\$915	Windows Imaging Software
\$1,600	Critical System Backup
\$2,515	
HBHS	
Shared Services	
\$915	Windows Imaging Software
\$1,600	Critical System Backup
\$2,515	
\$5,030	Total

Round 1.0 Athletics	
Cost	Descrip
<u>HBMS</u> \$6,000	Basketball Backboards (2) & Hoop System-Replacement
\$6,000	
<u>HBHS</u> \$8,600	Turf Field Sound System
\$8,600	
\$14,600	Total

Round 2.1 Athletics	
Cost	Descrip
<u>HBMS</u> \$0	Basketball Backboards (2) & Hoop System-Replacement
\$0	
<u>HBHS</u> \$0	Turf Field Sound System Boosters?
\$0	
\$0	Total

Round 1.0 Safety/Compliance Issues	
Cost	Descrip
<u>HBMS</u>	
\$0	
<u>HBHS</u> \$1,000 \$12,000 \$45,000 \$50,000	Kiln Repair-Ventilation Burglar Alarms Water Tank-Filter Installation Carpool Sidewalk
\$108,000	
\$108,000	Total

Round 2.1 Safety/Compliance Issues	
Cost	Descrip
<u>HBMS</u>	
\$0	
<u>HBHS</u> \$1,000 \$12,000 \$45,000 \$0	Kiln Repair-Ventilation Burglar Alarms Water Tank-Filter Installation Carpool Sidewalk
\$58,000	
\$58,000	Total

Round 1.0 Facilities/Maintenance	
Cost	Descrip
<u>HBMS</u> \$12,000 \$10,000 \$5,000 \$20,000 \$10,000 \$8,000	World Language Desks/Chairs 75*\$160 Tech Ed Tables/Chairs Lighting-Exterior-Phase II Paving-Parking Lot/Walkways HVAC Upgrades MPR Table Replacements (4)

Round 2.1 Facilities/Maintenance	
Cost	Descrip
<u>HBMS</u> \$0 \$0 \$5,000 \$0 \$0 \$8,000	World Language Desks/Chairs 75*\$160 Tech Ed Tables/Chairs Lighting-Exterior-Phase II Paving-Parking Lot/Walkways HVAC Upgrades MPR Table Replacements (4)

	Phase V
Flooring	
\$3,000	Library Landing
\$7,200	Music
\$8,000	Computer Science Room
\$3,000	Teachers Rm
\$70,000	Roof Section
\$2,000	Handrails
\$158,200	
HBHS	
Auditorium Repairs	
\$125,000	Rigging System Replacement
	4 @ \$31,250
\$60,000	Curtain Replacement
\$7,200	Lab Tables (rm 374)
\$440	Replacement Chairs-CS
\$50,000	School Counseling Reno-Phase II
\$6,000	Exterior Doors-Phase II
\$3,000	Interior Doors-Phase II
\$5,000	Granite Steps-Side Field
\$5,000	Back Foyer-Phase I-Design
\$30,000	Main Office Reconfiguration
\$120,000	Paving-Student Dirt Lot-Phase II
\$350,000	Paving-Back Student Lot
\$110,000	Roofing-Section 4-Phase 8
\$25,000	Elevator-Retrofit
\$300,000	Tennis Courts
\$1,196,640	
\$1,354,840	Total

\$1,975,427	Grand Total
--------------------	--------------------

	Phase V
Flooring	
\$0	Library Landing
\$0	Music
\$0	Computer Science Room
\$0	Teachers Rm
\$0	Roof Section
\$0	Handrails
\$13,000	
HBHS	
Auditorium Repairs	
\$125,000	Rigging System Replacement
	4 @ \$31,250
\$0	Curtain Replacement
\$7,200	Lab Tables (rm 374)
\$0	Replacement Chairs-CS
\$0	School Counseling Reno-Phase II
\$6,000	Exterior Doors-Phase II
\$3,000	Interior Doors-Phase II
\$5,000	Granite Steps-Side Field
\$5,000	Back Foyer-Phase I-Design
\$0	Main Office Reconfiguration
\$0	Paving-Student Dirt Lot-Phase II
\$0	Paving-Back Student Lot
\$0	Roofing-Section 4-Phase 8
\$0	Elevator-Retrofit
\$0	Tennis Courts
\$151,200	
\$164,200	Total

\$616,570	Grand Total
------------------	--------------------

FY24	
Round 1.0 Warrant Articles	
Cost	Descrip
\$28,718,018	Operating Budget
\$86,727	HESSA
	Additional HESSA
\$1,140,739	SAU Assessment-Estimate
\$125,000	Contingency
\$300,000	Maintenance Trust
\$25,000	Special Ed Trust
	Current Balance: \$230,697

FY24	
Round 2.1 Warrant Articles	
Cost	Descrip
\$26,963,602	Operating Budget
\$86,727	HESSA
	Additional HESSA
\$1,140,739	SAU Assessment-Estimate
\$125,000	Contingency
\$300,000	Maintenance Trust
\$25,000	Special Ed Trust
	Current Balance: \$230,697

FY23	
FINAL Warrant Articles	
Cost	Descrip
\$25,602,496	Operating Budget
\$1,070,947	SAU Assessment
\$200,000	Maintenance Trust
\$25,000	Special Ed Trust

\$1,361,106 5.32%

	Building Aid Projects		Building Aid Projects		
\$30,395,484	Warrant Total	\$28,641,068	Warrant Total	\$26,898,443	Warrant Total

\$1,742,625 6.48%

\$26,864,904 Preliminary Guidance for Operating Budget
 -\$98,698 Diff

Round 1.0 Maint. Expendable Trust		Round 2.1 Maint. Expendable Trust	
Cost	Descrip	Cost	Descrip
\$123,066	Opening Balance	\$123,066	Opening Balance
\$300,000	FY24 Warrant	\$300,000	FY24 Warrant
		HBHS Projects	
		\$120,000	Paving-Student Dirt Lot-Phase II
		\$110,000	Roofing-Section 4-Phase 8
		HBMS Projects	
		Flooring	
		\$3,000	Library Landing
		\$7,200	Music
		\$8,000	Computer Science Room
		\$3,000	Teachers Rm
		\$10,000	HVAC Upgrades
		\$25,000	Elevator-Retrofit
\$423,066	Ending Balance Estimate	\$136,866	Ending Balance Estimate

\$103,546	1200.111.03	\$50,103	1200.111.03
\$2,000	1200.111.04	\$2,000	1200.111.04
\$0	2225.734.03	\$0	2225.734.03
\$0	2225.734.04	\$0	2225.734.04
\$112,800	2225.738.03	\$112,800	2225.738.03
\$59,520	2225.738.04	\$59,520	2225.738.04
\$263,748	2400.899.03	\$83,060	2400.899.03
\$1,433,813	2400.899.04	\$309,087	2400.899.04
\$1,975,427	Total New Items	\$616,570	Total New Items

FY24 Coop Budget - Round 2.1

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1100.111.00.0	New Hire Orientation Wages	\$3,885.00	\$6,370.75	\$4,000.00	\$6,000.00	\$6,000.00	\$2,000.00	50.00%
10.1100.112.00.0	Teacher Lane Changes	\$0.00	\$0.00	\$82,008.00	\$77,924.00	\$77,924.00	-\$(\$4,084.00)	-4.98%
10.1100.128.03.0	Salaries, Substitutes	\$49,689.96	\$55,093.95	\$78,663.00	\$70,000.00	\$70,000.00	-\$(\$8,663.00)	-11.01%
10.1100.128.04.0	Salaries, Substitutes	\$53,528.50	\$111,662.21	\$99,663.00	\$120,000.00	\$115,000.00	\$15,337.00	15.39%
10.1100.320.03.0	Homebound Instruction-Non-EE	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
10.1100.320.04.0	Homebound Instruction-Non-EE	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1100.613.03.0	Testing	\$156.23	\$0.00	\$0.00	\$200.00	\$200.00	\$200.00	#DIV/0!
10.1100.614.03.0	Expendable Supplies	\$5,318.04	\$6,384.33	\$13,700.00	\$15,000.00	\$13,700.00	\$0.00	0.00%
10.1100.614.04.0	Expendable Supplies	\$4,323.25	\$7,915.56	\$11,500.00	\$11,500.00	\$11,500.00	\$0.00	0.00%
10.1100.616.03.0	Awards	\$0.00	\$0.00	\$0.00	\$1,000.00	\$900.00	\$900.00	#DIV/0!
10.1100.616.04.0	Awards	\$959.02	\$669.55	\$800.00	\$900.00	\$900.00	\$100.00	12.50%
10.1100.642.03.0	Publications	\$2,506.91	\$2,237.12	\$2,650.00	\$2,650.00	\$2,650.00	\$0.00	0.00%
10.1100.642.04.0	Publications	\$0.00	\$6,437.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1100.648.00.0	Access Fees	\$0.00	\$1,598.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1100.733.03.0	Additional Equipment	\$431.99	\$0.00	\$0.00	\$1,500.00	\$1,000.00	\$1,000.00	#DIV/0!
10.1100.733.04.0	Additional Equipment	\$0.00	\$167.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1100.737.03.0	Replacement Equipment	\$0.00	\$112.19	\$600.00	\$1,000.00	\$1,000.00	\$400.00	66.67%
10.1100.737.04.0	Replacement Equipment	\$749.98	\$621.75	\$3,300.00	\$1,000.00	\$1,000.00	-\$(\$2,300.00)	-69.70%
10.1102.112.03.0	Salaries, Art	\$57,281.70	\$55,946.08	\$65,503.00	\$66,650.00	\$66,650.00	\$1,147.00	1.75%
10.1102.112.04.0	Salaries, Art	\$133,952.00	\$136,717.00	\$141,662.00	\$153,221.00	\$153,221.00	\$11,559.00	8.16%
10.1102.430.04.0	Equipment Repair, Art	\$248.41	\$0.00	\$1,250.00	\$250.00	\$250.00	-\$(\$1,000.00)	-80.00%
10.1102.614.03.0	Expendable Supplies, Art	\$3,359.21	\$3,785.36	\$4,239.10	\$4,814.39	\$4,814.39	\$575.29	13.57%
10.1102.614.04.0	Expendable Supplies, Art	\$8,855.31	\$12,071.93	\$12,575.00	\$13,205.00	\$13,205.00	\$630.00	5.01%
10.1102.733.03.0	Addl Equipment, Art	\$276.75	\$443.06	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1102.737.04.0	Replacement Equipment, Art	\$721.90	\$3,054.93	\$3,243.00	\$6,236.00	\$5,236.00	\$1,993.00	61.46%
10.1105.112.03.0	Salaries, English	\$250,557.52	\$282,650.00	\$291,552.00	\$299,998.00	\$299,998.00	\$8,446.00	2.90%
10.1105.112.04.0	Salaries, English	\$709,745.16	\$678,587.22	\$718,098.00	\$721,629.00	\$721,629.00	\$3,531.00	0.49%
10.1105.320.03.0	Guest Speakers, Lang Arts	-\$(\$1,800.00)	\$1,800.00	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	#DIV/0!
10.1105.320.04.0	Guest Speakers, Lang Arts	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1105.550.04.0	Printing, Lang Arts	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1105.612.04.0	Workbooks, Lang Arts	\$5,497.80	\$4,614.82	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	0.00%
10.1105.614.03.0	Expendable Supplies, Lang Arts	\$0.00	\$0.00	\$138.22	\$266.96	\$266.96	\$128.74	93.14%
10.1105.615.04.0	Teaching Mat, Lang Arts	\$116.96	\$464.05	\$600.00	\$660.00	\$660.00	\$60.00	10.00%
10.1105.641.03.0	Textbooks, Lang Arts	\$6,389.07	\$5,489.71	\$5,935.46	\$7,858.34	\$7,358.34	\$1,422.88	23.97%
10.1105.641.04.0	Textbooks, Lang Arts	\$4,090.56	\$7,711.12	\$6,500.00	\$6,500.00	\$6,500.00	\$0.00	0.00%
10.1105.643.04.0	Online Resources, Lang Arts	\$0.00	\$400.00	\$1,050.00	\$1,265.00	\$1,200.00	\$150.00	14.29%
10.1105.644.04.0	Periodicals, Lang Arts	\$375.00	\$439.56	\$500.00	\$500.00	\$500.00	\$0.00	0.00%
10.1105.733.03.0	Addl Equip, Lang Arts	\$337.80	\$301.20	\$1,000.00	\$576.82	\$576.82	-\$(\$423.18)	-42.32%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1105.733.04.0	Addl Equip, Lang Arts	\$413.86	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1106.112.03.0	Salaries, Foreign Lang	\$190,624.64	\$222,493.74	\$207,927.00	\$214,721.00	\$214,721.00	\$6,794.00	3.27%
10.1106.112.04.0	Salaries, Foreign Lang	\$428,609.68	\$454,911.26	\$453,894.00	\$468,954.00	\$468,954.00	\$15,060.00	3.32%
10.1106.320.04.0	Guest Speakers, Foreign Language	\$0.00	\$388.19	\$500.00	\$300.00	\$300.00	-\$200.00	-40.00%
10.1106.612.04.0	Workbooks, Foreign Language	\$10,469.10	\$1,899.26	\$1,680.00	\$3,445.00	\$3,445.00	\$1,765.00	105.06%
10.1106.614.03.0	Expend. Supplies, Foreign Language	\$266.75	\$182.62	\$230.68	\$1,361.52	\$961.52	\$730.84	316.82%
10.1106.614.04.0	Expend. Supplies, Foreign Language	\$675.95	\$674.02	\$1,200.00	\$2,500.00	\$1,600.00	\$400.00	33.33%
10.1106.615.03.0	Teaching Mat, Foreign Language	\$617.07	\$510.29	\$228.00	\$734.59	\$734.59	\$506.59	222.19%
10.1106.615.04.0	Teaching Mat, Foreign Language	\$753.08	\$493.55	\$700.00	\$2,000.00	\$1,400.00	\$700.00	100.00%
10.1106.616.04.0	Awards, Foreign Language	\$0.00	\$105.87	\$250.00	\$600.00	\$500.00	\$250.00	100.00%
10.1106.641.04.0	Textbooks, Foreign Language	\$1,742.06	\$1,975.36	\$3,830.00	\$2,910.00	\$2,910.00	-\$920.00	-24.02%
10.1106.643.03.0	Online Resources, Foreign Language	\$0.00	\$724.96	\$935.00	\$841.00	\$841.00	-\$94.00	-10.05%
10.1106.643.04.0	Online Resources, Foreign Language	\$307.96	\$3,762.11	\$6,959.00	\$6,196.00	\$6,196.00	-\$763.00	-10.96%
10.1106.733.03.0	Addl Equip, Foreign Language	\$294.85	\$0.00	\$67.98	\$0.00	\$0.00	-\$67.98	-100.00%
10.1106.733.04.0	Addl Equip, Foreign Language	\$548.52	\$500.90	\$675.00	\$0.00	\$0.00	-\$675.00	-100.00%
10.1106.737.03.0	Repl Equipment, Foreign Language	\$0.00	\$0.00	\$350.91	\$540.86	\$540.86	\$189.95	54.13%
10.1107.112.03.0	Salaries, Health	\$71,487.00	\$72,023.00	\$73,103.00	\$66,650.00	\$66,650.00	-\$6,453.00	-8.83%
10.1107.112.04.0	Salaries, Health and Wellness	\$64,055.00	\$64,535.00	\$65,503.00	\$74,383.00	\$74,383.00	\$8,880.00	13.56%
10.1107.614.03.0	Expendable Supplies, Health	\$587.91	\$406.02	\$236.62	\$350.00	\$350.00	\$113.38	47.92%
10.1107.614.04.0	Expendable Supplies, Health/Wellness	\$0.00	\$297.52	\$300.00	\$700.00	\$700.00	\$400.00	133.33%
10.1107.615.03.0	Teaching Mat, Health	\$435.10	\$115.01	\$1,300.00	\$0.00	\$0.00	-\$1,300.00	-100.00%
10.1107.615.04.0	Teaching Mat, Health	\$0.00	\$916.16	\$900.00	\$1,000.00	\$1,000.00	\$100.00	11.11%
10.1107.641.04.0	Books and Other Print Media, Health	\$0.00	\$471.39	\$1,200.00	\$1,200.00	\$1,200.00	\$0.00	0.00%
10.1108.112.03.0	Salaries, Phys Ed	\$120,407.75	\$120,058.88	\$122,847.00	\$136,717.00	\$136,717.00	\$13,870.00	11.29%
10.1108.112.04.0	Salaries, Phys Ed	\$56,197.00	\$79,819.50	\$103,904.00	\$108,375.00	\$108,375.00	\$4,471.00	4.30%
10.1108.320.04.0	Guest Speaker, Phys Ed	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1108.430.03.0	Equipment Repair, Phys Ed	\$620.00	\$416.24	\$800.00	\$1,600.00	\$1,600.00	\$800.00	100.00%
10.1108.430.04.0	Equipment Repair, Phys Ed	\$0.00	\$639.56	\$800.00	\$800.00	\$800.00	\$0.00	0.00%
10.1108.614.03.0	Expendable Supplies, Phys Ed	\$836.74	\$0.00	\$339.90	\$425.99	\$425.99	\$86.09	25.33%
10.1108.615.03.0	Teaching Mat, Phys Ed	\$0.00	\$349.94	\$0.00	\$724.00	\$724.00	\$724.00	#DIV/0!
10.1108.615.04.0	Teaching Mat, Phys Ed	\$3,399.13	\$2,583.22	\$2,900.00	\$3,100.00	\$3,100.00	\$200.00	6.90%
10.1108.733.03.0	Addl Equipment, Phys Ed	\$0.00	\$0.00	\$0.00	\$1,794.00	\$0.00	\$0.00	#DIV/0!
10.1108.733.04.0	Addl Equipment, Phys Ed	\$489.40	\$527.47	\$500.00	\$700.00	\$700.00	\$200.00	40.00%
10.1108.737.03.0	Replacement Equipment, Phys Ed	\$487.89	\$2,172.75	\$2,618.20	\$2,618.20	\$2,618.20	\$0.00	0.00%
10.1108.737.04.0	Replacement Equipment, Phys Ed	\$885.29	\$1,076.15	\$1,100.00	\$1,400.00	\$1,400.00	\$300.00	27.27%
10.1109.112.04.0	Salaries, Family/Consumer Science	\$62,684.84	\$62,831.53	\$65,503.00	\$66,650.00	\$66,650.00	\$1,147.00	1.75%
10.1109.320.04.0	Guest Speakers, Family/Consumer Scie	\$100.00	\$150.00	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.1109.430.04.0	Equipment Repair, Family/Consumer S	\$71.80	\$435.00	\$794.00	\$794.00	\$794.00	\$0.00	0.00%
10.1109.614.04.0	Expendable Supplies, Family/Consume	\$8,322.90	\$6,260.62	\$11,000.00	\$11,500.00	\$11,000.00	\$0.00	0.00%
10.1109.616.04.0	Awards, Family/Consumer Science	\$0.00	\$0.00	\$80.00	\$80.00	\$80.00	\$0.00	0.00%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1109.737.04.0	Repl Equipment, Family/Consumer Sci	\$1,335.56	\$1,545.25	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.1110.112.03.0	Salaries, Tech Ed	\$60,272.00	\$62,242.00	\$64,755.00	\$59,692.00	\$59,692.00	-\$5,063.00	-7.82%
10.1110.430.03.0	Equipment Repair, Tech Ed	\$245.47	\$1,266.00	\$600.00	\$600.00	\$600.00	\$0.00	0.00%
10.1110.490.00.0	Lazer Machine Maint. Contract, Tech E	\$0.00	\$1,845.00	\$11,450.00	\$11,450.00	\$11,450.00	\$0.00	0.00%
10.1110.491.00.0	HaaS CNC Mill Service Contract, Tech E	\$0.00	\$1,900.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1110.614.03.0	Expendable Supplies, Tech Ed	\$3,871.21	\$1,166.67	\$7,074.50	\$7,700.00	\$7,074.50	\$0.00	0.00%
10.1110.615.03.0	Teaching Mat, Tech Ed	\$2,336.95	\$2,377.03	\$2,790.50	\$2,790.50	\$2,790.50	\$0.00	0.00%
10.1110.733.03.0	Additional Equip, Tech Ed	\$3,606.70	\$5,872.37	\$3,930.00	\$3,930.00	\$3,930.00	\$0.00	0.00%
10.1110.737.03.0	Repl Equipment, Tech Ed	\$905.81	\$1,055.00	\$1,065.32	\$1,065.32	\$1,065.32	\$0.00	0.00%
10.1111.112.00.0	Salaries, HS-MS Math	\$59,833.00	\$61,788.00	\$64,283.00	\$0.00	\$0.00	-\$64,283.00	-100.00%
10.1111.112.03.0	Salaries, Math	\$297,260.00	\$303,780.48	\$312,742.00	\$321,978.00	\$321,978.00	\$9,236.00	2.95%
10.1111.112.04.0	Salaries, Math	\$690,369.68	\$704,946.30	\$750,464.00	\$824,201.00	\$824,201.00	\$73,737.00	9.83%
10.1111.614.03.0	Expendable Supplies, Math	\$661.26	\$1,340.07	\$1,750.00	\$9,427.95	\$2,527.95	\$777.95	44.45%
10.1111.614.04.0	Expendable Supplies, Math	\$1,711.45	\$1,255.18	\$1,160.00	\$1,230.00	\$1,230.00	\$70.00	6.03%
10.1111.615.03.0	Teaching Mat, Math	\$2,066.86	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1111.615.04.0	Teaching Mat, Math	\$1,232.56	\$3,426.07	\$120.00	\$0.00	\$0.00	-\$120.00	-100.00%
10.1111.641.03.0	Textbooks, Math	\$3,197.32	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1111.641.04.0	Textbooks, Math	\$13,928.24	\$12,094.75	\$16,461.12	\$2,318.10	\$2,318.10	-\$14,143.02	-85.92%
10.1111.643.03.0	Online Resources, Math	\$495.37	\$2,514.24	\$1,463.65	\$433.65	\$433.65	-\$1,030.00	-70.37%
10.1111.643.04.0	Online Resources, Math	\$1,170.35	\$2,271.00	\$400.00	\$722.00	\$722.00	\$322.00	80.50%
10.1111.733.04.0	Additional Equipment, Math	\$0.00	\$468.91	\$350.00	\$0.00	\$0.00	-\$350.00	-100.00%
10.1111.810.03.0	Fees, Math	\$517.00	\$264.00	\$218.50	\$820.00	\$0.00	-\$218.50	-100.00%
10.1111.810.04.0	Fees, Math	\$103.00	\$103.00	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.1112.112.03.0	Salaries, Music	\$136,344.00	\$138,885.00	\$142,547.00	\$146,690.00	\$146,690.00	\$4,143.00	2.91%
10.1112.112.04.0	Salaries, Music	\$82,061.78	\$89,111.38	\$94,299.28	\$94,866.00	\$94,866.00	\$566.72	0.60%
10.1112.113.04.0	Salaries , Theater	\$20,293.42	\$21,183.36	\$22,038.73	\$26,468.00	\$26,468.00	\$4,429.27	20.10%
10.1112.430.00.0	Equipment Repair, Music	\$0.00	\$435.00	\$7,600.00	\$7,600.00	\$7,600.00	\$0.00	0.00%
10.1112.430.03.0	Equipment Repair, Music	\$450.00	\$604.66	\$740.00	\$820.00	\$820.00	\$80.00	10.81%
10.1112.430.04.0	Equipment Repair, Music	\$1,188.98	\$789.00	\$1,800.00	\$2,000.00	\$2,000.00	\$200.00	11.11%
10.1112.540.03.0	Transportation, Music	\$0.00	\$0.00	\$750.00	\$700.00	\$700.00	-\$50.00	-6.67%
10.1112.540.04.0	Transportation, Music	\$0.00	\$1,125.15	\$3,200.00	\$3,200.00	\$3,200.00	\$0.00	0.00%
10.1112.580.04.0	Travel, Choral Director	\$0.00	\$0.00	\$300.00	\$600.00	\$600.00	\$300.00	100.00%
10.1112.612.04.0	Workbooks, Music	\$216.87	\$461.99	\$400.00	\$400.00	\$400.00	\$0.00	0.00%
10.1112.614.03.0	Expendable Supplies, Music	\$423.85	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1112.614.04.0	Expendable Supplies, Music	\$0.00	\$352.24	\$1,500.00	\$1,600.00	\$1,600.00	\$100.00	6.67%
10.1112.615.03.0	Teaching Mat, Music	\$238.40	\$1,088.86	\$1,120.00	\$1,120.00	\$1,120.00	\$0.00	0.00%
10.1112.615.04.0	Teaching Mat, Music	\$594.00	\$2,008.28	\$2,100.00	\$2,100.00	\$2,100.00	\$0.00	0.00%
10.1112.616.04.0	Teaching Mat, Choral	\$5,374.21	\$2,325.17	\$2,000.00	\$2,100.00	\$2,100.00	\$100.00	5.00%
10.1112.617.04.0	Teaching Mat, Dance	\$339.88	\$343.02	\$350.00	\$350.00	\$350.00	\$0.00	0.00%
10.1112.643.03.0	Online Resources, Music	\$0.00	\$598.00	\$478.00	\$198.00	\$198.00	-\$280.00	-58.58%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1112.737.00.0	FY Equip Replacement, Music	\$18,657.68	\$0.00	\$3,000.00	\$0.00	\$0.00	-\$3,000.00	-100.00%
10.1112.737.03.0	Replacement Equipment, Music	\$251.42	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1112.737.04.0	Replacement Equipment, Music	\$1,259.80	\$6,670.95	\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	0.00%
10.1112.810.03.0	Fees, Music	\$545.00	\$0.00	\$780.00	\$500.00	\$500.00	-\$280.00	-35.90%
10.1112.810.04.0	Fees, Music	\$527.98	\$835.00	\$1,280.00	\$1,280.00	\$1,280.00	\$0.00	0.00%
10.1113.112.03.0	Salaries, Science	\$235,637.76	\$249,138.77	\$257,331.00	\$279,529.00	\$279,529.00	\$22,198.00	8.63%
10.1113.112.04.0	Salaries, Science	\$590,657.20	\$610,288.00	\$618,578.00	\$651,485.00	\$651,485.00	\$32,907.00	5.32%
10.1113.430.03.0	Equipment Repair, Science, Grade 7	\$1,389.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.1113.430.04.0	Equipment Repair, Science	\$1,057.00	\$1,100.00	\$1,500.00	\$1,650.00	\$1,650.00	\$150.00	10.00%
10.1113.612.04.0	Workbooks, Science	\$1,661.15	\$900.11	\$2,100.00	\$2,310.00	\$2,310.00	\$210.00	10.00%
10.1113.613.03.0	Expendable Supplies, Science, Grade 8	\$658.58	\$663.30	\$600.00	\$600.00	\$600.00	\$0.00	0.00%
10.1113.614.03.0	Expendable Supplies, Science, Grade 7	\$1,920.85	\$2,525.18	\$2,771.58	\$5,706.96	\$3,506.96	\$735.38	26.53%
10.1113.614.04.0	Expendable Supplies, Science	\$2,504.36	\$3,738.46	\$4,100.00	\$4,100.00	\$4,100.00	\$0.00	0.00%
10.1113.615.03.0	Teaching Mat, Science, Grade 7	\$7,921.72	\$8,770.83	\$10,247.10	\$10,962.22	\$10,962.22	\$715.12	6.98%
10.1113.615.04.0	Teaching Mat, Science	\$4,875.56	\$5,721.42	\$5,800.00	\$6,380.00	\$6,380.00	\$580.00	10.00%
10.1113.616.03.0	Teaching Mat, Science, Grade 8	\$5,233.08	\$5,017.10	\$5,104.84	\$8,874.21	\$6,374.21	\$1,269.37	24.87%
10.1113.641.03.0	Textbooks, Science	\$0.00	\$15,102.18	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1113.641.04.0	Textbooks, Science	\$12,415.52	\$69.60	\$3,750.00	\$0.00	\$0.00	-\$3,750.00	-100.00%
10.1113.643.04.0	Online Resources, Science	\$0.00	\$349.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1113.733.00.0	HBHS Lab Tables, Science	\$0.00	\$11,719.60	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1113.733.04.0	Addl Equipment, Science	\$1,074.90	\$611.31	\$1,108.11	\$1,210.00	\$1,210.00	\$101.89	9.19%
10.1113.737.04.0	Repl Equipment, Science	\$2,283.53	\$3,290.00	\$2,300.00	\$2,530.00	\$2,530.00	\$230.00	10.00%
10.1113.810.03.0	Fees, Science, Grade 7	\$120.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1114.112.04.0	Salaries, Computer Ed	\$69,981.01	\$74,597.69	\$76,413.00	\$77,750.00	\$77,750.00	\$1,337.00	1.75%
10.1114.614.04.0	Expendables, Computer Ed	\$1,365.57	\$375.51	\$825.00	\$880.00	\$880.00	\$55.00	6.67%
10.1114.615.04.0	Teaching Mat, Computer Ed	\$1,243.45	\$1,206.97	\$1,350.00	\$1,350.00	\$1,350.00	\$0.00	0.00%
10.1114.641.04.0	Textbooks, Computer Ed	\$29.28	\$787.70	\$324.00	\$330.00	\$330.00	\$6.00	1.85%
10.1114.733.00.0	FY Furniture/Fixtures, Computer Ed	\$2,713.93	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1114.733.04.0	Furniture/Fixtures, Computer Ed	\$1,739.21	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1115.112.03.0	Salaries, Soc Studies	\$295,130.34	\$303,142.69	\$311,652.00	\$292,648.00	\$292,648.00	-\$19,004.00	-6.10%
10.1115.112.04.0	Salaries, Soc Studies	\$625,053.01	\$623,717.00	\$705,334.00	\$633,885.00	\$633,885.00	-\$71,449.00	-10.13%
10.1115.320.03.0	Guest Speakers, Soc Studies	\$0.00	\$0.00	\$800.00	\$1,000.00	\$800.00	\$0.00	0.00%
10.1115.612.04.0	Workbooks, Soc Studies	\$320.60	\$151.34	\$100.00	\$100.00	\$100.00	\$0.00	0.00%
10.1115.614.03.0	Expendable Supplies, Soc Studies	\$381.78	\$248.29	\$610.65	\$1,783.58	\$883.58	\$272.93	44.69%
10.1115.614.04.0	Expendable Supplies, Soc Studies	\$0.00	\$507.81	\$300.00	\$350.00	\$350.00	\$50.00	16.67%
10.1115.615.03.0	Teaching Mat, Soc Studies	\$1,151.32	\$0.00	\$0.00	\$442.75	\$442.75	\$442.75	#DIV/0!
10.1115.615.04.0	Teaching Mat, Soc Studies	\$1,214.78	\$175.98	\$1,400.00	\$1,625.00	\$1,625.00	\$225.00	16.07%
10.1115.641.04.0	Textbooks, Soc Studies	\$2,746.14	\$5,922.53	\$12,160.60	\$2,000.00	\$2,000.00	-\$10,160.60	-83.55%
10.1115.643.03.0	Online Resources, Soc Studies	\$76.60	\$0.00	\$413.46	\$629.98	\$629.98	\$216.52	52.37%
10.1115.643.04.0	Online Resources, Soc Studies	\$1,312.00	\$1,424.90	\$4,390.00	\$4,505.00	\$4,505.00	\$115.00	2.62%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1115.810.03.0	Fees, Soc Studies	\$0.00	\$800.00	\$720.00	\$600.00	\$600.00	-(\$120.00)	-16.67%
10.1116.112.04.0	Salaries, Engineering	\$54,936.68	\$57,377.00	\$59,693.00	\$62,257.00	\$62,257.00	\$2,564.00	4.30%
10.1116.430.04.0	Equipment Repair, Engineering	\$68.75	\$100.00	\$1,100.00	\$100.00	\$100.00	-(\$1,000.00)	-90.91%
10.1116.614.04.0	Expendable Supplies, Engineering	\$672.21	\$1,117.22	\$1,150.00	\$1,150.00	\$1,150.00	\$0.00	0.00%
10.1116.733.04.0	Addl Equipment, Engineering	\$2,079.23	\$3,015.00	\$3,000.00	\$3,440.00	\$3,440.00	\$440.00	14.67%
10.1116.810.00.0	First Robotics Team Registration	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00	0.00%
10.1116.811.04.0	PLTW Participation Fee	\$3,200.00	\$3,200.00	\$3,300.00	\$3,300.00	\$3,300.00	\$0.00	0.00%
10.1123.112.03.0	Salaries, Reading	\$156,779.00	\$160,807.00	\$164,851.00	\$167,737.00	\$167,737.00	\$2,886.00	1.75%
10.1123.641.03.0	Textbooks, Reading	\$114.32	\$430.09	\$476.61	\$544.53	\$544.53	\$67.92	14.25%
10.1123.810.03.0	Fees, Spelling Bee	\$182.50	\$182.50	\$185.00	\$190.00	\$190.00	\$5.00	2.70%
10.1169.112.03.0	Salaries, Computer	\$56,197.00	\$53,890.00	\$56,066.00	\$58,473.00	\$58,473.00	\$2,407.00	4.29%
10.1169.615.03.0	Teaching Mat, Computer	\$4,490.73	\$129.73	\$772.00	\$5,000.00	\$0.00	-(\$772.00)	-100.00%
10.1169.733.03.0	Furniture and Fixtures	\$0.00	\$617.99	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1180.110.00.0	New Personnel-Covid-19	\$77,704.36	\$984.60	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
		\$5,972,526.37	\$6,159,705.32	\$6,556,073.62	\$6,639,478.42	\$6,607,573.92	\$51,500.30	0.79%

10.1200.110.00.0	Negt. Support Staff Increases	\$0.00	\$0.00	\$33,758.08	\$0.00	\$0.00	-(\$33,758.08)	-100.00%
10.1200.110.03.0	New Positions, SPED	\$0.00	\$0.00	\$0.00	\$103,546.00	\$50,103.00	\$50,103.00	#DIV/0!
10.1200.110.04.0	New Positions, SPED	\$0.00	\$0.00	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	#DIV/0!
10.1200.111.03.0	Wages: Personal Care	\$6,777.48	\$4,970.58	\$8,500.00	\$11,500.00	\$11,500.00	\$3,000.00	35.29%
10.1200.111.04.0	Wages: Personal Care	\$30,001.12	\$32,140.66	\$70,500.00	\$58,500.00	\$58,500.00	-(\$12,000.00)	-17.02%
10.1200.112.00.0	Salaries, Special Ed Math	\$85,134.00	\$85,773.00	\$87,059.00	\$88,583.00	\$88,583.00	\$1,524.00	1.75%
10.1200.112.03.0	Salaries, Res Rm/spec Needs	\$311,729.64	\$273,881.95	\$297,655.00	\$310,165.00	\$310,165.00	\$12,510.00	4.20%
10.1200.112.04.0	Salaries, Res Rm/Spec Needs	\$524,471.33	\$536,612.45	\$545,247.00	\$566,518.00	\$566,518.00	\$21,271.00	3.90%
10.1200.113.03.0	Meetings/Extra-Curricular, IEP	\$0.00	\$0.00	\$750.00	\$750.00	\$750.00	\$0.00	0.00%
10.1200.113.04.0	Meetings/Extra-Curricular, IEP	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.1200.114.03.0	Salaries, Special Ed Paras	\$173,354.49	\$139,160.96	\$177,074.79	\$186,437.00	\$186,437.00	\$9,362.21	5.29%
10.1200.114.04.0	Salaries, Special Ed Paras	\$418,800.89	\$408,197.45	\$377,453.21	\$355,381.00	\$355,381.00	-(\$22,072.21)	-5.85%
10.1200.115.00.0	Stipends	\$5,000.00	\$0.00	\$5,800.00	\$6,550.00	\$6,550.00	\$750.00	12.93%
10.1200.115.03.0	Secretaries, Student Services	\$13,971.05	\$14,628.19	\$15,466.28	\$16,843.00	\$16,843.00	\$1,376.72	8.90%
10.1200.115.04.0	Secretaries, Student Services	\$25,917.59	\$26,822.87	\$28,215.65	\$30,249.00	\$30,249.00	\$2,033.35	7.21%
10.1200.117.03.0	Salaries, Behavior Management	\$0.00	\$0.00	\$1,000.00	\$500.00	\$500.00	-(\$500.00)	-50.00%
10.1200.117.04.0	Salaries, Behavior Management	\$0.00	\$0.00	\$1,700.00	\$500.00	\$500.00	-(\$1,200.00)	-70.59%
10.1200.121.03.0	Salaries, Special Ed Coordinator	\$79,599.24	\$74,803.68	\$83,626.73	\$90,563.00	\$90,563.00	\$6,936.27	8.29%
10.1200.121.04.0	Salaries, Special Ed Coordinator	\$61,611.73	\$46,944.74	\$45,924.50	\$101,430.00	\$101,430.00	\$55,505.50	120.86%
10.1200.122.03.0	Wages: Extra Curricular: Professional	\$7,170.32	\$519.80	\$7,000.00	\$7,000.00	\$7,000.00	\$0.00	0.00%
10.1200.122.04.0	Wages: Extra Curricular: Professional	\$990.39	\$6,480.00	\$18,900.00	\$16,000.00	\$16,000.00	-(\$2,900.00)	-15.34%
10.1200.123.03.0	Wages: Extra Curricular: Support	\$0.00	\$14.45	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1200.123.04.0	Wages: Extra Curricular: Support	\$776.28	\$2,588.66	\$16,000.00	\$16,000.00	\$16,000.00	\$0.00	0.00%
10.1200.124.00.0	Wages: Training (All) - Student Services	\$5,877.98	\$4,657.44	\$19,500.00	\$13,000.00	\$13,000.00	-(\$6,500.00)	-33.33%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1200.125.03.0	Wages: Meetings (All) - Student Service	\$440.51	\$3,282.86	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	0.00%
10.1200.125.04.0	Wages: Meetings (All) - Student Service	\$468.92	\$1,214.83	\$3,500.00	\$3,000.00	\$3,000.00	-(\$500.00)	-14.29%
10.1200.242.00.0	Spec Ed Profesional Developement	\$95.00	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.1200.320.04.0	Life Skills	\$0.00	\$0.00	\$1,130.00	\$0.00	\$0.00	-(\$1,130.00)	-100.00%
10.1200.330.00.0	Legal Services, Sped	\$10,829.01	\$22,890.69	\$10,000.00	\$10,000.00	\$10,000.00	\$0.00	0.00%
10.1200.330.03.0	Contracted Service	\$34,633.95	\$38,012.00	\$34,000.00	\$21,000.00	\$21,000.00	-(\$13,000.00)	-38.24%
10.1200.330.04.0	Contracted Services	\$75,480.36	\$77,960.26	\$104,300.00	\$242,900.00	\$242,900.00	\$138,600.00	132.89%
10.1200.331.03.0	OOD Related Services	\$24,384.80	\$51,152.14	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00	0.00%
10.1200.331.04.0	OOD Related Services	\$195,038.96	\$82,454.00	\$550,627.69	\$331,332.69	\$331,332.69	-(\$219,295.00)	-39.83%
10.1200.350.00.0	Inservice Program	\$0.00	\$0.00	\$200.00	\$500.00	\$500.00	\$300.00	150.00%
10.1200.560.03.0	Tuition	\$109,386.31	\$177,756.11	\$96,000.00	\$70,000.00	\$70,000.00	-(\$26,000.00)	-27.08%
10.1200.560.04.0	Tuition	\$653,749.42	\$575,639.80	\$853,700.00	\$879,400.00	\$879,400.00	\$25,700.00	3.01%
10.1200.580.00.0	Travel-Contract-Network Mgr	\$0.00	\$0.00	\$2,350.00	\$2,350.00	\$2,350.00	\$0.00	0.00%
10.1200.580.03.0	Travel	\$0.00	\$0.00	\$350.00	\$350.00	\$350.00	\$0.00	0.00%
10.1200.580.04.0	Travel	\$0.00	\$0.00	\$350.00	\$350.00	\$350.00	\$0.00	0.00%
10.1200.610.03.0	Teaching Materials-Reading Specialist	\$0.00	\$0.00	\$145.60	\$145.60	\$145.60	\$0.00	0.00%
10.1200.610.04.0	Teaching Materials-Reading Specialist	\$1,447.77	\$442.40	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1200.612.03.0	Workbooks, Special Needs	\$1,384.05	\$533.02	\$900.00	\$1,800.00	\$1,800.00	\$900.00	100.00%
10.1200.612.04.0	Workbooks, Special Needs	\$155.00	\$0.00	\$750.00	\$750.00	\$750.00	\$0.00	0.00%
10.1200.613.03.0	Life Skills Prg Supplies	\$680.21	\$228.34	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1200.613.04.0	Life Skills Prg Supplies	\$5,539.29	\$7,084.90	\$12,375.00	\$12,550.00	\$12,550.00	\$175.00	1.41%
10.1200.614.03.0	Expendable Supplies, Special Needs	\$855.90	\$52.99	\$425.00	\$425.00	\$425.00	\$0.00	0.00%
10.1200.614.04.0	Expendable Supplies, Special Needs	\$220.00	\$1,365.90	\$1,050.00	\$1,050.00	\$1,050.00	\$0.00	0.00%
10.1200.615.03.0	Teaching Materials, Special Needs	\$5,145.64	\$246.24	\$1,180.00	\$2,500.00	\$2,500.00	\$1,320.00	111.86%
10.1200.615.04.0	Teaching Mat, Special Needs	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	#DIV/0!
10.1200.616.04.0	Expendables, Res. Rm	\$0.00	\$149.41	\$300.00	\$400.00	\$400.00	\$100.00	33.33%
10.1200.617.04.0	Teaching Mats Res. Rm.	\$0.00	\$57.63	\$2,600.00	\$1,700.00	\$1,700.00	-(\$900.00)	-34.62%
10.1200.618.04.0	FIEMUS teaching materials	\$51.30	\$104.39	\$1,000.00	\$1,250.00	\$1,250.00	\$250.00	25.00%
10.1200.619.04.0	FIEMUS supplies and field trips	\$851.72	\$1,351.90	\$2,250.00	\$3,050.00	\$3,050.00	\$800.00	35.56%
10.1200.641.04.0	Textbooks, Special Needs	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
10.1200.650.03.0	Instruction Specific Software/Subscrip	\$15,956.55	\$6,387.34	\$10,707.20	\$11,650.20	\$11,650.20	\$943.00	8.81%
10.1200.650.04.0	Instruction Specific Software/Subscrip	\$17,098.15	\$16,218.32	\$18,930.20	\$17,872.00	\$17,872.00	-(\$1,058.20)	-5.59%
10.1200.732.03.0	Equipment/Maintenance Plans	\$0.00	\$0.00	\$3,358.00	\$5,000.00	\$5,000.00	\$1,642.00	48.90%
10.1200.732.04.0	Equipment/Maintenance Plans	\$6,499.95	\$7,887.11	\$6,000.00	\$5,130.00	\$5,130.00	-(\$870.00)	-14.50%
10.1200.733.03.0	New Student Equipment-Assistive	\$1,141.00	\$115.00	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	#DIV/0!
10.1200.733.04.0	New Student Equipment-Assistive	\$329.98	\$131.15	\$800.00	\$800.00	\$800.00	\$0.00	0.00%
10.1200.737.03.0	Rplcment Student Equipment-Assistive	\$116.00	\$0.00	\$500.00	\$800.00	\$800.00	\$300.00	60.00%
10.1200.737.04.0	Rplcment Student Equipment-Assistive	\$1,261.01	\$0.00	\$800.00	\$900.00	\$900.00	\$100.00	12.50%
10.1200.810.03.0	Fees	\$780.00	\$780.00	\$965.00	\$965.00	\$965.00	\$0.00	0.00%
10.1200.810.04.0	Fees	\$780.00	\$780.00	\$965.00	\$965.00	\$965.00	\$0.00	0.00%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1201.115.00.0	ESY-Joint	\$13,877.40	\$57,056.71	\$65,000.00	\$65,000.00	\$65,000.00	\$0.00	0.00%
10.1201.115.03.0	ESY - Wages	\$19,673.08	\$0.00	\$20,000.00	\$30,000.00	\$30,000.00	\$10,000.00	50.00%
10.1201.115.04.0	ESY - Wages	\$49,282.41	\$0.00	\$50,000.00	\$50,000.00	\$50,000.00	\$0.00	0.00%
10.1201.330.03.0	ESY - Contracted Services	\$14,062.32	\$14,844.00	\$13,250.00	\$16,500.00	\$16,500.00	\$3,250.00	24.53%
10.1201.330.04.0	ESY - Contracted Services	\$28,431.22	\$22,026.18	\$55,800.00	\$70,340.00	\$70,340.00	\$14,540.00	26.06%
10.1201.614.03.0	ESY - Supplies	\$0.00	\$0.00	\$400.00	\$500.00	\$500.00	\$100.00	25.00%
10.1201.614.04.0	ESY - Supplies	\$420.58	\$638.35	\$775.00	\$1,000.00	\$1,000.00	\$225.00	29.03%
10.1205.114.03.0	Salaries, NECC-Paras	\$38,887.55	\$31,699.65	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1205.114.04.0	Salaries, NECC-Paras	\$0.00	\$27,210.21	\$151,537.50	\$118,966.00	\$118,966.00	-\$(\$32,571.50)	-21.49%
10.1225.734.03.0	New Student Equipment-Instructional	\$843.81	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1225.734.04.0	New Student Equipment-Instructional	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$0.00	0.00%
10.1225.738.04.0	Rplcmnt Student Equipment-Instructi	\$652.97	\$0.00	\$750.00	\$600.00	\$600.00	-\$(\$150.00)	-20.00%
10.1250.110.04.0	Salary, Transition Specialist	\$42,112.00	\$43,375.00	\$44,679.75	\$46,240.00	\$46,240.00	\$1,560.25	3.49%
10.1250.113.04.0	Wages: Meetings/Ex-Curricular, 504, P	\$369.54	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1250.114.03.0	Salaries, 504 Paraeducator	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	#DIV/0!
10.1250.114.04.0	Salaries, 504 Paraeducator	\$27,813.98	\$21,059.95	\$31,510.33	\$30,985.00	\$30,985.00	-\$(\$525.33)	-1.67%
10.1250.116.03.0	Wages: 504-Extra Curricular: Prof/Allie	\$6,130.52	\$510.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.1250.116.04.0	Wages- 504 Extra Curricular: Prof/Allie	\$845.75	\$394.67	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.1250.117.03.0	Wages: 504-Extra Curricular: Support	\$0.00	\$19.26	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1250.120.03.0	Wages: 504-Programs	\$0.00	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	0.00%
10.1250.120.04.0	Wages: 504-Programs	\$0.00	\$1,750.00	\$7,700.00	\$7,000.00	\$7,000.00	-\$(\$700.00)	-9.09%
10.1250.331.03.0	Contracted Services, 504	\$0.00	\$0.00	\$12,000.00	\$14,000.00	\$14,000.00	\$2,000.00	16.67%
10.1250.331.04.0	Contracted Services, 504	\$9,187.00	\$7,183.75	\$19,100.00	\$21,250.00	\$21,250.00	\$2,150.00	11.26%
10.1250.614.03.0	Expendable Supplies, 504	\$289.93	\$49.18	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.1250.614.04.0	Expendable Supplies, 504	\$840.59	\$332.15	\$800.00	\$800.00	\$800.00	\$0.00	0.00%
10.1260.110.00.0	Salaries, ESL / LEP	\$8,369.48	\$10,453.76	\$43,567.00	\$72,256.00	\$72,256.00	\$28,689.00	65.85%
10.1260.615.00.0	Teaching Mat, LEP	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
		\$3,178,074.42	\$2,971,078.43	\$4,102,508.51	\$4,183,837.49	\$4,130,394.49	\$27,885.98	0.68%

10.1300.561.04.0	Voc Ed Tuition	\$24,111.81	\$40,712.49	\$53,000.00	\$47,000.00	\$47,000.00	-\$(\$6,000.00)	-11.32%
------------------	----------------	--------------------	--------------------	--------------------	--------------------	--------------------	------------------------	----------------

10.1400.113.00.0	Salary, Athletic Coordinator	\$83,100.00	\$85,542.00	\$86,357.26	\$90,248.00	\$90,248.00	\$3,890.74	4.51%
10.1400.113.04.0	Salary, Athletic Director	\$63,846.00	\$65,123.00	\$67,076.69	\$69,425.00	\$69,425.00	\$2,348.31	3.50%
10.1400.115.04.0	Salaries, Athletic Trainer	\$56,692.00	\$57,157.00	\$58,871.71	\$60,933.00	\$60,933.00	\$2,061.29	3.50%
10.1400.117.03.0	Athletic Stipends	\$44,700.00	\$48,950.00	\$50,200.00	\$52,890.00	\$52,890.00	\$2,690.00	5.36%
10.1400.117.04.0	Athletic Stipends	\$184,000.00	\$188,950.00	\$202,250.00	\$235,457.50	\$235,457.50	\$33,207.50	16.42%
10.1400.118.03.0	Salaries, Officials/Support	\$0.00	\$210.00	\$280.00	\$280.00	\$280.00	\$0.00	0.00%
10.1400.118.04.0	Salaries, Officials/Support	\$760.00	\$360.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1400.242.04.0	Athletic Professional Development	\$675.00	\$150.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1400.320.03.0	Officials	\$350.00	\$8,803.00	\$13,160.00	\$14,354.00	\$14,354.00	\$1,194.00	9.07%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1400.320.04.0	Officials	\$16,529.72	\$47,098.82	\$55,690.00	\$56,554.00	\$56,554.00	\$864.00	1.55%
10.1400.330.04.0	Athletics-Choreography	\$0.00	\$2,000.00	\$2,000.00	\$2,250.00	\$2,250.00	\$250.00	12.50%
10.1400.424.00.0	Field Maintenance	\$39,383.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1400.430.03.0	Equipment Repair	\$0.00	\$234.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.1400.430.04.0	Equipment Repair	\$3,741.00	\$760.00	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00	0.00%
10.1400.441.04.0	Hockey Ice Time	\$2,958.00	\$5,458.33	\$6,050.00	\$6,050.00	\$6,050.00	\$0.00	0.00%
10.1400.442.04.0	Ski Team Training	\$0.00	\$1,125.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1400.443.04.0	Swim Team Pool Fees	\$0.00	\$2,340.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1400.448.04.0	Facility Rental	\$1,687.50	\$0.00	\$5,400.00	\$5,700.00	\$5,700.00	\$300.00	5.56%
10.1400.449.04.0	Tennis Facility Rental	\$0.00	\$6,390.00	\$13,560.00	\$9,000.00	\$9,000.00	-\$(\$4,560.00)	-33.63%
10.1400.510.03.0	Transportation	\$0.00	\$10,208.27	\$12,682.42	\$12,682.42	\$12,682.42	\$0.00	0.00%
10.1400.510.04.0	Transportation	\$24,771.25	\$80,386.73	\$85,336.01	\$85,336.01	\$85,336.01	\$0.00	0.00%
10.1400.531.04.0	Communications	\$1,330.46	\$1,845.08	\$2,150.00	\$2,150.00	\$2,150.00	\$0.00	0.00%
10.1400.580.04.0	Travel	\$1,215.80	\$2,476.55	\$3,100.00	\$2,600.00	\$2,600.00	-\$(\$500.00)	-16.13%
10.1400.610.03.0	Athletic Balls	\$0.00	\$2,250.00	\$3,532.00	\$3,500.00	\$3,500.00	-\$(\$32.00)	-0.91%
10.1400.610.04.0	Athletic Balls	\$400.00	\$5,533.00	\$6,630.00	\$6,630.00	\$6,630.00	\$0.00	0.00%
10.1400.615.03.0	Athletic Supplies	\$0.00	\$707.50	\$605.00	\$406.00	\$406.00	-\$(\$199.00)	-32.89%
10.1400.615.04.0	Athletic Supplies	\$0.00	\$592.50	\$670.00	\$1,695.00	\$1,695.00	\$1,025.00	152.99%
10.1400.616.03.0	Awards	\$0.00	\$2,191.97	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1400.616.04.0	Awards	\$249.75	\$2,988.26	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1400.617.04.0	Helmets-Replacement	\$6,098.88	\$1,550.00	\$4,210.00	\$7,340.00	\$7,340.00	\$3,130.00	74.35%
10.1400.618.03.0	Uniforms	\$1,122.00	\$3,682.00	\$2,350.00	\$2,280.00	\$2,280.00	-\$(\$70.00)	-2.98%
10.1400.618.04.0	Uniforms	\$11,509.00	\$28,606.36	\$23,742.00	\$23,406.00	\$23,406.00	-\$(\$336.00)	-1.42%
10.1400.643.00.0	Online Resources, Athletics	\$0.00	\$562.50	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.1400.730.03.0	Athletic Equipment	\$395.88	\$1,998.89	\$400.00	\$1,070.00	\$1,070.00	\$670.00	167.50%
10.1400.730.04.0	Athletic Equipment	\$780.00	\$2,333.98	\$16,300.00	\$3,124.12	\$3,124.12	-\$(\$13,175.88)	-80.83%
10.1400.736.04.0	Weight Room Equipment	\$12,253.62	\$0.00	\$10,723.65	\$0.00	\$0.00	-\$(\$10,723.65)	-100.00%
10.1400.739.00.0	Replacement Field Equipment	\$0.00	\$12,574.60	\$0.00	\$7,300.00	\$7,300.00	\$7,300.00	#DIV/0!
10.1400.739.03.0	Replacement Gym Equipment	\$4,791.35	\$48.00	\$520.00	\$1,350.00	\$1,350.00	\$830.00	159.62%
10.1400.739.04.0	Replacement Gym Equipment	\$11,899.34	\$1,861.02	\$400.00	\$2,365.00	\$2,365.00	\$1,965.00	491.25%
10.1400.810.03.0	Fees	\$0.00	\$1,040.00	\$1,960.00	\$2,570.00	\$2,570.00	\$610.00	31.12%
10.1400.810.04.0	Fees	\$1,960.75	\$17,459.74	\$20,620.00	\$20,820.00	\$20,820.00	\$200.00	0.97%
10.1450.110.03.0	Class Trip Advisors/DC Chaperones	\$0.00	\$0.00	\$2,650.00	\$2,650.00	\$2,650.00	\$0.00	0.00%
10.1450.117.03.0	Extra Curricular Stipends	\$14,600.00	\$20,250.00	\$24,750.00	\$21,200.00	\$21,200.00	-\$(\$3,550.00)	-14.34%
10.1450.117.04.0	Extra Curricular Stipends	\$37,050.00	\$32,550.00	\$39,450.00	\$43,250.00	\$43,250.00	\$3,800.00	9.63%
10.1450.510.04.0	Academic Competition-Transportation	\$0.00	\$920.55	\$2,000.00	\$1,500.00	\$1,500.00	-\$(\$500.00)	-25.00%
10.1450.800.04.0	Academic Competition-Fees	\$155.56	\$125.00	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	0.00%
10.1480.615.04.0	Challenge Day (HB the Change sponsor	\$0.00	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$0.00	0.00%
10.1490.117.03.0	Performing Arts Stipends	\$4,875.00	\$6,275.00	\$6,875.00	\$6,275.00	\$6,275.00	-\$(\$600.00)	-8.73%
10.1490.117.04.0	Performing Arts Stipends	\$19,500.00	\$26,600.00	\$25,275.00	\$30,100.00	\$30,100.00	\$4,825.00	19.09%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.1490.330.04.0	Contracted Services-Performing Arts	\$0.00	\$4,793.00	\$4,000.00	\$5,200.00	\$5,200.00	\$1,200.00	30.00%
10.1490.614.04.0	Supplies-Auditorium	\$0.00	\$199.44	\$150.00	\$150.00	\$150.00	\$0.00	0.00%
10.1490.730.04.0	Addl Equipment	\$0.00	\$0.00	\$250.00	\$500.00	\$500.00	\$250.00	100.00%
10.1490.739.04.0	Replacement Equipment	\$1,061.07	\$1,260.33	\$1,250.00	\$1,250.00	\$1,250.00	\$0.00	0.00%
		\$654,442.44	\$794,521.42	\$887,476.74	\$925,841.05	\$925,841.05	\$38,364.31	4.32%

10.2100.110.00.0	Negt. Support Staff Increases	\$0.00	\$0.00	\$1,283.96	\$0.00	\$0.00	-(\$1,283.96)	-100.00%
10.2100.323.00.0	School Resource Officer	\$51,228.65	\$79,896.02	\$87,000.00	\$88,100.00	\$88,100.00	\$1,100.00	1.26%
10.2113.113.04.0	Wages, Social Worker	\$0.00	\$0.00	\$58,668.00	\$69,345.00	\$69,345.00	\$10,677.00	18.20%
10.2120.112.03.0	Salaries, Counselors	\$156,083.00	\$159,166.00	\$163,542.66	\$169,618.00	\$169,618.00	\$6,075.34	3.71%
10.2120.112.04.0	Salaries, Counselors	\$400,534.73	\$422,936.55	\$447,215.74	\$466,647.00	\$466,647.00	\$19,431.26	4.34%
10.2120.115.04.0	Salaries, Secretaries	\$4,536.81	\$5,202.46	\$4,979.24	\$5,338.00	\$5,338.00	\$358.76	7.21%
10.2120.116.00.0	Salaries, Database Services	\$34,919.63	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2120.117.04.0	Salary, Registrar	\$42,014.10	\$42,077.76	\$41,680.80	\$43,530.00	\$43,530.00	\$1,849.20	4.44%
10.2120.319.04.0	Document Management	\$900.00	\$900.00	\$1,350.00	\$1,350.00	\$1,350.00	\$0.00	0.00%
10.2120.320.04.0	Abuse Prevention Education	\$0.00	\$0.00	\$300.00	\$300.00	\$300.00	\$0.00	0.00%
10.2120.600.04.0	Hospitality, Guidance	\$303.12	\$332.53	\$550.00	\$600.00	\$600.00	\$50.00	9.09%
10.2120.613.04.0	Testing	\$3,962.70	\$3,853.80	\$5,750.00	\$6,000.00	\$6,000.00	\$250.00	4.35%
10.2120.614.04.0	Expendable Supplies, Guidance	\$651.60	\$544.61	\$950.00	\$1,000.00	\$1,000.00	\$50.00	5.26%
10.2120.615.04.0	Teaching Materials, Guidance	\$420.00	\$79.00	\$400.00	\$600.00	\$600.00	\$200.00	50.00%
10.2120.643.04.0	Online Resources	\$0.00	\$0.00	\$325.00	\$325.00	\$325.00	\$0.00	0.00%
10.2120.730.04.0	Addl Equip, Guidance	\$0.00	\$0.00	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.2120.810.04.0	Fees, Guidance	\$400.00	\$400.00	\$0.00	\$400.00	\$400.00	\$400.00	#DIV/0!
10.2134.112.03.0	Salaries, Nurse	\$83,482.24	\$56,618.00	\$60,480.00	\$63,077.00	\$63,077.00	\$2,597.00	4.29%
10.2134.112.04.0	Salaries, Nurse	\$117,167.37	\$122,390.74	\$126,725.42	\$125,084.00	\$125,084.00	-(\$1,641.42)	-1.30%
10.2134.128.00.0	Sub Nurse-SAU Directed	\$32,867.12	\$34,106.80	\$34,217.50	\$35,415.00	\$35,415.00	\$1,197.50	3.50%
10.2134.430.03.0	Equipment Repair, Nurse	\$0.00	\$79.00	\$159.00	\$159.00	\$159.00	\$0.00	0.00%
10.2134.430.04.0	Equipment Repair, Nurse	\$0.00	\$79.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%
10.2134.612.03.0	Field Trip Health Supplies	\$0.00	\$0.00	\$600.00	\$600.00	\$600.00	\$0.00	0.00%
10.2134.612.04.0	Field Trip Health Supplies	\$0.00	\$0.00	\$600.00	\$600.00	\$600.00	\$0.00	0.00%
10.2134.614.03.0	Expendable Supplies, Nurse	\$1,504.45	\$1,688.21	\$1,800.00	\$2,006.54	\$2,006.54	\$206.54	11.47%
10.2134.614.04.0	Expendable Supplies, Nurse	\$2,646.89	\$1,675.82	\$3,300.00	\$4,500.00	\$3,700.00	\$400.00	12.12%
10.2134.730.04.0	Addl Equip	\$0.00	\$291.82	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2134.737.03.0	Replacement Equipment, Nurse	\$0.00	\$0.00	\$177.00	\$623.58	\$623.58	\$446.58	252.31%
10.2142.111.03.0	Salaries, Psychologist	\$58,373.00	\$60,282.00	\$62,715.00	\$65,408.00	\$65,408.00	\$2,693.00	4.29%
10.2142.111.04.0	Salaries, Psychologist	\$85,134.00	\$85,773.00	\$58,665.00	\$79,694.00	\$79,694.00	\$21,029.00	35.85%
10.2142.351.03.0	Psycho-Ed Evals	\$387.72	\$380.27	\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	0.00%
10.2142.351.04.0	Psycho-Ed Evals	\$0.00	\$0.00	\$10,000.00	\$9,000.00	\$9,000.00	-(\$1,000.00)	-10.00%
10.2143.615.03.0	Testing Matl, Psycho-Ed	\$0.00	\$1,262.48	\$1,380.00	\$1,380.00	\$1,380.00	\$0.00	0.00%
10.2143.615.04.0	Testing Matl, Psycho-Ed	\$326.70	\$1,150.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2144.111.04.0	Salaries, Psycho Therapy	\$145,706.26	\$150,441.00	\$154,954.23	\$164,523.00	\$164,523.00	\$9,568.77	6.18%
10.2144.614.04.0	Teach Mats/psychothep	\$0.00	\$0.00	\$200.00	\$300.00	\$300.00	\$100.00	50.00%
10.2152.390.03.0	Contracted Speech Services	\$17,961.01	\$89,893.50	\$100,676.80	\$111,500.00	\$111,500.00	\$10,823.20	10.75%
10.2152.390.04.0	Contracted Speech Services	\$25,869.60	\$145,395.00	\$154,483.92	\$168,200.00	\$168,200.00	\$13,716.08	8.88%
10.2152.614.03.0	Testing Mat, Speech	\$333.14	\$337.70	\$500.00	\$500.00	\$500.00	\$0.00	0.00%
10.2152.614.04.0	Testing Mat, Speech	\$0.00	\$0.00	\$400.00	\$400.00	\$400.00	\$0.00	0.00%
10.2152.615.03.0	Teaching Mat, Speech	\$349.94	\$49.95	\$698.00	\$798.00	\$798.00	\$100.00	14.33%
10.2152.615.04.0	Teaching Mat, Speech	\$189.77	\$47.00	\$500.00	\$500.00	\$500.00	\$0.00	0.00%
10.2159.330.03.0	Vision/Hearing Consulting	\$3,134.07	\$2,768.52	\$6,332.25	\$62,615.00	\$62,615.00	\$56,282.75	888.83%
10.2159.330.04.0	Vision/Hearing Consulting	\$707.00	\$2,861.73	\$6,505.75	\$8,000.00	\$8,000.00	\$1,494.25	22.97%
10.2162.330.03.0	Physical Therapy	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.2162.330.04.0	Physical Therapy	\$3,600.00	\$3,234.00	\$4,200.00	\$4,200.00	\$4,200.00	\$0.00	0.00%
10.2163.330.03.0	Occupational Therapy	\$0.00	\$38,916.00	\$28,000.00	\$32,500.00	\$32,500.00	\$4,500.00	16.07%
10.2163.330.04.0	Occupational Therapy	\$0.00	\$28,764.00	\$41,500.00	\$50,000.00	\$50,000.00	\$8,500.00	20.48%
10.2163.613.03.0	Testing Materials-Occupational Therap	\$0.00	\$0.00	\$225.00	\$225.00	\$225.00	\$0.00	0.00%
10.2163.613.04.0	Testing Materials-Occupational Therap	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
10.2163.615.03.0	Teaching Materials-Occupational Ther	\$48.00	\$334.29	\$370.00	\$1,250.00	\$1,250.00	\$880.00	237.84%
10.2163.615.04.0	Teaching Mat, Occupational Therapy	\$44.97	\$0.00	\$350.00	\$350.00	\$350.00	\$0.00	0.00%
10.2180.301.00.0	Medicaid Billing	\$11,039.87	\$9,421.16	\$8,000.00	\$10,133.00	\$10,133.00	\$2,133.00	26.66%
10.2192.111.00.0	Salary, BCBA	\$32,856.95	\$29,360.41	\$31,320.67	\$32,732.00	\$32,732.00	\$1,411.33	4.51%
		\$1,319,684.41	\$1,582,990.13	\$1,721,080.94	\$1,896,476.12	\$1,895,676.12	\$174,595.18	10.14%

10.2200.110.00.0	Negt. Support Staff Increases	\$0.00	\$0.00	\$1,400.00	\$1,400.00	\$0.00	-\$1,400.00	-100.00%
10.2210.112.04.0	Department Chair Stipends	\$28,800.00	\$29,014.40	\$29,450.24	\$29,965.44	\$29,965.44	\$515.20	1.75%
10.2210.113.03.0	After School Detention Duty	\$0.00	\$0.00	\$4,000.00	\$0.00	\$0.00	-\$4,000.00	-100.00%
10.2210.113.04.0	After School Detention Duty	\$0.00	\$2,142.50	\$0.00	\$3,500.00	\$3,500.00	\$3,500.00	#DIV/0!
10.2210.114.00.0	Professional Development Stipend-CB	\$39,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2210.115.00.0	New Hire Orientation Comm. Stipends	\$1,900.00	\$1,950.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.2210.116.00.0	CPR/First Aid Training	-\$589.00	\$628.59	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2210.117.03.0	Mentor Stipends	\$0.00	\$1,897.42	\$1,500.00	\$1,800.00	\$1,800.00	\$300.00	20.00%
10.2210.117.04.0	Mentor Stipends	\$2,200.00	\$1,800.00	\$2,250.00	\$2,250.00	\$2,250.00	\$0.00	0.00%
10.2210.240.03.0	Staff Reimburse, HBMS Hessa	\$1,000.00	\$0.00	\$2,000.00	\$2,000.00	\$1,500.00	-\$500.00	-25.00%
10.2210.240.04.0	Staff Reimburse, HBHS Hessa	\$1,801.00	\$1,260.00	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	0.00%
10.2210.241.03.0	Staff Reimburse, HBMS Teachers	\$17,982.71	\$15,576.15	\$30,000.00	\$30,000.00	\$26,000.00	-\$4,000.00	-13.33%
10.2210.241.04.0	Staff Reimburse, HBHS Teachers	\$41,494.36	\$29,237.41	\$75,000.00	\$75,000.00	\$65,000.00	-\$10,000.00	-13.33%
10.2210.242.03.0	Staff Development	\$125.00	\$112.62	\$2,000.00	\$2,000.00	\$1,000.00	-\$1,000.00	-50.00%
10.2210.242.04.0	Staff Development	\$125.00	\$759.33	\$4,000.00	\$4,000.00	\$3,000.00	-\$1,000.00	-25.00%
10.2210.243.04.0	Prof Development-Database Services	\$0.00	\$580.96	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00	0.00%
10.2210.244.03.0	Prof Development, HBMS AHP	\$0.00	\$0.00	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.2210.244.04.0	Prof Development, HBHS AHP	\$3,110.39	\$330.00	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00	0.00%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2210.245.00.0	SAU Wide PD Activities	\$941.61	\$3,657.41	\$3,500.00	\$4,000.00	\$4,000.00	\$500.00	14.29%
10.2210.245.03.0	Prof Develop-Admin/Non-Union	\$3,368.00	\$416.35	\$6,000.00	\$6,000.00	\$5,000.00	-\$1,000.00	-16.67%
10.2210.245.04.0	Prof Develop-Admin/Non-Union	\$2,960.13	\$7,036.96	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	0.00%
10.2210.246.00.0	Professional Development-IT	\$0.00	\$933.38	\$600.00	\$600.00	\$600.00	\$0.00	0.00%
10.2210.247.00.0	Professional Development-F/S Mgr	\$0.00	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.2210.612.00.0	New Hire Orientation	\$1,265.79	\$1,371.98	\$1,500.00	\$2,000.00	\$2,000.00	\$500.00	33.33%
10.2210.641.03.0	Professional Books	\$0.00	\$93.08	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.2222.112.03.0	Salaries, Library/Media Specialist	\$64,193.00	\$66,291.00	\$68,968.00	\$72,898.00	\$72,898.00	\$3,930.00	5.70%
10.2222.112.04.0	Salaries, Library/Media Specialist	\$80,470.00	\$81,074.00	\$82,290.00	\$83,730.00	\$83,730.00	\$1,440.00	1.75%
10.2222.113.04.0	Salaries, Library Media Asst	\$0.00	\$15,634.08	\$15,518.25	\$16,711.00	\$16,711.00	\$1,192.75	7.69%
10.2222.430.03.0	Equipment Repair, Library	\$0.00	\$0.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%
10.2222.430.04.0	Equipment Repair, Library	\$1,892.49	\$0.00	\$1,600.00	\$1,275.00	\$1,275.00	-\$325.00	-20.31%
10.2222.614.03.0	Expendable Supplies, Library	\$602.76	\$619.51	\$650.00	\$650.00	\$650.00	\$0.00	0.00%
10.2222.614.04.0	Expendable Supplies, Library	\$1,094.63	\$2,105.92	\$1,200.00	\$1,200.00	\$1,200.00	\$0.00	0.00%
10.2222.615.04.0	Teaching Materials, Library	\$283.88	\$0.00	\$550.00	\$550.00	\$550.00	\$0.00	0.00%
10.2222.641.03.0	Books and Media, Library	\$3,951.37	\$2,482.38	\$5,650.00	\$5,650.00	\$5,650.00	\$0.00	0.00%
10.2222.641.04.0	Books and Media, Library	\$10,287.92	\$10,737.34	\$11,100.00	\$11,600.00	\$11,600.00	\$500.00	4.50%
10.2222.643.03.0	Online Resources, Library	\$5,293.47	\$6,010.85	\$6,360.85	\$7,000.00	\$7,000.00	\$639.15	10.05%
10.2222.643.04.0	Online Resources, Library	\$13,529.87	\$15,991.17	\$15,500.00	\$17,600.00	\$17,500.00	\$2,000.00	12.90%
10.2222.649.03.0	Publications, Library	\$611.00	\$488.54	\$950.00	\$900.00	\$900.00	-\$50.00	-5.26%
10.2222.649.04.0	Publications, Library	\$750.00	\$0.00	\$1,000.00	\$625.00	\$625.00	-\$375.00	-37.50%
10.2222.733.03.0	Addl Equipment, Library	\$1,450.66	\$1,170.45	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.2222.733.04.0	Addl Equipment, Library	\$0.00	\$0.00	\$35.00	\$35.00	\$35.00	\$0.00	0.00%
10.2222.737.03.0	Replacement Equipment	\$0.00	\$0.00	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.2222.737.04.0	Replacement Equipment	\$139.90	\$0.00	\$350.00	\$350.00	\$350.00	\$0.00	0.00%
10.2222.810.04.0	Fees, Library	\$25.00	\$0.00	\$0.00	\$75.00	\$0.00	\$0.00	#DIV/0!
10.2225.112.03.0	Salaries, IT Specialists	\$44,115.01	\$34,203.84	\$51,487.51	\$41,400.00	\$41,400.00	-\$10,087.51	-19.59%
10.2225.112.04.0	Salaries, IT Specialists	\$47,348.07	\$36,475.92	\$75,144.51	\$98,459.00	\$98,459.00	\$23,314.49	31.03%
10.2225.116.00.0	Salary, Network Manager	\$0.00	\$74,084.41	\$35,000.00	\$43,470.00	\$43,470.00	\$8,470.00	24.20%
10.2225.434.03.0	Computer Repairs-IT Dept.	\$240.86	\$352.68	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.2225.434.04.0	Computer Repairs-IT Dept	\$1,208.26	\$1,399.81	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	0.00%
10.2225.531.00.0	Phone-Contract-Network Mgr	\$0.00	\$300.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2225.580.00.0	Travel	\$0.00	\$300.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2225.614.03.0	Techonogy Supplies-IT Dept	\$1,624.33	\$1,913.53	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.2225.614.04.0	Technology Supplies-IT Dept	\$2,756.94	\$3,382.83	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00	0.00%
10.2225.615.03.0	Instruction Specific IT Supplies/Repairs	\$20.39	\$69.95	\$900.00	\$900.00	\$900.00	\$0.00	0.00%
10.2225.615.04.0	Instruction Specific IT Supplies/Repairs	\$114.00	\$237.90	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.2225.730.00.0	Storage, IT	\$0.00	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	0.00%
10.2225.733.03.0	Cameras-Safety	\$1,934.62	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2225.733.04.0	Cameras-Safety	\$16,526.73	\$812.38	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2225.734.03.0	Additional Computer Equipment	\$12,107.70	\$6,703.94	\$600.00	\$0.00	\$0.00	-\$600.00	-100.00%
10.2225.734.04.0	Additional Computer Equipment	\$69,306.39	\$108,851.73	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2225.738.03.0	Replacement Computer Equipment	\$25,683.72	\$46,445.73	\$32,100.00	\$112,800.00	\$112,800.00	\$80,700.00	251.40%
10.2225.738.04.0	Replacement Computer Equipment	\$37,322.14	\$62,242.37	\$26,850.00	\$59,520.00	\$59,520.00	\$32,670.00	121.68%
		\$590,370.10	\$679,180.80	\$633,204.36	\$778,113.44	\$759,038.44	\$125,834.08	19.87%

10.2310.110.00.0	School Board Stipends	\$3,300.00	\$3,300.00	\$3,300.00	\$3,300.00	\$3,300.00	\$0.00	0.00%
10.2310.302.00.0	Budget Committee Secretary	\$1,315.00	\$1,018.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
10.2310.540.00.0	Advertising	\$2,176.62	\$6,610.68	\$2,800.00	\$7,800.00	\$7,800.00	\$5,000.00	178.57%
10.2310.614.00.0	School Board Expenses	\$789.98	\$568.50	\$900.00	\$700.00	\$700.00	-\$200.00	-22.22%
10.2310.810.00.0	Fees, School Board	\$5,662.12	\$4,962.12	\$6,700.00	\$5,500.00	\$5,500.00	-\$1,200.00	-17.91%
10.2310.840.00.0	Contingency	\$0.00	\$0.00	\$0.00	\$125,000.00	\$125,000.00	\$125,000.00	#DIV/0!
10.2311.301.00.0	Public Hear/district Mtg Exp	\$14,187.82	\$6,720.03	\$14,000.00	\$9,800.00	\$9,800.00	-\$4,200.00	-30.00%
10.2311.730.00.0	Equipment-Streaming	\$0.00	\$10,865.92	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2312.301.00.0	School Board Secretary	\$2,855.00	\$2,924.50	\$3,000.00	\$3,100.00	\$3,100.00	\$100.00	3.33%
10.2313.110.00.0	District Treasurer Stipend	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.2316.301.00.0	Negotiations	\$9,922.50	\$2,159.00	\$1,500.00	\$10,000.00	\$10,000.00	\$8,500.00	566.67%
10.2317.301.00.0	Audit	\$12,000.00	\$14,000.00	\$12,600.00	\$12,600.00	\$12,600.00	\$0.00	0.00%
10.2318.301.00.0	Legal Services	\$31,159.06	\$35,148.83	\$41,500.00	\$42,000.00	\$44,000.00	\$2,500.00	6.02%
10.2320.310.00.0	Sau Assessment	\$910,255.08	\$997,899.00	\$1,070,947.00	\$1,140,739.00	\$1,140,739.00	\$69,792.00	6.52%
		\$994,623.18	\$1,087,176.58	\$1,159,747.00	\$1,363,039.00	\$1,365,039.00	\$205,292.00	17.70%

10.2400.110.00.0	Negt. Support Staff Increases	\$0.00	\$0.00	\$6,813.67	\$6,813.67	\$0.00	-\$6,813.67	-100.00%
10.2400.110.03.0	Salaries, Administrators	\$202,556.00	\$200,758.00	\$202,660.74	\$204,019.00	\$204,019.00	\$1,358.26	0.67%
10.2400.110.04.0	Salaries, Administrators	\$336,335.24	\$333,746.09	\$318,792.86	\$335,545.00	\$335,545.00	\$16,752.14	5.25%
10.2400.111.04.0	Graduation Tech Services	\$0.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2400.115.03.0	Salaries, Secretaries	\$83,337.15	\$70,824.23	\$86,266.80	\$89,688.00	\$89,688.00	\$3,421.20	3.97%
10.2400.115.04.0	Salaries, Secretaries	\$109,244.34	\$103,897.20	\$100,843.92	\$119,250.00	\$119,250.00	\$18,406.08	18.25%
10.2400.118.00.0	USDA Wellness Coordinator	\$0.00	\$500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.2400.125.00.0	Temporary IT Employees	\$0.00	\$7,780.96	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2400.125.00.0	Temporary IT Employees	\$360.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2400.300.00.0	Prof Services-Strategic Planning	\$2,499.62	\$2,650.11	\$12,000.00	\$12,000.00	\$12,000.00	\$0.00	0.00%
10.2400.332.00.0	Consulting Services	\$1,452.50	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00	0.00%
10.2400.340.03.0	Print Management	\$1,894.20	\$2,107.18	\$2,300.00	\$2,300.00	\$2,300.00	\$0.00	0.00%
10.2400.340.04.0	Print Management	\$2,753.12	\$2,753.11	\$3,100.00	\$3,100.00	\$3,100.00	\$0.00	0.00%
10.2400.441.03.0	Postage Machine Lease	\$828.48	\$828.48	\$828.48	\$828.48	\$828.48	\$0.00	0.00%
10.2400.441.04.0	Postage Machine Lease	\$764.16	\$764.16	\$764.16	\$764.16	\$764.16	\$0.00	0.00%
10.2400.442.03.0	Copier Lease	\$4,861.00	\$6,075.50	\$6,215.00	\$4,574.00	\$4,574.00	-\$1,641.00	-26.40%
10.2400.442.04.0	Copier Lease	\$6,586.00	\$4,474.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2400.443.03.0	Copier Overages	\$168.00	\$373.27	\$675.00	\$675.00	\$675.00	\$0.00	0.00%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2400.443.04.0	Copier Overages	\$1,215.84	\$1,497.38	\$1,300.00	\$1,700.00	\$1,700.00	\$400.00	30.77%
10.2400.490.03.0	Service Agreements	\$5,762.89	\$5,323.17	\$7,400.00	\$6,200.00	\$6,200.00	-\$1,200.00	-16.22%
10.2400.490.04.0	Service Agreements	\$15,326.37	\$15,844.73	\$18,000.00	\$18,000.00	\$18,000.00	\$0.00	0.00%
10.2400.530.03.0	Phone-Contract-Admin	\$3,400.00	\$3,300.00	\$3,400.00	\$3,400.00	\$3,400.00	\$0.00	0.00%
10.2400.530.04.0	Phone-Contract-Admin	\$6,000.00	\$4,700.00	\$6,000.00	\$4,800.00	\$4,800.00	-\$1,200.00	-20.00%
10.2400.531.03.0	Telephone- building	\$11,541.97	\$11,171.48	\$12,000.00	\$12,500.00	\$12,500.00	\$500.00	4.17%
10.2400.531.04.0	Telephone- building	\$12,248.94	\$10,941.52	\$13,000.00	\$12,500.00	\$12,500.00	-\$500.00	-3.85%
10.2400.532.00.0	Network Services	\$33,606.95	\$34,396.63	\$35,000.00	\$40,000.00	\$40,000.00	\$5,000.00	14.29%
10.2400.534.03.0	Postage	\$883.91	\$639.47	\$1,300.00	\$1,000.00	\$1,000.00	-\$300.00	-23.08%
10.2400.534.04.0	Postage	\$2,949.67	\$4,781.86	\$3,500.00	\$5,000.00	\$5,000.00	\$1,500.00	42.86%
10.2400.550.03.0	Printing	\$185.00	\$478.00	\$300.00	\$600.00	\$600.00	\$300.00	100.00%
10.2400.550.04.0	Printing	\$422.00	\$1,475.55	\$600.00	\$1,500.00	\$1,500.00	\$900.00	150.00%
10.2400.581.03.0	Travel-Union Staff Mileage	\$0.00	\$0.00	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.2400.581.04.0	Travel-Union Staff Mileage	\$0.00	\$71.14	\$200.00	\$200.00	\$200.00	\$0.00	0.00%
10.2400.600.03.0	Hospitality	\$0.00	\$256.62	\$300.00	\$1,500.00	\$500.00	\$200.00	66.67%
10.2400.600.04.0	Hospitality	\$475.43	\$1,310.76	\$1,000.00	\$2,000.00	\$1,500.00	\$500.00	50.00%
10.2400.650.00.0	Support Contracts/Hosting Services	\$140,116.13	\$146,079.67	\$220,277.21	\$220,277.21	\$220,277.21	\$0.00	0.00%
10.2400.653.00.0	Consulting Services	\$343.74	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	0.00%
10.2400.658.00.0	Site Licensing	\$9,999.85	\$9,999.85	\$11,000.00	\$11,000.00	\$11,000.00	\$0.00	0.00%
10.2400.737.00.0	Replacement Equipment	\$0.00	\$16,245.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2400.801.04.0	Graduation Expenses	\$11,323.66	\$11,852.49	\$13,580.00	\$13,750.00	\$13,750.00	\$170.00	1.25%
10.2400.810.00.0	Dues-SAU-Wide	\$113.34	\$113.34	\$120.00	\$120.00	\$120.00	\$0.00	0.00%
10.2400.810.03.0	Dues	\$465.00	\$1,060.00	\$550.00	\$810.00	\$810.00	\$260.00	47.27%
10.2400.810.04.0	Dues	\$4,125.00	\$4,460.00	\$5,540.00	\$5,540.00	\$5,540.00	\$0.00	0.00%
10.2400.899.03.0	HBMS-FY New Items	\$0.00	\$0.00	\$0.00	\$273,348.00	\$83,060.00	\$83,060.00	#DIV/0!
10.2400.899.04.0	HBHS-FY New Items	\$0.00	\$0.00	\$0.00	\$1,434,813.00	\$309,087.00	\$309,087.00	#DIV/0!
10.2515.892.00.0	Food Service Bad Debt Expense	\$124.58	\$2,189.29	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
		\$1,014,270.08	\$1,025,970.24	\$1,107,827.84	\$2,862,315.52	\$1,537,987.85	\$430,160.01	38.83%

10.2600.110.00.0	Negt. Support Staff Increases	\$0.00	\$0.00	\$18,725.71	\$18,725.71	\$0.00	-\$18,725.71	-100.00%
10.2600.116.03.0	Salaries, Maintenance	\$167,981.83	\$170,313.32	\$205,187.45	\$264,587.00	\$264,587.00	\$59,399.55	28.95%
10.2600.116.04.0	Salaries, Maintenance	\$284,677.09	\$292,415.03	\$330,436.28	\$345,219.00	\$345,219.00	\$14,782.72	4.47%
10.2600.119.00.0	Facilities Specialist	\$0.00	\$21,697.89	\$24,538.72	\$28,094.00	\$28,094.00	\$3,555.28	14.49%
10.2600.130.03.0	Maintenance Overtime	\$2,370.14	\$9,937.35	\$9,700.00	\$11,000.00	\$11,000.00	\$1,300.00	13.40%
10.2600.130.04.0	Maintenance Overtime	\$2,987.74	\$6,581.73	\$9,700.00	\$9,000.00	\$9,000.00	-\$700.00	-7.22%
10.2600.330.00.0	Contracted Services	\$1,596.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2600.391.03.0	Inspections	\$10,199.17	\$5,241.83	\$7,600.00	\$6,200.00	\$6,200.00	-\$1,400.00	-18.42%
10.2600.391.04.0	Inspections	\$9,226.92	\$6,590.25	\$10,050.00	\$8,100.00	\$8,100.00	-\$1,950.00	-19.40%
10.2600.402.03.0	Pest Control	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$0.00	0.00%
10.2600.402.04.0	Pest Control	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$0.00	0.00%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2600.411.03.0	Water System Maintenance	\$0.00	\$0.00	\$800.00	\$500.00	\$500.00	-(\$300.00)	-37.50%
10.2600.411.04.0	Water System Maintenance	\$1,914.33	\$2,459.03	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00	0.00%
10.2600.413.03.0	Regular Water Testing	\$1,680.00	\$1,395.00	\$1,800.00	\$1,800.00	\$1,800.00	\$0.00	0.00%
10.2600.413.04.0	Regular Water Testing	\$4,320.00	\$3,767.50	\$4,500.00	\$4,200.00	\$4,200.00	-(\$300.00)	-6.67%
10.2600.414.03.0	SB247 Water Testing	\$0.00	\$75.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2600.414.04.0	SB247 Water Testing	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2600.421.03.0	Trash Removal	\$9,023.38	\$11,271.91	\$10,000.00	\$12,500.00	\$12,500.00	\$2,500.00	25.00%
10.2600.421.04.0	Trash Removal	\$20,664.98	\$23,590.18	\$21,000.00	\$26,000.00	\$26,000.00	\$5,000.00	23.81%
10.2600.422.03.0	Snow Removal	\$26,835.00	\$24,145.00	\$28,000.00	\$28,000.00	\$28,000.00	\$0.00	0.00%
10.2600.422.04.0	Snow Removal	\$53,275.00	\$45,760.00	\$56,000.00	\$56,000.00	\$56,000.00	\$0.00	0.00%
10.2600.424.03.0	Contracted Grounds/Mowing	\$16,878.00	\$16,877.22	\$19,000.00	\$19,000.00	\$19,000.00	\$0.00	0.00%
10.2600.424.04.0	Contracted Grounds/Mowing	\$26,032.00	\$29,395.00	\$27,000.00	\$32,000.00	\$32,000.00	\$5,000.00	18.52%
10.2600.430.03.0	Equipment Repair, Maintenance	\$879.74	\$0.00	\$3,000.00	\$1,500.00	\$1,500.00	-(\$1,500.00)	-50.00%
10.2600.430.04.0	Equipment Repair, Maintenance	\$1,497.44	\$1,607.60	\$1,800.00	\$2,000.00	\$1,800.00	\$0.00	0.00%
10.2600.431.03.0	Heating/ventilating Svcs	\$13,576.50	\$7,123.36	\$10,000.00	\$12,000.00	\$11,000.00	\$1,000.00	10.00%
10.2600.431.04.0	Heating/ventilation Svcs	\$14,569.87	\$8,029.51	\$15,000.00	\$12,000.00	\$12,000.00	-(\$3,000.00)	-20.00%
10.2600.432.03.0	Fire/alarm Svcs	\$730.00	\$1,375.00	\$2,000.00	\$2,000.00	\$1,800.00	-(\$200.00)	-10.00%
10.2600.432.04.0	Fire/alarm Svcs	\$4,258.80	\$5,704.99	\$4,000.00	\$4,000.00	\$4,000.00	\$0.00	0.00%
10.2600.433.03.0	Plumbing Maintenance	\$2,943.20	\$1,503.34	\$4,500.00	\$2,500.00	\$2,500.00	-(\$2,000.00)	-44.44%
10.2600.433.04.0	Plumbing Maintenance	\$1,271.00	\$3,745.00	\$3,500.00	\$4,000.00	\$4,000.00	\$500.00	14.29%
10.2600.434.03.0	Electrical Maintenance	\$3,116.96	\$0.00	\$5,000.00	\$4,000.00	\$4,000.00	-(\$1,000.00)	-20.00%
10.2600.434.04.0	Electrical Maintenance	\$589.50	\$1,827.56	\$4,000.00	\$4,000.00	\$3,500.00	-(\$500.00)	-12.50%
10.2600.436.03.0	Septic System Svcs	\$2,700.00	\$0.00	\$2,800.00	\$1,200.00	\$2,700.00	-(\$100.00)	-3.57%
10.2600.436.04.0	Septic System Svcs	\$3,840.00	\$0.00	\$3,900.00	\$2,000.00	\$3,500.00	-(\$400.00)	-10.26%
10.2600.437.03.0	Painting	\$406.97	\$0.00	\$1,000.00	\$500.00	\$500.00	-(\$500.00)	-50.00%
10.2600.437.04.0	Painting	\$534.23	\$68.95	\$1,000.00	\$500.00	\$500.00	-(\$500.00)	-50.00%
10.2600.438.03.0	Building Repairs	\$7,572.02	\$4,086.63	\$10,000.00	\$10,000.00	\$9,500.00	-(\$500.00)	-5.00%
10.2600.438.04.0	Building Repairs	\$679.40	\$4,010.78	\$10,000.00	\$10,000.00	\$9,500.00	-(\$500.00)	-5.00%
10.2600.439.03.0	General Maintenance	\$7,126.70	\$8,696.69	\$16,000.00	\$16,000.00	\$15,500.00	-(\$500.00)	-3.13%
10.2600.439.04.0	General Maintenance	\$8,021.87	\$12,131.22	\$17,000.00	\$17,000.00	\$16,500.00	-(\$500.00)	-2.94%
10.2600.490.03.0	Service Contracts	\$6,901.00	\$12,407.00	\$10,886.00	\$13,950.00	\$13,950.00	\$3,064.00	28.15%
10.2600.490.04.0	Service Contracts	\$19,061.73	\$22,295.86	\$20,336.00	\$24,200.00	\$24,200.00	\$3,864.00	19.00%
10.2600.520.00.0	Insurance Liability	\$61,691.00	\$50,173.10	\$72,195.00	\$72,195.00	\$75,804.75	\$3,609.75	5.00%
10.2600.531.00.0	Phone-Contract-FacSpec	\$0.00	\$237.50	\$600.00	\$300.00	\$300.00	-(\$300.00)	-50.00%
10.2600.580.00.0	Travel-Contract-FacSpec	\$0.00	\$237.50	\$600.00	\$300.00	\$300.00	-(\$300.00)	-50.00%
10.2600.580.03.0	Travel	\$180.16	\$0.00	\$250.00	\$200.00	\$200.00	-(\$50.00)	-20.00%
10.2600.580.04.0	Travel	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
10.2600.614.00.0	Expendable Supplies	\$172.45	\$0.00	\$800.00	\$800.00	\$1,200.00	\$400.00	50.00%
10.2600.614.03.0	Expendable Supplies	\$13,808.45	\$14,346.08	\$15,000.00	\$18,000.00	\$17,000.00	\$2,000.00	13.33%
10.2600.614.04.0	Expendable Supplies	\$21,464.56	\$27,316.16	\$26,000.00	\$31,000.00	\$30,000.00	\$4,000.00	15.38%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2600.619.00.0	Covid-19 Response Supplies	\$61,079.59	\$16,554.61	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2600.621.03.0	Utility Svcs Propane Gas	\$72.80	\$0.00	\$150.00	\$150.00	\$150.00	\$0.00	0.00%
10.2600.621.04.0	Utility Svcs Propane Gas	\$361.56	\$709.66	\$600.00	\$800.00	\$800.00	\$200.00	33.33%
10.2600.622.03.0	Utility Svcs Electric	\$74,749.66	\$87,566.73	\$80,000.00	\$97,000.00	\$96,000.00	\$16,000.00	20.00%
10.2600.622.04.0	Utility Svcs Electric	\$130,717.96	\$159,845.15	\$141,000.00	\$175,000.00	\$174,000.00	\$33,000.00	23.40%
10.2600.624.03.0	Utility Svcs Oil	\$36,184.74	\$55,041.73	\$55,000.00	\$60,000.00	\$60,000.00	\$5,000.00	9.09%
10.2600.624.04.0	Utility Svcs Oil	\$51,659.31	\$83,848.17	\$80,000.00	\$91,000.00	\$91,000.00	\$11,000.00	13.75%
10.2600.730.00.0	Truck, Maintenance	\$0.00	\$2,563.10	\$26,500.00	\$26,500.00	\$2,000.00	-\$(\$24,500.00)	-92.45%
10.2600.731.03.0	Additional Equipment	\$0.00	\$284.97	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	0.00%
10.2600.731.04.0	Additional Equipment	\$874.28	\$1,037.56	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	0.00%
10.2600.735.03.0	Replacement Equipment	\$4,174.07	\$3,252.77	\$4,000.00	\$7,000.00	\$5,500.00	\$1,500.00	37.50%
10.2600.735.04.0	Replacement Equipment	\$0.00	\$253.61	\$1,000.00	\$1,000.00	\$1,000.00	\$0.00	0.00%
10.2600.890.00.0	Board Approved Purchases	\$55,477.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2600.893.00.0	HBMS-FY Bldg/Maint. Upgrades	\$76,527.96	\$40,283.25	\$89,250.00	\$89,250.00	\$0.00	-\$(\$89,250.00)	-100.00%
10.2600.894.00.0	HBHS-FY Bldg/Maint. Upgrades	\$108,619.12	\$59,347.50	\$179,500.00	\$179,500.00	\$0.00	-\$(\$179,500.00)	-100.00%
		\$1,437,753.68	\$1,369,125.88	\$1,711,455.16	\$1,873,520.71	\$1,559,154.75	-\$(\$152,300.41)	-8.90%

10.2700.510.03.0	Reg Ed-Transportation-Contract-Vendor	\$275,948.40	\$275,954.24	\$286,995.00	\$298,471.00	\$298,471.00	\$11,476.00	4.00%
10.2700.510.04.0	Reg Ed-Transportation-Contract-Vendor	\$275,948.40	\$275,954.34	\$286,995.00	\$298,471.00	\$298,471.00	\$11,476.00	4.00%
10.2700.626.03.0	Reg Ed-Gasoline/diesel Fuel-Vendor	\$14,595.64	\$33,527.18	\$22,000.00	\$39,000.00	\$37,000.00	\$15,000.00	68.18%
10.2700.626.04.0	Reg Ed-Gasoline/diesel Fuel-Vendor	\$14,596.16	\$33,527.23	\$22,000.00	\$37,000.00	\$37,000.00	\$15,000.00	68.18%
10.2721.510.03.0	Reg Ed Transportation-BH & Other	\$9,567.50	\$10,679.90	\$13,235.00	\$13,547.00	\$13,547.00	\$312.00	2.36%
10.2721.510.04.0	Reg Ed Transportation-BH & Other	\$9,567.50	\$9,745.50	\$15,235.00	\$14,547.00	\$14,547.00	-\$(\$688.00)	-4.52%
10.2722.430.00.0	Spec Ed Van Repairs/Maintenance	\$0.00	\$68.90	\$400.00	\$400.00	\$400.00	\$0.00	0.00%
10.2722.510.03.0	Spec Ed-Transportation-Vendor	\$45,906.80	\$37,602.66	\$168,728.00	\$178,228.00	\$178,228.00	\$9,500.00	5.63%
10.2722.510.04.0	Spec Ed-Transportation-Vendor	\$115,636.87	\$144,345.47	\$185,001.00	\$286,500.00	\$286,500.00	\$101,499.00	54.86%
10.2722.511.03.0	Spec Ed-Field Trips-Vendor	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00	0.00%
10.2722.511.04.0	Spec Ed-Field Trips-Vendor	\$0.00	\$2,263.53	\$14,000.00	\$17,500.00	\$17,500.00	\$3,500.00	25.00%
10.2722.520.00.0	Spec Ed Van Insurance/Reg/Inspection	\$135.00	\$135.00	\$150.00	\$150.00	\$150.00	\$0.00	0.00%
10.2722.614.00.0	Spec Ed Van-Supplies/RSA Required Purchases	\$114.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2722.626.00.0	Spec Ed-Van Gas Card Purchases	\$0.00	\$1,543.61	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	0.00%
10.2723.122.04.0	Wages - Voc Ed Van Driver	\$31,596.28	\$49,984.85	\$56,280.72	\$60,000.00	\$60,000.00	\$3,719.28	6.61%
10.2723.430.00.0	Voc Ed Van Repairs/Maintenance	\$0.00	\$3,461.97	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2723.510.04.0	Voc Ed Transportation-Vendor	\$868.95	\$53,267.60	\$35,000.00	\$59,000.00	\$50,000.00	\$15,000.00	42.86%
10.2723.614.00.0	Voc Ed Van-Supplies/RSA Required Purchases	\$222.20	\$317.82	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2723.626.00.0	Voc Ed Van Gas Card Purchases	\$3,019.39	\$6,531.07	\$5,000.00	\$7,000.00	\$7,500.00	\$2,500.00	50.00%
10.2723.628.00.0	Voc Ed Van Gas Card Purchases-Athletic	\$0.00	\$0.00	\$2,000.00	\$2,000.00	\$0.00	-\$(\$2,000.00)	-100.00%
		\$797,723.09	\$938,910.87	\$1,120,019.72	\$1,318,814.00	\$1,306,314.00	\$186,294.28	16.63%

10.2900.134.00.0	Health Insurance Opt Out	\$75,375.00	\$69,379.00	\$83,500.00	\$76,000.00	\$76,000.00	-\$(\$7,500.00)	-8.98%
------------------	--------------------------	-------------	-------------	-------------	-------------	-------------	-----------------	--------

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
10.2900.136.00.0	Longevity Bonus-Support	\$1,000.00	\$1,500.00	\$500.00	\$1,000.00	\$1,000.00	\$500.00	100.00%
10.2900.138.00.0	Retirement Benefit	\$48,908.15	\$0.00	\$154,699.54	\$154,699.54	\$154,699.54	\$0.00	0.00%
10.2900.211.00.0	Health Insurance	\$2,028,787.69	\$2,081,124.55	\$2,213,417.08	\$2,471,436.00	\$2,471,436.00	\$258,018.92	11.66%
10.2900.212.00.0	Dental Insurance	\$138,619.02	\$136,366.69	\$173,195.32	\$185,414.00	\$185,414.00	\$12,218.68	7.05%
10.2900.213.00.0	Life, Ltd, Ad&d	\$57,691.24	\$59,344.52	\$63,000.00	\$64,028.00	\$64,028.00	\$1,028.00	1.63%
10.2900.215.00.0	Flex Benefit	\$196.17	-\$2,200.66	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.2900.218.00.0	403(b) Matching	\$7,300.70	\$5,800.00	\$9,000.00	\$12,000.00	\$12,000.00	\$3,000.00	33.33%
10.2900.220.00.0	Fica	\$864,252.16	\$876,905.11	\$943,891.53	\$1,003,219.00	\$1,003,219.00	\$59,327.47	6.29%
10.2900.231.00.0	Employee Retirement	\$105,036.38	\$144,561.76	\$137,000.67	\$216,504.00	\$216,504.00	\$79,503.33	58.03%
10.2900.232.00.0	Teacher Retirement	\$1,629,261.60	\$1,953,866.69	\$2,102,018.19	\$2,183,682.00	\$2,183,682.00	\$81,663.81	3.89%
10.2900.250.00.0	Unemployment Compensation	\$9,938.07	\$2,739.37	\$9,985.00	\$9,985.00	\$9,985.00	\$0.00	0.00%
10.2900.260.00.0	Workmans Compensation	\$37,334.92	\$27,252.00	\$38,594.00	\$38,594.00	\$38,594.00	\$0.00	0.00%
10.2900.292.00.0	Shoe Allowance-Support Staff	\$262.79	\$470.95	\$600.00	\$600.00	\$600.00	\$0.00	0.00%
10.2900.610.00.0	ADA-Accommodations	\$76.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
		\$5,004,040.27	\$5,357,109.98	\$5,929,401.33	\$6,417,161.54	\$6,417,161.54	\$487,760.21	8.23%

10.4200.710.00.0	Site Improvements - FY	\$0.00	\$0.00	\$1.00	\$1.00	\$1.00	\$0.00	0.00%
10.4200.714.03.0	Site Improvements-Board Approved	\$0.00	\$0.00	\$0.00	\$1.00	\$1.00	\$1.00	#DIV/0!
10.4200.714.04.0	Site Improvements-Board Approved	\$0.00	\$0.00	\$0.00	\$1.00	\$1.00	\$1.00	#DIV/0!
10.4300.720.00.0	Architectural Fees	\$0.00	\$0.00	\$0.00	\$1.00	\$1.00	\$1.00	#DIV/0!
10.4300.720.04.0	Architectural Fees	\$0.00	\$1,262.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.4600.734.00.0	Auditorium Equipment	\$0.00	\$0.00	\$0.00	\$1.00	\$1.00	\$1.00	#DIV/0!
		\$0.00	\$1,262.00	\$1.00	\$5.00	\$5.00	\$4.00	400.00%

10.5100.830.00.0	Interest-Bond	\$113,245.10	\$113,090.58	\$83,774.96	\$53,020.00	\$53,020.00	-\$30,754.96	-36.71%
10.5100.910.00.0	Principal-Bond	\$668,695.26	\$669,581.03	\$697,772.65	\$731,028.00	\$731,028.00	\$33,255.35	4.77%
10.5110.911.00.0	Principal-Vans Lease	\$12,522.35	\$13,188.19	\$13,889.44	\$0.00	\$0.00	-\$13,889.44	-100.00%
10.5110.912.00.0	Principal-HVAC Lease	\$0.00	\$0.00	\$159,382.41	\$156,358.46	\$156,358.46	-\$3,023.95	-1.90%
10.5120.831.00.0	Interest-Vans Lease	\$2,105.63	\$1,439.79	\$738.54	\$0.00	\$0.00	-\$738.54	-100.00%
10.5120.832.00.0	Interest-HVAC Lease	\$0.00	\$0.00	\$76,088.59	\$77,748.13	\$77,748.13	\$1,659.54	2.18%
		\$796,568.34	\$797,299.59	\$1,031,646.59	\$1,018,154.59	\$1,018,154.59	-\$13,492.00	-1.31%

10.5221.930.00.0	Transfer To Food Service	\$0.00	\$400,000.00	\$400,000.00	\$400,000.00	\$400,000.00	\$0.00	0.00%
	HESSA Contract				\$86,727.00	\$86,727.00		
10.5222.930.00.0	Trnsfr To Special Revenue Fund	\$0.00	\$260,000.00	\$260,000.00	\$260,000.00	\$260,000.00	\$0.00	0.00%
10.5252.930.00.0	Transfer to Athletic Expendable Trust	\$40,390.39	\$0.20	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
10.5253.930.00.0	Transfer to Maintenance Expendable T	\$200,000.00	\$115,000.00	\$200,000.00	\$300,000.00	\$300,000.00	\$100,000.00	50.00%
10.5254.930.00.0	Transfer to Spec Ed Expendable Trust	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$0.00	0.00%
		\$265,390.39	\$775,000.20	\$885,000.00	\$1,071,727.00	\$1,071,727.00	\$100,000.00	11.30%

Account	Description	FY21 Actual	FY22 Actual	FY23 Budget	FY24 Round 1.0	FY24 Round 2.1	\$ Diff	% Diff
		\$22,049,578.58	\$23,580,043.93	\$26,898,442.81	\$30,395,483.88	\$28,641,067.75	\$1,655,897.94	6.16%

	FY23 Budget	FY24-RND 1.0	FY24-RND 2.1		
Operating Budget	\$25,602,495.81	\$28,718,017.88	\$26,963,601.75	\$1,361,105.94	5.32%
HESSA		\$86,727.00	\$86,727.00		
Add'l HESSA					
Contingency		\$125,000.00	\$125,000.00		
Maintenance Trust	\$200,000.00	\$300,000.00	\$300,000.00		
Special Ed Trust	\$25,000.00	\$25,000.00	\$25,000.00		
Building Aid Projects					
SAU Budget	\$1,070,947.00	\$1,140,739.00	\$1,140,739.00		
	\$26,898,442.81	\$30,395,483.88	\$28,641,067.75	\$1,742,624.94	6.48%

Operating Budget Preliminary Guidance

Diff

\$26,864,904.00

-\$98,697.75

SAU41
ANTI-DISCRIMINATION PLAN
2022



Brookline, Hollis, &
Hollis Brookline Cooperative School Districts
4 Lund Lane
Hollis, NH
03049

Table of Contents

NOTIFICATIONS:.....	2
NOTIFICATION OF TITLE VI, TITLE XI, SECTION 504 POLICIES.....	2
EQUAL EMPLOYMENT & PROHIBITION AGAINST DISCRIMINATION IN EMPLOYMENT.....	2
SUMMARY OF PARENT/GUARDIAN RIGHTS:.....	2
ANNUAL NOTIFICATION REGARDING PARENTS RIGHTS OF ACCESS TO STUDENT RECORDS:.....	3
PROCEDURE TO INSPECT AND REVIEW RECORDS.....	3
PROCEDURE TO AMEND RECORDS.....	4
MAINTENANCE OF STUDENT RECORDS.....	4
PROHIBITION OF DISCRIMINATION, HARASSMENT AND VIOLENCE:	5
GENERAL STATEMENT OF POLICY	5
DISCRIMINATION / HARASSMENT DEFINED	5
SEXUAL DISCRIMINATION / HARASSMENT DEFINED (See Policy GBAA / JBAA).....	5
RACIAL DISCRIMINATION / HARASSMENT DEFINED	6
REPORTING	6
REPORTING PROCEDURES	6
ALTERNATIVE COMPLAINT PROCEDURES AND LEGAL REMEDIES	7
INVESTIGATION PROCEDURES.....	7
FILING THE COMPLAINT FORM	7
INVESTIGATION.....	8
INFORMAL RESOLUTION.....	8
DISCIPLINARY ACTIONS.....	8
RETALIATION	9
PREVENTION	9
FALSE CLAIMS OF NON-DISCRIMINATION/NON-HARASSMENT	9
EMPLOYEE ASSISTANCE PROGRAM:	9
RELATED BROOKLINE SCHOOL DISTRICT, HOLLIS SCHOOL DISTRICT, AND HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT POLICIES	9
APPENDIX A – DISCRIMINATION / HARASSMENT COMPLAINT FORM	10

NOTIFICATIONS:

NOTIFICATION OF TITLE VI, TITLE XI, SECTION 504 POLICIES

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK - Pupil Safety and Violence Prevention.

EQUAL EMPLOYMENT & PROHIBITION AGAINST DISCRIMINATION IN EMPLOYMENT

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

SUMMARY OF PARENT/GUARDIAN RIGHTS:

These safeguards are guaranteed to children and their families by Public Law 94-142, The Individuals with Disabilities Education Act (IDEA 2004), and Section 504 of Public Law 93-122, The Vocational Rehabilitation Act of 1973.

1. Parents and Guardians must receive written notification before the school may conduct individual testing of students.
2. Parents and Guardians must receive written notification of any initiation or refusal to initiate a change in their student's educational placement.
3. Parents and Guardians have the right to present their views regarding the identification, evaluation, placement or provision of a free appropriate education to their child. This includes the right to request an educational evaluation.
4. Parents and Guardians have the opportunity to present information from an independent educational evaluation of their student.
5. Parents and Guardians have access to all relevant school records of their student.
6. Either Parents and Guardians or the school may initiate an impartial due process hearing to resolve differences that could not be resolved informally. The request is filed with the NH Department of Education. In conducting such a hearing, parents must:
 - a. receive timely and specific notice of the hearing

- b. have the right to be accompanied and advised by counsel and/or individuals with specific knowledge or training with respect to the problems of handicapped students
- c. confront, cross-examine and compel the attendance of witnesses
- d. present evidence relevant to the decision
- e. obtain a written or electronic verbatim record of the hearing, and obtain written findings of facts and decisions.
- f. The hearing will be conducted by an impartial hearing officer selected from a list provided by the Department of Education.
- g. The decision of the hearing is binding on all parties pending appeal.
- h. Either party has the right to appeal the findings and decision of the hearing through the Board of Education.
- i. During the above process the students shall remain in the original program or any other program to which both parties can agree.
- j. Students receiving special education and related services must receive a periodic re-evaluation every three years.
- k. These rights transfer to a student when he/she reaches the age of 18 unless a guardian has been appointed by the court. These rights would then be retained by a court appointed guardian.

ANNUAL NOTIFICATION REGARDING PARENTS RIGHTS OF ACCESS TO STUDENT RECORDS:

It is required that parents and students receive annual notification of the student records and access policy JRA of the Brookline School District, Hollis School District, and Hollis Brookline Cooperative School District. Parents of students or 18-year old students who wish to review any or all of the school records pertaining to the student should contact the school building personnel, and parents may have copies of the records for the cost of copying.

PROCEDURE TO INSPECT AND REVIEW RECORDS

- Parents/guardians and eligible students wishing to inspect student records must file a written request to do so with the building Principal. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.
- Single copies of appropriate records shall be made available in a reasonable length of time, but in no case more than 45 days after request has been made in writing to the building principal. The records may be inspected by the parents, guardians, and all students once they reach eighteen in the presence of the records manager or their designee.
- The school shall make a written record of the disclosure of all student information, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent or eligible student. A record of inspections will also be kept.
- In cases involving a third party request for records requiring consent for disclosure under law, the student over 18, parent, or guardian shall sign a consent form furnished by the principal. Forms used will identify the records to which access is sought and will be placed in the student's file as a record of the request.
- Access will be refused or granted depending upon the propriety of the request and validity of the request and consent forms.
- If a request for access is refused, and the party who requested access objects to said refusal, said request will be referred to the Superintendent for a final ruling.
- The building principal shall be the custodian of all student records in their school.

PROCEDURE TO AMEND RECORDS

- The parent(s), guardian(s) of a student under 18, or a student over 18, shall have an opportunity to identify in writing, addressed to the building principal, the record or records which they believe to be inaccurate, misleading, or otherwise in violation of the privacy rights, together with a statement of the reasons for the requested amendment of the record.
- A response by the building principal shall be made within fourteen (14) days indicating whether they find the record to be inaccurate, misleading or otherwise in violation of the student's privacy rights and if so how the record will be corrected or deleted. The parent or eligible student will then be given five (5) days from receipt of the principal's decision to refer the request on to the Superintendent for a hearing.
- If requested, a hearing before the Superintendent or their designee who does not have a direct interest in the outcome of the hearing, shall be held within a reasonable period of time, but in no case more than forty-five (45) days after receipt of such a request by the superintendent of schools. The parent(s), guardian(s) or student 18 years or older, will have the right to be represented by counsel and to present evidence in support of their belief that the record should be amended. A written decision will be rendered within thirty (30) days stating the disposition of the challenge to the record and the reasons for the determination. Although the hearing may be informal in nature, the processes used shall ensure fairness and impartiality. The decision made shall be final and not subject to appeal.
- If as a result of the hearing the Superintendent or their designee decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, they shall inform the parent or the eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School District.

MAINTENANCE OF STUDENT RECORDS

Each principal shall be responsible for record maintenance and access within their building. All student records when not in use shall be kept under lock and key.

Any request to examine a student's record by a parent or legal guardian of a minor student or by a student (of legal age) shall be honored. Requests by agents, when accompanied by written authorization from the parent, legal guardian or student of legal age, shall also be honored.

The file shall contain a composite of all requests for information and all completed forms involving requests, authorizations, or permission to view and receive educational records. (Each person viewing the file shall sign and date the form provided for that purpose.)

Three (3) years after graduation or three years after the termination of the provision of educational services to the student, all but the Permanent Record Card may be destroyed. The Permanent Record Card shall contain only name, address and phone number, the pupil's record of grades, years enrolled, courses attended and grades completed. The Permanent Record Card shall be retained in perpetuity.

The contents of a pupil's Special Educational Services Record shall be destroyed within five (5) years after the information is no longer needed to provide educational services to the child. Prior to destruction of such a record or data from the cumulative record which pertains to the pupils' handicapping condition, reasonable effort shall be made to notify the parents of their right to copy of such data.

PROHIBITION OF DISCRIMINATION, HARASSMENT AND VIOLENCE:

GENERAL STATEMENT OF POLICY

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status. The School District will act to investigate all complaints, either formal or informal, verbal or written, of harassment or discrimination and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

Procedure for filing a written complaint are outlined within this document.

DISCRIMINATION / HARASSMENT DEFINED

Harassment generally includes, but is not limited to, physical contact or violence or verbal statements relating to an individual's race, color, religion, gender identity, sexual orientation, national origin, age, disability, or status in any group protected by federal, state or local law when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

SEXUAL DISCRIMINATION / HARASSMENT DEFINED (See Policy GBAA / JBAA)

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment; or
3. Conduct or communication that has the purpose or effect of substantially or unreasonably interfering with an individual's employment, or creating an intimidating, hostile or offensive employment environment.

Sexual discrimination / harassment may include but is not limited to:

1. Verbal harassment and/or abuse of a sexual nature;
2. Leering at an individual's body;
3. Making jokes of a sexual nature;
4. The display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writings, posters or cartoons;
5. Making graphic verbal comments about an individual's body, clothing or sexual activity;
6. Subtle pressure for sexual activity;
7. Inappropriate patting or pinching or any sexually motivated unwelcome touching;
8. Intentional brushing against an employee's body;

9. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment

Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

RACIAL DISCRIMINATION / HARASSMENT DEFINED

Racial harassment in public schools violates Title VI of the Civil Rights Act of 1964; sexual harassment violates Title IX of the Education Amendments of 1972. Racial discrimination/harassment is present if a person is treated differently on the basis of race, color, or national origin in the context of an educational program or activity without legitimate nondiscriminatory reason so as to interfere with or limit the ability of the person to participate in or benefit from the services, activities, or privileges provided by the recipient.

Racial discrimination/harassment may include but is not limited to:

1. Harassing conduct that is physical, verbal, graphic or written;
2. Injury to persons or property or;
3. Conduct threatening injury to person or property.

REPORTING:

REPORTING PROCEDURES

Any person who believes that they have been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to their immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of Title VI or VII violations, inclusive of discriminatory practices and employment practices restricting equal opportunity for employment or relating to race, color, or national origin by employees or third party contractors, should be made to the Human Rights Officer.
2. Reports or complaints of Title IX violations, inclusive of sexual harassment or sexual violence by employees or third party contractors, should be made under Board policy GBAA;
3. Reports or complaints of Title IX violations, inclusive of sexual harassment or sexual violence by students, should be made under Board policy JBAA;
4. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
5. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

ALTERNATIVE COMPLAINT PROCEDURES AND LEGAL REMEDIES

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. **Office for Civil Rights, U.S. Department of Education**, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180-day time limit based on OCR policies and procedures.

2. **New Hampshire Commission for Human Rights**, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

INVESTIGATION PROCEDURES:

The building principal or superintendent upon receipt of a report or complaint alleging discrimination and/or harassment, either verbal or written, shall immediately undertake or authorize an investigation. The investigation may be conducted by the Building Principal, District’s Human Right’s Officer, Title IX Coordinator, 504 Coordinator or by a third party designated by the Superintendent or designee.

FILING THE COMPLAINT FORM

1. The complaint shall be signed by the complainant;
2. Shall describe in detail the specific incident(s), occurrence(s), decision(s), and other factual matters believed to constitute unlawful discrimination, harassment, or retaliation;
3. Name as the respondent(s) the individual, department, committee, or other body whom the complainant believes to have engaged in prohibited behavior; and
4. Include a brief statement describing the resolution, relief, or action requested by the complainant;

Someone other than the complaining party can write the complaint if necessary.

See Appendix A for Complaint Form.

Jurisdiction under these procedures is met when:

1. The allegations of the complaint meet the definition of discrimination or harassment;
2. The complaint was timely filed; and
3. The complaint has complied with “Filing the Complaint Form” requirements as described above.
4. The complaint shall be dismissed if the Superintendent determines that the district does not have jurisdiction over the complaint.

There shall be the right for either party to request the Superintendent to reconsider decisions. There is also the right to appeal the decision of the Superintendent to the school board. The complaining party may, at any time, pursue the matter through other state agencies or through the United States Department of Education, Office for Civil Rights.

INVESTIGATION

1. The investigation, at a minimum, will consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods including retrieval and review of documents deemed pertinent by the investigator.
2. In determining whether alleged conduct constitutes a violation of this policy, the investigation should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
3. In addition, the principal, assistant superintendent or superintendent may take immediate steps to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged discrimination/harassment.
4. The investigation will be completed as soon as possible, but within 20 business days of the date the complaint was received by District, the superintendent will update the complainant and respondent on the progress of the investigation.
5. The investigator shall make a report to the Superintendent upon completion of the investigation.
6. If the complaint involves the Superintendent, the report may be filed directly with the School Board Chair.

INFORMAL RESOLUTION

Because of the personal and often upsetting disclosures concomitant to making or responding to accusations of discrimination / harassment, the district strongly encourages complainants to attempt to resolve their complaint informally (in lieu of or before commencing formal proceedings).

Informal resolutions may be attempted by taking the opportunity to utilize facilitated mediation with a neutral party (e.g. HR Department Representative). This step is not mandatory and would require the consent of both complainant and respondent.

DISCIPLINARY ACTIONS

Upon receipt of an investigation report which indicates that the complaint is valid, the Superintendent shall determine the appropriate disciplinary action if the individual(s) against whom the complaint is filed is an employee. Disciplinary action shall be appropriate to the severity of the discrimination/harassment and may include warning, referral of an employee to the Employee Assistance Program, suspension, or termination.

If a substantiated complaint is filed against a student, the building principal shall determine the appropriate disciplinary action. Parents shall be notified consistent with policies dealing with discipline and due process procedures. Disciplinary action shall be appropriate to the severity of the discrimination/harassment and may include warning, suspension, or recommendation to the superintendent for potential expulsion.

The results of the investigation and the disciplinary action taken will be reported in writing to the complainant by the principal within ten working days following the receipt of the investigation report, which validated the complaint.

In all instances involving certified staff members, a substantiated complaint will result in the Superintendent immediately notifying the Department of Education's Office of Credentialing.

RETALIATION

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information

PREVENTION

It is important that all students and employees understand what constitutes discrimination and harassment and their right to report unwelcome behavior. Administration should educate those within their building regarding this policy annually, and should be watchful for behavior which fits the description of discrimination or harassment. Employees who witness such behavior as a third party have a responsibility to report it.

FALSE CLAIMS OF NON-DISCRIMINATION/NON-HARASSMENT:

The school district recognizes that not every advance or communication based on race, color, religion, gender identity, sexual orientation, national origin, disability, age or status in any group protected by federal or state law constitutes discrimination or harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory/harassing employment or classroom learning effect requires a determination based on all the facts and surrounding totality of circumstances. False accusations of discrimination and/or harassment can have a serious detrimental effect on innocent parties and may result in disciplinary action.

EMPLOYEE ASSISTANCE PROGRAM:

For persons employed by the school system who are involved in a harassment accusation or incident of discrimination/harassment, the Brookline School District, Hollis School District, and Hollis Brookline Cooperative School District provides support from the Employee Assistance Program (EAP). The intent of this program, in this case, would be to help the employee deal with the psychological effects of being involved in the process. The District's Human Rights Office may assist employees in contacting the EAP for assistance.

RELATED BROOKLINE SCHOOL DISTRICT, HOLLIS SCHOOL DISTRICT, AND HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT POLICIES:

- Sexual Harassment and Sexual Violence - Students (Policy JBAA)
- Sexual Harassment and Sexual Violence – Staff (Policy GBAA)
- Nondiscrimination on the Basis of Handicap/Disability (Policy ACE)
- Nondiscrimination (Policy AC)
- Student Records and Access (Policy JRA)
- Pupil Safety and Violence Prevention – Bullying (Policy JICK)
- Public Complaints About Facilities or Services (Policy KED)

APPENDIX A – DISCRIMINATION / HARASSMENT COMPLAINT FORM

HARASSMENT, DISCRIMINATION, OR RETALIATION COMPLAINT FORM

If you have experienced or been threatened physically or sexually with assault, harm, or injury, notify 911 immediately.

Directions:

Please fill out this form if you believe you have experienced or witnessed an act of discrimination, harassment (including bullying and other behaviors that lead to a hostile work environment), or retaliation. Please see pages 3-5 for information on different types of discrimination, harassment, or retaliation.

You may submit this form electronically or by hard copy to a trusted supervisor, administrator, or the Human Resources department at the district SAU 41 office located at 4 Lund Lane, Hollis, NH 03049. If you prefer to submit a complaint verbally, you may do so by contacting any of the previously mentioned staff members. If you prefer to submit this complaint anonymously, please mail to the SAU 41 at 4 Lund Lane, Hollis, NH 03049 or send through interoffice mail to: Human Rights Officer – SAU Office.

Whether or not you file a complaint with the Brookline School District, Hollis School District, and Hollis Brookline Cooperative School District, you also have the right to file a complaint with an external agency. These include:

- **Office for Civil Rights: U.S. Department of Education;** 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - OCR.Boston@ed.gov
- **Office of Civil Rights, U.S. Dept of Agriculture;** 1400 Independence Avenue, SW, Washington, D.C., 20250-9410; Telephone - 866-632-9992; Email – program.intake@usda.gov
- **N.H. Commission for Human Rights,** 2 Industrial Park Drive, Concord 0330, Telephone - 603-271-2767; Email – humanrights@nh.gov
- **N.H. Department of Justice, Civil Rights Unit;** 33 Capitol Street, Concord, NH 03301; Telephone – 603-271-1181
- **N.H. Department of Education, Commissioner of Education;** 101 Pleasant Street, Concord, NH 03301, Telephone – 603-271-3494; Email - info@doe.nh.gov

For additional information, please see: *Policy AC – Nondiscrimination*

HARASSMENT, DISCRIMINATION, OR RETALIATION COMPLAINT FORM

What type of complaint are you filing?

(Choose all that apply, please see definitions at end of form)

☐ Discrimination (check all that apply)

- ☐ Age
- ☐ Creed
- ☐ Disability, presence or perception of
- ☐ Gender
- ☐ Gender Identity
- ☐ Genetic information
- ☐ Marital status
- ☐ Military status
- ☐ National origin
- ☐ Pregnancy
- ☐ Race/ethnicity/color
- ☐ Religion
- ☐ Sexual orientation
- ☐ Other (please explain):

☐ Harassment

☐ Hostile Work Environment

☐ Retaliation

☐ Sexual Harassment

☐ Other (please explain): _____

Who is this complaint against?	
Name:	
☐ SAU41 Employee	☐ Non-SAU41 Employee
School:	Affiliation:
Phone:	Phone:
Email:	Email:
Notes:	Notes:
Date(s) of incident(s):	Date(s) of incident(s):

Please include any information that you are able to and/or comfortable including.

Who is filing this complaint? <i>Leave blank if filing anonymously.</i>	
Name:	
☐ SAU41 Employee	☐ Non-SAU41 Employee
School:	Affiliation:
Phone:	Phone:
Email:	Email:
Notes:	Notes:

Please describe what happened. The more information and details you are able to provide, the more helpful it will be in our ability to follow-up. The type of information that is helpful includes: dates, times, locations, witnesses, and any details you are able to provide about the event(s), incident(s), and/or behavior(s). If you have included your name, the Office of Human Resources may follow up with you for more information.

Is there anything else you'd like the Office of Human Resources to know?

Definitions:

Discrimination: Unlawful discrimination in employment occurs when an employer takes an adverse, harmful, harassing and/or retaliatory employment action against an employee (or potential employee) based on that employee's race/ethnicity/color, creed, sex, pregnancy, age, religion, national origin, marital status, the presence or perception of a disability, veteran's status, military status, genetic information, sexual orientation, gender, or gender identity. See SAU41 Anti-Discrimination Plan document for full definitions.

Harassment: Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), the Americans with Disabilities Act of 1990 (ADA), and NH SB 263. Harassment is offensive conduct that may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.

Harassment can occur in a variety of circumstances, including, but not limited to, the following:

- Asking unwelcome personal questions or other unwelcome treatment based on a person's age, creed, disability, gender expression, gender identity, genetic information, national origin, marital status, military status, pregnancy, race/ethnicity/color, religion, sex, sexual orientation/, gender identity, or veteran's status.
- Disclosing an individual's sexuality, gender identity, or gender expression against their wishes.
- The deliberate misuse of an individual's preferred name, form of address, or gender-related pronouns (except on legally mandated documentation, if the individual has not officially obtained a name change).
- Posting offensive pictures or sending offensive electronic or other communications.
- Unwelcome physical conduct.

Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a hostile, intimidating, or abusive work environment.

Bullying may be a type of harassment seen in the workplace.

Bullying: A behavior that intends to frighten, hurt, or threaten others and cause harm, humiliation, or intimidation. Bullying behavior is often repetitive. It may involve verbal harassment, verbal or non-verbal threats, physical assault, stalking, or other methods of coercion such as manipulation, blackmail, or extortion. An imbalance of power, either real or perceived, between the aggressor and the victim is often involved.

Hostile Work Environment: A hostile work environment is one that is intimidating, hostile, or offensive. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name-calling, assumptions based on stereotypes, physical assaults or threats, intimidation,

ridicule or mockery, insults or put-downs, offensive objects or pictures, and inappropriate interference with work performance. Harassment can occur in a variety of circumstances, including, but not limited to, the following:

- The harasser can be the victim's supervisor, a supervisor in another area, a subordinate, an agent of the employer, a co-worker, or a non-employee (such as a fellow, volunteer or intern).
- The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
- Unlawful harassment may occur without economic injury to, or discharge of, the victim.

Protected Classes: Race/ethnicity/color, creed, sex, pregnancy, age, religion, national origin, marital status, the presence or perception of a disability, veteran's status, military status, genetic information, sexual orientation, or gender identity.

Retaliation: Retaliation occurs when employers treat applicants, employees or former employees, fellows/volunteers/interns, or people closely associated with these individuals, less favorably for

- reporting discrimination;
- participating in a discrimination investigation or lawsuit (for example, serving as a witness), or;
- opposing discrimination (for example, threatening to file a charge or complaint of discrimination).

Retaliation will not be tolerated by the SAU41. Any employees, fellows/volunteers/interns, and applicants found to have retaliated will be subject to corrective or disciplinary action that is appropriate to the circumstances, up to and including dismissal.

Sexual Harassment: Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Hollis Brookline High School



Program of Studies

2023 – 2024



Hollis Brookline High School

24 Cavalier Ct Hollis, New Hampshire 03049

Phone 603-821-4477 fax 603-465-2485

myhbhs.org

Administration

Principal: Tim E. Girzone
Assistant Principals: Aisha R. Weaver
Yolanda A. Flamino
Amanda C. Zeller

School Counseling

School Counselors: Chantel Klardie, Department Chair
Dawn Breault
Daniel Bumbarger
David Hersey
Susan Joyce
Melissa Moyer
Emily Thompson

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 student, parents, and staff share responsibility for open communication to maintain a thriving school community.
- Maintaining a safe, productive, and inclusive learning environment.

Visit the Hollis Brookline High School Web Site

myhbhs.org

Contents

Introduction.....	5
Principal’s Message	5
Student Services	6
Career Technical Programs	7
English Learners	7
Compliance with Federal & State Laws	7
Graduation Requirements	8
NH State Standard Diploma	9
Equivalency Diploma.....	9
New Hampshire Scholars Program	10
Credit Accumulation Guidelines	11
Credit Recovery.....	11
Alternative Methods of Earning Academic Credit	11
Summer Enrichment	12
Grade Policies	12
Grade Reporting.....	12
Transfer of Credits	12
Audit Policy	13
Grade Weighting	13
Grade Scale.....	13
Grade Point Average	14
Latin Honors.....	14
Academic Progress.....	14
CAVBlock	15
Honor Roll	15
Senior Options Program	15
Junior Privileges	15
Course Registration Procedures	15
Restrictions on Course Selection	16
Teacher Recommendations	16
Add/Drop Procedures	16
Level Changes	16
Overview of College Admission Requirements	17
Course Descriptions by Department	19
Career Education Programs	19
Computer Education	21
Engineering	23
English	27

Family and Consumer Sciences	36
Mathematics	38
Physical Education	45
Science	48
Social Studies	55
Student Support Services.....	60
Visual and Performing Arts	64
World Language	71
Career and Technical Programs (Milford, Nashua)	78
Extracurricular Programs.....	100
Athletic Programs	101
NCAA Approved Courses	102
Sample Four-Year Educational Plan	102
Student Activities Spreadsheet	103
Index	104

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. 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 2023-24 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 look to simply enjoy. We urge you to utilize the *Student Activities Spreadsheet* at the end of this program to assist you in navigating the balance between school, life, and activities. 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 and administrators at any time if you have questions. We are always open to feedback and suggestions that you may have as we work together toward creating the best academic program possible for our students.

Sincerely,
Timothy E. Girzone

Student Services

The mission of the Hollis Brookline School Counseling 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 Alvirne, Nashua, and Milford High Schools in the **11th and 12th** grades for career and technical education. The courses available are listed in the *Program of Studies* in the “Career and Technical Programs” section, and are up-to-date as of the time of publication of the HBHS Program of Studies (but are subject to change as the offering schools update and revise their Programs of Studies). Specific information may be obtained from the School Counseling 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 (myhbhs.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

myhbhs.org

Click on the School Counseling link for assistance and information on:

Career Services	Counseling Services	Presentations	SAT Prep
Career and Technical Programs	Helpful Websites	Program of Studies	Scholarships
College Admissions Testing	Naviance	Register New Student	School Profile
College Handbook			

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. All high school students must engage in a math experience for every year they are in high school until graduation. All math courses qualify, and any non-math courses that meet this requirement are marked by a “+”. Beginning with the Class of 2024, all students must achieve at least a 70% on the US Citizenship Exam as part of their Civics course.**

<u>Category</u>	<u>Credits</u>
English (including .5 Writing credit)	4.50
Mathematics (including 1.0 Algebra credit)	3.00
4th Year Math Experience +	N/A
Information and Communication Technology (ICT Digital Portfolio)	0.50
Social Studies - 1 U.S. History, 1 World Studies, .5 Economics (including Personal Finance instruction), .5 Civics (including 70% on US Citizenship Test)	3.00
Science (including 1 Physical Science credit & 1 Biological Science credit)	3.00
Arts Education (all Performing Arts, Visual Arts)	0.50
Physical Education	1.00
Wellness	0.50
Restricted Electives	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
Credits selected from any of the school's course offerings	
TOTAL	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. **All high school students must engage in a math experience (not necessarily a math credit) for every year they are in high school until graduation. Courses that meet this requirement are marked by a “+”. Per RSA 189 Section 11, all graduating students must pass the U.S. Citizenship Test. The test will be administered during students’ junior year. Students may retake the test as often as necessary in order to achieve the required 70%.**

<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, and a 4 th year math experience
Physical Sciences	1 credit
Biological Sciences	1 credit
US and NH History	1 credit
US and NH Government/Civics (incl. 70% on US Citizenship Test)	.5 credit
Economics (incl. Personal Finance instruction)	.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 an 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 and earn credit for courses listed under the NH Scholars Core Course Requirements.

NH Scholars Core Course Requirements

- English - 4 years
- Math - 4 years, including Algebra 1, Geometry, and Algebra 2, 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
- **Minimum 3.2 GPA**

NH Scholars with STEM Emphasis

- English, Math, Social Studies, and World Language requirements listed under "Core Course Requirements"
- **Science - 4 years, including 3 Lab Science (Biology, Chemistry, Physics, A&P, Pre-Engineering, Computer Science, etc.)**
- **STEM related courses – at least one more year chosen from Technology, Engineering, Computers, Advanced Manufacturing, Science, Math, Family and Consumer Science, CTE program, Project Lead the Way (all courses in Science, Computer Education, and Engineering qualify for NH Scholars with STEM Emphasis).**

NH Scholars with Art Emphasis

- English, Math, Lab Science, Social Studies, and World Language requirements listed under "Core Course Requirements"
- **Art Education – 2 years (all courses in Visual & Performing Arts qualify for NH Scholars with Art Emphasis)**
- **Minimum 3.2 GPA**

NH Scholars with Career Pathway Emphasis

- English, Math, Lab Science, Social Studies, and World Language requirements listed under "Core Course Requirements"
- **Successfully complete one of the following -- approved NH CTE Program, Industry -Aligned or Career-Driven Extended Learning Opportunity, all sequence components in a Formal Career Pathway Program of Study, CCSNH Industry Certificate Sequence, successfully engaged in a Work Based Learning Experience**
- **Successfully earned one of the following -- College Credits, Industry Valued Recognized Certificate, or Postsecondary hours**
- **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 School Counseling 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 Edgenuity or 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 an administrator. 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/distance learning courses, such as Edgenuity, 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 in the following section. 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.

Alert messages will be sent as follows:

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

Any parent who does not have access to a computer should inform the School Counseling Office 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. The purpose of the Audit is to repeat the course or participate in a course in an effort to further develop academic knowledge and build a stronger academic foundation. Students must complete an Audit Agreement (located in the School Counseling office) to be signed by parent, administration, teacher, and school counselor. *Please note: audited courses are not taken for credit.*

Grade Weighting

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

AP Biology	AP French	AP U.S. Gov & Politics	Honors Jazz Band
AP Calculus	AP Physics I and II	AP U.S. History	Honors Literature
AP Chemistry	AP Psychology	Honors Anatomy and	Honors Physics
AP Computer Science	AP Spanish	Physiology	Honors Pre-Calculus
AP English Language	AP Statistics	Honors Chemistry	Honors Senior Quest
AP English Lit & Comp	AP Studio Art	Honors Choir	Honors Spanish IV
AP Environmental Science	AP World History	Honors French IV	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 4.43; junior year is 4.62, and 4.71 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.

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 after add/drop, 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.*

Latin Honors

Academic achievement will be recognized at the end of the student's senior year using the Latin Honors system. The GPA following GPA cutoffs will be used to determine three distinct levels of achievement:

Summa Cum Laude- 4.2 and above

Magna Cum Laude- 4.0 and above

Cum Laude- 3.8 and above

To be eligible for Latin Honors recognition, students must be graduating with the 23 credit HB diploma. Latin Honors will be designated on the final transcript, and GPA will be cumulative for all Hollis Brookline High School credits earned. A student may not earn more than 7 credits per academic year that count toward grade point average. Credits awarded from Hollis Brookline High School are factored into a student's GPA first. Any subsequent credits earned through approved alternate courses will be factored in to the GPA after all HBHS credits. Transfer students' grades will be rolled into the Hollis Brookline High School transcript. Grades for transfer students will be recalculated to receive the same numerical weight as courses taken at HBHS. With the exception of transfer AP classes, which will be weighted, all other transfer classes can receive only the weight assigned to the same or similar class at HBHS. Therefore, classes will be recalculated (not renamed) to reflect weight and credit consistent with what students at Hollis Brookline can achieve.

Academic Progress

Academic Progress is available to all students and parents at all times through the PowerSchool Parent Portal. General guidelines regarding the gradebook are as follows: teachers post grades generally within 10 days from a due date and will indicate, in the PowerSchool gradebook, 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

CAVBlock is held three times per week for students to confer with teachers, collaborate with peers, and complete assignments. During this 45-minute period, students in grades 9-11 are required to assign

themselves, using Adaptive Scheduler, to up to two CAVBlock sections each day, and seniors have the option of signing up for time with teachers or in specific locations. In addition to academic support, students may also sign up to attend enrichment activities, to access the library, or to attend school assemblies, School Counseling Department programs, and other scheduled school programs.

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 7:40am but prior to their first scheduled class, or leaving after their last class of the day, but prior to 2:30pm.

Junior Privileges

The Junior Privileges program allows grade 11 students in excellent academic standing to manage their time if they have a study hall at the first or last period of the day. Excellent academic standing means the student must have a cumulative GPA of 3.0 or higher. In order to take advantage of this program, juniors are required to be full time eleventh graders and have no D's, F's, no major disciplinary infractions in the previous quarter, and no unexcused absences or tardies during the previous quarter. The following privilege is available to juniors with parent/guardian permission during their first or last study period of the day.

- Arrival to school just prior to their first class if they have a regular study hall the period before.
- Departure from school after their last class of the day if they have a regular study hall after.

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 School Counseling 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, should this occur, 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, and it cannot be used to override any prerequisite other than a teacher recommendation.**

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 five school 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 three school 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 School Counseling 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 without resulting in a WP or WF.*

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 School Counseling 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 School Counseling 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 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 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. 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.

Very Competitive

The colleges in this category admit students whose grade point averages are no less than 3.6 and above 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..

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 School Counseling office has lists of organizations that offer various programs such as City Year, Habitat for Humanity, Internships, and many more.

Career Education

An ELO is an Extended Learning Opportunity. Registering for the following courses require that students follow an **application process and that they work with the ELO coordinator and their school counselor**. ELOs are learning opportunities that happen outside of the traditional classroom setting.

H976. ELO

Gr.11-12

1 credit

Full Year

0.5 credit

Semester

Prerequisite: Students must complete an ELO application
(Career Education)



An internship is a temporary, unpaid position where a student is paired with a professional in order to gain practical experience in an occupation or profession. This course is designed for motivated students seeking career exposure in a specific field. You must meet with the ELO coordinator and 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 will be evaluated based on competency attainment. While hours are not officially counted, the following gives an idea of the expectations as they relate to commitment required: 0.5 credit = about 70 hours, 1 credit = about 120 hours. Students will have scheduled meetings to review course progress. There are four required components: 1) reflection, 2) research, 3) product, and 4) presentation.

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

H981. Career Studies ELO

Gr. 11-12

1 credit

Full Year

0.5 credit

Semester

Prerequisite: Students must complete and ELO application
(Career Education)



Career Studies is an opportunity for a student to investigate a specific occupation or career path. This learning experience requires the student to conduct independent research, informational interviews with professionals and job shadows when appropriate. There are four required components: 1) reflection, 2) research, 3) product, and 4) presentation.

H1001. Work Study

Gr.11-12

0.5 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 II

Gr. 11-12

0.5 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

0.25 credit

Semester

Aide positions are available in the following departments: Academic teachers, Office, School Counseling, 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.

Note: Students may only **TA** in a course they have previously completed, courses may only be assigned one aide per course, and students are restricted to one aide position per student per semester. ***Library Aide positions are available for grades 10-12.***

*For **Career and Technical Education Programs** offered at other high schools, please see the section with that title at the end of the Program of Studies for course descriptions and information.*

Computer Education

H352. ICT Digital Portfolio (ICT)

Gr.9-12

0.5 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.

H709. Video Game Design +

Gr.9-12

0.5 credit

Semester

Prerequisite: Completion of Algebra 1 or combination of Algebra 1A and 1B
(Practical Arts & ICT)



Students will explore the concepts of computer programming, methods, and algorithms, including memory management, decision making, looping, objects, and lists. Students will learn why programming languages are a vehicle for implementing computer-based solutions to modern day business problems, scientific exploration, and world event-driven problems. Students will program games and solutions to real-world problems using Javascript algorithms to build interactive Android Apps. Students will have the opportunity to explore several important topics of computing, using their own ideas and creativity to develop an interest in computer science that will foster further endeavors in the field.

H363. Web Page Design

Gr.10-12

0.5 credit

Semester

(Practical Arts)



Web Design is a project-based course that uses the CodeHS Web Design tools to teach students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their own multi-page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

H353. Computer Science Principles +

Gr.9-12

0.5 credit

Semester

Prerequisite: Completion of Algebra 1 (or the combination of Algebra 1A and 1B)
(Practical Arts & ICT)



Computer Science Principles is an entry-level course that introduces students to the foundation of modern computing. The course covers a broad range of foundational topics including programming, algorithms, the Internet, big data, base conversions, digital privacy and security, and the societal impacts of computing. With a unique focus on creativity, problem solving, and project based learning, students have the opportunity to develop an interest in computer science that will provide the foundation for future study of

more advanced computer science topics.

H362. Advanced Placement Computer Science A +

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 the course for a fee of approximately \$100, payable to the College Board. Financial assistance is available to those who qualify for SAT waivers.*

H358. Computers & Technology

Gr.9-12

0.5 credit

Semester

(Practical Arts & ICT)



Computers & Technology will introduce students to the knowledge and skills needed to enter computer science and information technology (IT) fields. Designed as a hands-on course, students will use simulators to analyze digital components, study network design, and understand the design concepts of software and hardware components. There are five components to this course: the internet, digital information, intro to Micro:bit, program control with Micro:bit, and Advanced Micro:bit. Students will end this course with a final product that combines software and hardware components that perform a task to solve a problem.

Engineering

Note: Courses designated by a “^” qualify to meet the third science credit requirement, as described in the **Science section** of this Program of Studies.

HBHS offers courses in partnership with Project Lead the Way. As outlined on their website, the **Project Lead the Way 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 learning to make the world a better place through innovation. **PLTW** courses may be offered as part of the Running Start dual-enrollment program with New Hampshire Technical Institute. Students who earn a B or better and qualifying score on the End-Of-Year course exam can apply for credits through Rochester Institute of Technology.

**Below are suggested pathways only; please check for specific prerequisites at individual course descriptions*

Pathways	Recommended starting point for freshmen	Recommended starting point for sophomores/ juniors		
Recommended for students interested in mechanical/ civil engineering	Engineering Technologies	Introduction to Engineering Design	Principles of Engineering	Digital Electronics
Recommended for students interested in electrical/computer/ materials engineering	Engineering Technologies	Principles of Engineering	Digital Electronics	
	Computers and Technology	Principles of Engineering	Digital Electronics	
Recommended for students interested in computer science	Computers and Technology	(Computer Science courses)		

H711. Engineering Technologies: Fall (“M”) + ^
(Practical Arts)

Gr.9-12

0.5 credit

Semester



This class is structured as an introductory engineering and technology class with the goal of exposing students to a variety of STEM experiences. This course is intended to allow students to progress into PLTW Introduction to Engineering Design and PLTW Principles of Engineering. “M” stands Mindset, Manufacturing, and Mechanical. The class will focus on the following units: Design and Manufacturing Technologies, Mechanical Engineering, Development and Marketing, and Ethics and Philosophy. The class will use CAD software, a 3D printer, and VEX equipment. Students will learn theoretical underpinnings of engineering and immediately apply these understandings to real world technologies to solve problems.

Note: Engineering Technologies Fall (“M”) is NOT a prerequisite for Engineering Technologies Spring (“E”). Students may take Engineering Technologies Spring (“E”) without having previously taken Engineering Technologies Fall (“M”).

H712. Engineering Technologies: Spring (“E”) + ^
(Practical Arts)

Gr.9-12

0.5 credit

Semester



This class is structured as an introductory engineering and technology class with the goal of exposing students to a variety of STEM experiences. This course is intended to allow students to progress into PLTW Introduction to Engineering Design and PLTW Principles of Engineering. “E” stands for Electrical, Encryption, and Environmental. The class will focus on the following units: Software Development, Microcontrollers, Computing, Electrical Engineering, and Ecological Civil Engineering. The class will use text-based IDEs, Micro:bit Controllers, Digital Breadboards, Circuit Design Software, and Geographic Information Systems. Students will learn theoretical underpinnings of engineering and immediately apply these understandings to real world technologies to solve problems.

Note: Engineering Technologies Fall (“M”) is NOT a prerequisite for Engineering Technologies Spring (“E”). Students may take Engineering Technologies Spring (“E”) without having previously taken Engineering Technologies Fall (“M”).

PLTW COURSE OPTION:

Students who take Engineering Technologies as a full year class will be eligible to earn college credit through the Project Lead the Way End-of-Course exam for Engineering Essentials.

Note: PLTW credit requires registration in the Fall. This course is taught as a dual-credit enrollment with the New Hampshire Technical Institute. Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NHTI as well as 1 credit from HBHS. **Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded.** Juniors and Seniors can earn credit for up to 2 STEM related courses a year for no charge under the state STEM scholarship initiative, but sophomores will be required to pay a \$150 fee for the credit. **Students may choose to obtain their dual enrollment credit through the Rochester Institute of Technology instead.** They must earn a qualifying score on the End-Of-Course exam along with a grade of 85% or higher in the class and can apply for credit up until November of the following year for a fee.

This course would appear on the transcript as:

H713. Engineering Essentials, PLTW

(1 credit)



H710P. PLTW Digital Electronics + ^**Gr. 10-12****1 credit****Full Year***Prerequisite: Completion of or concurrent with Algebra 2 or permission of Department Chair**Recommendation: Completion of Principles of Engineering or Introduction to Engineering, or a full year of Engineering Technologies**(Practical Arts)*

This is a hands-on 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 option for students who are considering electrical engineering as a career path. This is a hardware course with some programming content.

Note: *This course is taught as a dual-credit enrollment with the New Hampshire Technical Institute.*

*Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NHTI as well as 1 credit from HBHS. **Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded.** Juniors and Seniors can earn credit for up to 2 STEM related courses a year for no charge under the state STOMP scholarship initiative, but sophomores will be required to pay a \$150 fee for the credit.*

Students may choose to obtain their dual enrollment credit through the Rochester Institute of Technology instead. *They must earn a qualifying score on the End-Of-Course exam along with a grade of 85% or higher in the class and can apply for credit up until November of the following year for a fee.*

H701P. PLTW Intro to Engineering Design + ^**Gr.9-12****1 credit****Full Year***Prerequisite: Algebra 1**(Practical Arts)*

In this course, students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Note: *This course is taught as a dual-credit enrollment with the New Hampshire Technical Institute.*

*Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NHTI as well as 1 credit from HBHS. **Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded.** Juniors and Seniors can earn credit for up to 2 STEM related courses a year for no charge under the state STOMP scholarship initiative, but sophomores will be required to pay a \$150 fee for the credit.*

Students may choose to obtain their dual enrollment credit through the Rochester Institute of Technology instead. *They must earn a qualifying score on the End-Of-Course exam along with a grade of 85% or higher in the class and can apply for credit up until November of the following year for a fee.*

H706P. PLTW Principles of Engineering + ^**Gr.10-12****1 credit****Full Year**

Prerequisite: Algebra 1; can be taken concurrently with Geometry or Accelerated Geometry, or permission of department Chair



This course explores basic engineering concepts in an exciting hands-on environment. Topics include simple machines, strength of materials, thermodynamics, statistics, and structure strength. Through project-based learning, students discover the many fields of engineering, including electrical and mechanical. This course includes challenging projects, using a wide variety of technology tools that complement the course material.

Note: This course is taught as a dual-credit enrollment with the New Hampshire Technical Institute.

Students who enroll as dual credit and successfully complete this course will be awarded 3 college credits through NHTI as well as 1 credit from HBHS. **Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded.** Juniors and Seniors can earn credit for up to 2 STEM related courses a year for no charge under the state STEMP scholarship initiative, but sophomores will be required to pay a \$150 fee for the credit.

Students may choose to obtain their dual enrollment credit through the Rochester Institute of Technology instead. They must earn a qualifying score on the End-Of-Course exam along with a grade of 85% or higher in the class and can apply for credit up until November of the following year for a fee.

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)



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 advisor. Throughout the year, Senior Quest students will develop their skills as critical thinkers, collaborators, creators, and communicators as they explore a 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 9, Accelerated English 9, or English 9 Read, 1 credit; **Grade 10:** English 10, Accelerated English 10, or English 10 Read, 1 credit AND Writing, 0.5 credit; **Grade 11:** U.S. Literature, Honors U.S. Literature, Fundamentals of English, or AP English Language, 1 credit; **Grade 12:** English electives, 1 credit.

	Grade 9	Grade 10	Grade 11	Grade 12
Required <i>(options based on recommendation)</i>	English 9 Read English 9 Accelerated English 9	English 10 Read English 10 Accelerated English 10	Fundamentals of English U.S. Literature Honors U.S. Literature AP English Language and Composition	AP English Literature and Composition Popular Reading Honors Literature Film Studies Journalism Memoirs and Biography Fall/Spring Science Fiction Poetry Advanced Writing World Literature Yearbook
Required <i>(options based on recommendation)</i>		Writing College Composition (Running Start option)		
Electives			Film Studies Journalism Memoirs and Biography Fall/Spring Science Fiction Poetry Advanced Writing World Literature Yearbook	

H111. English 9 Read**Gr.9****1 credit****Full Year**

Prerequisite: Recommendation of Department Chair and/or Case Manager
(English 9)

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 9**Gr.9****1 credit****Full Year**

(English 9)



English 9 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 9**Gr.9****1 credit****Full Year**

(English 9)



Accelerated English 9 is intended for those students who have demonstrated a mastery of many of the skills detailed in the English 9 course description. They should write proficiently, read insightfully, and articulate skillfully. Areas of study include those listed for English 9, 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 will be required to complete a summer assignment **prior** to the start of class. Please note that the summer work is a course requirement and must be completed on time as per teacher instructions.*

H121. English 10 Read**Gr.10****1 credit****Full Year**

Prerequisite: Recommendation of Department Chair and/or Case Manager
(English 10)

English 10 Read is a continuation of English 9 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 teacher.

H122. English 10**Gr.10****1 credit****Full Year***Prerequisite: English 9*

(English 10)



English 10 is a continuation of English 9, 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 10**Gr.10****1 credit****Full Year***Prerequisite: A grade of B- or higher in Accelerated English 9 or a grade of A- or higher in English 9, and teacher recommendation*

(English 10)



Accelerated English 10 includes those areas listed in English 10, with emphasis on abstract, critical thinking, literary criticism, and more extensive library research. Admission to Accelerated English 10 is based on the recommendation of the student's 9th grade English teacher. *Students will be required to complete a summer assignment **prior** to the start of class. Please note that the summer work is a course requirement and must be completed on time as per teacher instructions.*

H136. Writing**Gr.10****0.5 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. Running Start College Composition (Writing)**Gr.10****0.5 credit****Semester***Prerequisite: teacher recommendation*

(Writing)

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.

Note: This 10th grade course is taught as a dual-credit enrollment with Nashua Community College (NCC)

through the Running Start program. Students who enroll for dual credit and successfully complete this course will be awarded 3 college credits through NCC as well as 0.5 credits from HBHS. **Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded.** A mandatory \$150 NCC course fee plus approximately \$65-\$90 for a required text (depending on used vs new) is required. Payment and official enrollment for college credit are typically required 3-5 weeks into the course.

H132. Fundamentals of English

Gr.11

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. U.S. Literature

Gr.11

1 credit

Full Year

Prerequisite: English 10
(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 U.S. Literature

Gr.11

1 credit

Full Year

Weighted Course

Prerequisite: A grade of B- or higher in Accelerated English 10 or a grade of A- or higher in English 10, 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. *Students will be required to complete a summer assignment prior to the start of class. Please note that the summer work is a course requirement and must be completed on time as per teacher instructions.*

H154. Advanced Placement English Language & Composition Gr.11 1 credit Full Year
Weighted Course

Prerequisite: A grade of B- or higher in Accelerated English 10 or a grade of A- or higher in English 10, 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. 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 assignment during the summer. Please note that the summer work is a course requirement and must be completed on time as per teacher instructions.*

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 \$100, payable to the College Board. Financial assistance is available to those who qualify for SAT waivers.*

English Electives

The English elective program offers students an opportunity to select courses that see their individual interests and needs. It is designed to provide students with a range of academic choices aligned with 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 Eng Lit. & Composition Gr.12 1 credit Full Year
Weighted Course

Prerequisite: A grade of B- or higher in AP Language and Composition OR Honors U.S. Literature, or a grade of A- or higher in U.S. Literature, 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 assignment during the summer. Please note that the summer work is a course requirement and must be completed on time as per teacher instructions.*

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 \$100, payable to the College Board. Financial assistance is available to those who qualify for SAT waivers.

H137. Advanced Writing

Gr.11-12

0.5 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.

H164. Film Studies

Gr.11-12

0.5 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

H181/182. Honors Literature Fall/Spring

Gr.11-12

0.5 credit

Semester

Weighted Course

Prerequisite: A grade of B- or higher in AP Language and Composition OR Honors U.S. Literature, or a grade of A- or higher in U.S. Literature, and teacher recommendation
(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. *Students will be required to complete an extensive and demanding summer assignment prior to the start of class. Please note that the summer work is a course requirement and must be completed on time as per teacher instructions.*

Note: *Students may sign up for a semester or a full year class.*

H156. Journalism

Gr.11-12

0.5 credit

Semester

Prerequisite: Writing
(English)



Students in this course learn and apply twenty-first century writing, technology, and communication tools while writing a variety of articles across genres that are published in the school newspaper, the CavChron. Students will study the art of interviewing, Journalism Code of Ethics, writing and article, broadcasting, developing podcasts, and other multimedia tools, all for topics of interest and with the purpose of creating reliable student journalism.

H148/149. Memoirs and Biography Fall/Spring

Gr.11-12

0.5 credit

Semester

(English)



These electives focus 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. Students may enroll in either Fall or Spring, or both.

H139. Poetry

Gr.11-12

0.5 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.

H142/144. Popular Reading Fall/Spring

Gr.11-12

0.5 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

Gr.11-12

0.5 credit

Semester

(English)



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. 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.

H153. World Literature

Gr.11-12

0.5 credit

Semester

(English)

This course includes reading selections that range from ancient through modern texts from around the world. The primary focus of the course is discussion and writing about universal themes and issues as they appear in literature. Students will read literary works from a variety of genres: poetry, fiction, nonfiction, and essays. Students will make connections between the texts and the contemporary world. Students should expect to complete nightly reading assignments, short analytical and response papers, and literary analysis essays. The course balances close reading of some selections and wide reading of others. Students will continue to fine tune their critical reading and writing skills.

H155. Yearbook

Gr.11-12

1 credit

Full Year

Prerequisite: Writing
(English)

Students in this course learn and apply twenty-first century writing, technology, design, and communication tools as they work on all elements of planning, production, and sales of the yearbook. They are responsible for producing the school's yearbook, from start to finish. Students are expected to attend a variety of school events that occur outside of school hours in order to produce material and take photos. 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.

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 a 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 and Retail Merchandising (Practical Arts)

Gr.9-12

0.5 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 and Nutrition 1 (Practical Arts)

Gr.9-12

0.5 credit

Semester



Foods and Nutrition 1 is an introductory course in food science and nutrition. This course provides essential 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 and Nutrition 2 *Prerequisite: Foods and Nutrition 1* (Practical Arts)

Gr.9-12

0.5 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. 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

0.5 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 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.

H8332. Interior Decorating
(Practical Arts)

Gr.9-12

0.5 credit

Semester



This course explores the fundamentals and elements 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 and the history of design will be explored, and guest speakers will introduce careers and experience needed for this type of employment.

H620. Personal Finance +
(Practical Arts)

Gr.10-12

0.5 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 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 on to the next course. *All students must engage in a math experience for every year they are in high school until graduation. Courses that qualify as a math experiences are designated by a “+” throughout the Program of Studies, or as approved at the discretion of the superintendent or designee. All math classes qualify.* 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 math students may be given a math placement exam at the conclusion of eighth grade to ensure proper placement.** VLACs students must be issued a transcript showing credit earned prior to enrolling in the next HBHS course in the sequence. Students seeking enrollment in an HBHS Accelerated/Honors course after taking a VLACs course must have completed the Accelerated/Honors level of the previous VLACs course.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 8 Math	Algebra 1A	Algebra 1B	General Geometry	Running Start Algebra 2 with Quantitative Reasoning
Grade 8 Math	Algebra 1	Geometry	Running Start Algebra 2 with Quantitative Reasoning	Running Start Algebra 3/Trigonometry Personal Finance or other 4 th year math experience
Grade 8 Math	Algebra 1	Geometry	Algebra 2	Running Start Algebra 3/Trigonometry 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.10-12****1 credit****Full Year**

Prerequisite: Approval by Department Chair and Assistant Principal of Student Services
(Mathematics)

The Individualized Math Program allows the student to work at their own pace to complete mathematics courses in the HBHS curriculum. Upon successful completion of course work, the transcript will reflect the content of the actual course completed.

H311A. 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 sets the foundation for students to be successful in the HBHS mathematics program. Throughout the course, students will perform basic computations including operations with real numbers. Students will solve single variable equations and inequalities, solve single variable absolute value equations and inequalities, apply dimensional analysis appropriately, solve problems using proportions and percentages, apply the basic laws of exponents to simplify numerical and algebraic expressions, use function notation, interpret graphs, model situational problems with linear functions, and write and graph linear relations. *A scientific calculator is required for this course.*

H311B. 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. The completion of Algebra 1A and Algebra 1B sets the foundation for students to be successful in the HBHS mathematics program. Throughout the course, students will solve systems of equations in two variables graphically and algebraically; simplify expressions containing both rational exponents and radicals; graph exponential functions; solve quadratic functions by graphing, factoring, and taking square roots; model situational problems with linear, exponential and quadratic functions; use measures of central tendency and dispersion to analyze data; and use basic probability. *A scientific calculator is required for this course.*

H312. Algebra 1**Gr.9****1 credit****Full Year**

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



Students will solve single variable equations and inequalities, absolute value equations and inequalities, systems of equations and inequalities in two variables (graphically and algebraically), quadratic functions and relations by graphing, factoring, and taking square roots. Students will apply dimensional analysis, probability and statistics, proportions and percentages, exponential laws as well as linear, quadratic, and exponential models. Students will graph linear, quadratic, and exponential functions and relations using function notation. Students will simplify expressions involving polynomial functions, rational exponents, and radicals. *A scientific or graphing calculator is required for this course.*

H327. General Geometry**Gr.10-11****1 credit****Full Year**

Prerequisite: Algebra 1B or Algebra 1
(Mathematics)

General Geometry is a course that allows students to study geometric concepts and applications. Students develop the geometric structure through theorems, postulates, properties, and definitions and apply these concepts to solve geometric problems. Course concepts include construction of geometric figures using basic geometric tools (compass and straightedge), points, lines, planes, angles, triangles, quadrilaterals, congruence, similarity, perpendicular and parallel lines, coordinate geometry, perimeter, area, volume, circles, properties of triangles, the Distance and Midpoint formulas, the Pythagorean Theorem, and basic trigonometry. *A scientific calculator is required for this course.*

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

Prerequisite: Algebra 1 or permission of 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. *A scientific calculator is required for this course.*

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

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



The accelerated level student is expected to demonstrate a higher level of mathematical understanding and aptitude and enjoy being challenged by higher order thinking problems. This course is designed for students with a strong interest in mathematics and the ability and willingness to persevere through thought provoking problems. Students will study angle relationships, triangles, quadrilaterals and other polygons, right angle trigonometry, circles, and three dimensional solids. In addition, students will write formal proofs and prove geometric theorems, and integrate strong Algebra skills into Geometry. *A scientific calculator is required, but a TI-84 is recommended as it is required for Algebra 2 and Accelerated Algebra 2.*

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

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



Algebra 2 is a continuation of Algebra 1 and is recommended for most college-bound students. Students will solve systems of equations in two and three variables, algebraically, graphically, and with matrices, as well as quadratics (including conic sections and vectors), polynomial, exponential, radical, and rational equations. Students will solve quadratics (including conic sections and vectors) by graphing, factoring, taking square roots, the quadratic formula, and completing the square, including complex roots.

Students will graph quadratic, polynomial, exponential, and radical relations. Students will apply quadratics (including conic sections and vectors), polynomial, exponential, radical, rational equations, probability, combinations, and permutations to model situational problems. *A graphing calculator, TI-84+, is required and will be used as a tool for solving and graphing relations and functions.*

H322. Running Start Algebra 2 w/Quantitative Reasoning

Gr.11-12 1 credit Full Year

Prerequisite: General 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. Most students who wish to continue in math after Running Start Algebra 2 take Running Start Algebra 3/Trigonometry. The RS Algebra 2 course content includes solving and graphing equations and inequalities including linear systems, absolute value, polynomials, radical, and exponential functions (including the compound interest formula); modeling real world situations with the appropriate function; complex numbers; right triangle trigonometry; statistics and probability, including combinations and permutations; set theory. *A scientific or graphing calculator is required for this course.*

Note: *This course is taught as a dual-credit enrollment with Nashua Community College. Students who enroll with NCC as part of the dual-enrollment program and successfully complete this course will be awarded 4 college credits through NCC as well as 1 credit from HBHS. Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded. Sophomores, Juniors, and Seniors can currently earn credit for up to 2 STEM related courses a year for no charge under the state STEM scholarship initiative. Official enrollment for college credit is typically required 3-5 weeks into the course.*

H323. Accelerated Algebra 2

Gr.9-11 1 credit Full Year

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



The accelerated level student is expected to demonstrate a higher level of mathematical understanding and aptitude and enjoy being challenged by higher order thinking problems. Students are expected to be capable of extensive critical thinking, problem solving, and synthesizing new material, and this course is intended for students with strong interest and ability in mathematics. Students will solve systems of equations in two and three variables, algebraically, graphically, and with matrices, as well as quadratics (including conic sections and vectors), polynomial, exponential, logarithmic, radical, and rational equations. Students will solve quadratics (including conic sections and vectors) by graphing, factoring, taking square roots, the quadratic formulas, and completing the square, including complex roots. Students will graph quadratic, polynomial, exponential, logarithmic, radical, and rational relations. Students will apply quadratics (including conic sections and vectors), polynomial, exponential, logarithmic, radical, rational equations, probability, combinations, and permutations to model situational problems. *A graphing calculator, TI 84+, is required and will be used as a tool for solving and graphing relations and functions.*

H343R. Running Start Algebra 3/Trigonometry

Gr.11-12 1 credit Full Year

Prerequisite: Algebra 2, a B- or higher in RS Algebra 2, or permission of the Department Chair
(Mathematics)



This course continues the study of mathematics with the focus on functions and trigonometry. Topics include solving quadratic and polynomial equations, graphing a variety of functions with transformations, inverse functions, exponential functions, and an introduction to logarithms. The trigonometric topics include right triangles, the unit circle, graphing, equation solving, oblique triangles, vectors and radian measure. Students who have successfully completed Pre-Calculus may not take Algebra 3/Trigonometry. Students may not take Algebra 3/Trigonometry and Pre-Calculus concurrently. *A graphing calculator (TI-84+) is required.*

Note: *This course is taught as a dual-credit enrollment with Nashua Community College. Students who enroll with NCC as part of the dual-enrollment program and successfully complete this course will be awarded 4 college credits through NCC as well as 1 credit from HBHS. **Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded.** Sophomores, Juniors, and Seniors can earn credit for up to 2 STEM related courses a year for no charge under the state STEM scholarship initiative. Official enrollment for college credit is typically required 3-5 weeks into the course.*

H344. Pre-Calculus

Gr.11-12

1 credit

Full Year

Prerequisite: Algebra 2
(Mathematics)



Pre-Calculus is a course that continues to build upon the function foundation from Algebra 2. Topics will include but are not limited to: functions, graphs and their transformations, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Students will also develop and understanding of sequences and series, and will be able to evaluate limits graphically and analytically. 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.*

H345. Honors Pre-Calculus

Gr.10-12

1 credit

Full Year

Weighted Course

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



Honors Pre-Calculus is a rigorous course that continues the work completed in Accelerated Algebra 2 and prepares students for AP Calculus. The honors level student is expected to be able to independently and enthusiastically grasp new mathematical concepts and should exhibit a higher level of mathematical understanding. Pre-Calculus topics (including polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions) are discussed at a greater depth and additional topics include but are not limited to: extensive higher level equation solving, rational inequalities, vectors, and polar coordinates. The theory and application of all Pre-Calculus topics is strongly stressed throughout this class. *A graphing calculator (TI 84+) is required.*

H346. Calculus

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

Note: *This course is taught as a dual-credit enrollment with Southern New Hampshire University. Students who enroll with SNHU as part of the dual-enrollment program and successfully complete this course will be awarded 3 college credits through SNHU as well as 1 credit from HBHS. Dual Enrollment institutions may have attendance policies for awarding credit, wherein if a student exceeds a specified number of absences, no college credit can be awarded. For any students selecting the dual-enrollment option, there is a mandatory fee paid to SNHU. Payment and official enrollment for college credit is typically required 3-5 weeks into the course.*

H347. Advanced Placement Calculus AB

Gr.11-12

1 credit

Full Year

Weighted Course

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



This Advanced Placement course covers differential and integral calculus. The focus in this course is on understanding and applying the theories behind these concepts while working with the mechanics and applications of each concept. Topics covered include limits, continuity, differentiation techniques, applications of differentiation, Riemann sums, integration techniques, differential equations, and applications of integration including volume. This course follows the AP Calculus AB curriculum established by College Board. *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 \$100, 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 College Board. *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 \$100, 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 a 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 part 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

0.5 credit

Full Year

Must be taken in conjunction with Wellness
(Physical Education)

Every Other Day

Students will develop a basic understanding of exercise physiology and movement, as well as how these relate to the various avenues of exercise, sport, and general health and wellness. The curriculum will work closely with various Wellness topics such as nutrition, physical and mental wellness, stress management, sleep practices, and goal setting. Over the course of the year, students will learn the importance of lifelong fitness and develop the skills necessary to improve their social, emotional, and physical well-being.

H405. Wellness

Gr.9

0.5 credit

Full Year

Must be taken in conjunction with Fitness
(Health Education)

Every Other Day

Wellness is a New Hampshire state graduation requirement. A variety of health topics are studied throughout the course and offer an understanding of how to maintain optimal physical, emotional, and social well-being. Topics include media literacy, nutrition, substance use and misuse, goal setting, mental health, stress management, the immune system, the reproductive system/pregnancy, first aid, and CPR.

Physical Education Electives

Any of the classes listed below meet the physical education requirement of 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.

H959. FLEX PE—Participation in School Athletics or Community Based Activity for Physical Education

(Physical Education)

Gr.10-12

0.5 credit

Various

Beginning with the 2019-2020 Academic Year, students in grades 10, 11, & 12 may count their participation in an Athletics Program at HBHS or Approved Community Based Physical Education Activity. Students will sign a contract that will double as an application. Once accepted, students will

keep track of their hours on the approved time card provided. Students will submit their time cards for **at least 80 hours** for final approval at the end of the activity. Students may earn a maximum of a ½ credit through an approved sport or approved community based activity during their time at HBHS. This credit may only be counted as Pass/Fail.

H941. Dance, Movement, and Music (Arts Education or Physical Education)	Gr.9-12	1 credit	Semester
---	----------------	-----------------	-----------------

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.**

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

H052. Unified PE	Gr.10-12	1 credit	Semester
-------------------------	-----------------	-----------------	-----------------

Hollis Brookline High School embraces a philosophy of including students with disabilities in all of our classes and all aspects of our school community. This course is designed to deepen that inclusion by fostering the development of relationships between student with and without disabilities, while using the benefit of physical exercise as the conduit. Physical skills is leisure for adult living. The focus of the mentor's work will be learning how to provide peer support in a respectful way.

H945. Outdoor Adventures (Spring) <i>Prerequisite: Fitness/Wellness</i> (Physical Education)	Gr.10-12	1 credit	Semester
---	-----------------	-----------------	-----------------

This class, offered second semester, includes: Project Adventure activities, winter activities of snowshoeing and cross country skiing, and map and compass/orienteering activities, hiking, and hiking safety. Group challenges and initiatives take place on the low elements of the challenge course. Students are given ample opportunity for individual challenge and personal growth consistent with the Challenge by Choice philosophy. This course is intended for outdoor activities, appropriate clothing for winter conditions is required.

Note: Students may take up to one credit of this class during their high school career.

H942/943 Personal Fitness Fall/Spring <i>Prerequisite: Fitness/Wellness</i> (Physical Education)	Gr.10-12	0.5 credit	Semester
---	-----------------	-------------------	-----------------

This course is centered on strength training, aerobic fitness, flexibility, biomechanics, kinesiology, and exercise physiology. The main goal is to establish, understand, and improve personal fitness levels. A personal fitness plan with individual goals will be developed and monitored. Different fitness assessments will be done throughout the semester to monitor progress. Topics such as sports nutrition, human muscular and skeletal systems, power lifting, cross training, and sport-specific training will be covered.

Note: Students may take up to two credits of this class during their high school career

H948. Team and Individual Sports (Fall)**Gr.10-12****0.5 credit****Semester**

Prerequisite: Fitness/Wellness
(Physical Education)

This course, offered first semester, expands on basic skills developing an advanced level of performance and understanding within the areas of rules, strategies and game play. Curriculum covers a broad range of units which will challenge the individual student's overall fitness training. Various methods of assessment will be utilized including student participation in class projects and presentations to show proficiency of understanding.

Note: *Students may take up to one credit of this class during their high school career.*

H___. Intro to Strength and Conditioning (Fall, Spring)**Gr.10-12****0.5 credit****Semester**

Prerequisite: Fitness/Wellness
(Physical Education)

Students will learn about the basics of strength and conditioning, as well as the potential avenues a career in strength and conditioning can lead to. Musculoskeletal anatomy, exercise physiology, and kinesiology will be covered in this course. In addition, students will learn the introductory principles of strength and conditioning. Basic programming methodologies and philosophies, nutrition, and safety protocols while training will be covered. Students can expect to learn the basics of training for strength, hypertrophy, and power, and how these correlate to sports. Traditional learning methods will be employed in a classroom setting, while a more practical and hands-on experience will be utilized in the fitness center. At the conclusion of this course, students will understand what it means to practice a career as a strength and conditioning coach.

Science

Three science credits are required for graduation from Hollis Brookline High School. One credit must be in physical science, and one credit must be in Life Science, Biology, or Accelerated Biology. All science courses listed here qualify to meet the third science credit requirement, as well as courses designated by a “^” throughout the program of studies, or as approved at the discretion of the superintendent or designee. 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 Standards (NGSS) in order to optimize our students’ success after high school. For more information, go to www.nextgenscience.org.*

**Because there are many options for science sequence, please check for specific prerequisites at individual course descriptions*

Grade 9	Grade 10	Grade 11	Grade 12
General Science Physical Science with Earth Science Accelerated Biology	Life Science Biology Accelerated Biology Chemistry Honors Chemistry	Chemistry Essentials Chemistry and Society Chemistry Honors Chemistry	Anatomy & Physiology AP Biology AP Chemistry AP Environmental Science AP Physics 1 or 2 Chemistry and Society Honors Anatomy and Physiology Honors Physics Physics
		(Electives) Anatomy & Physiology AP Biology AP Chemistry AP Environmental Science AP Physics 1	

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.

H411. Physical Science with Earth Science +**Gr.9-12****1 credit****Full Year***Prerequisite: Completion of/concurrent with Algebra 1A or higher*

(Physical Science)



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.

H413. Life Science +**Gr.9-12****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.

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.

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

Prerequisite: Students are strongly encouraged to follow the recommendation of their current science teacher and strongly encouraged to have taken Accelerated Algebra and received an A in the course, as well as taking Geometry concurrently

(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.

H426. Chemistry Essentials +

Gr.11-12

1 credit

Full Year

Prerequisite: General Science, Life Science, and Recommendation of Department Chair and/or Case Manager

(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 through a conceptual lens. The chemistry content is similar to that of chemistry (H430) and also includes a laboratory component. 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.*

H429 Chemistry and Society +

Gr.11-12

1 credit

Full Year

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.*

H430. Chemistry +

Gr.11-12

1 credit

Full Year

Prerequisite: Physical Science or Accelerated Biology and recommendation of current teacher, completion of/concurrent with Algebra 2 (or Running Start Algebra 2) or recommendation of Department Chair
(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.*

H432. Honors Chemistry +**Gr.10-12****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.

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 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 \$100, 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: A grade of B- or higher in Physical Science with Earth Science and Biology or permission of Department Chair; B- or higher in Chemistry or permission of Department Chair for students taking Chemistry concurrently (Physical 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 solution 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 \$100, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.

H448. Physics +

Gr.11-12

1 credit

Full Year

Prerequisite: Completion of Algebra 2 or RS Algebra 2; chemistry, and the recommendation of Chemistry teacher

(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.)

H452. Honors Physics +

Gr.11-12

1 credit

Full Year

Weighted Course

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: A grade of A- or higher in Chemistry or B or higher in Honors Chemistry and completion of or concurrent with Pre-Calculus

(Physical Science)



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 students 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 the course for a fee of approximately \$100, 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: A grade of B or higher in AP Physics I or recommendation of Physics teacher (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 \$100, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.

H4577. Anatomy and Physiology +

Gr.11-12

1 credit

Full Year

Prerequisite: B- or higher in Physical Science with Earth Science, biology, and Chemistry, or permission of Department Chair



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. Dissections are a mandatory part of this class.

H456. Honors Anatomy and Physiology +

Gr.11-12

1 credit

Full Year

Weighted Course

Prerequisite: Accelerated Biology or permission of Department Chair



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 and 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 \$100, 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 a 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:** U.S. History, 1 credit; **Grade 10:** World Studies or AP World History, 1 credit; **Grade 11:** Civics (including 70% on U.S. Citizenship test), 0.5 credit AND Economics, 0.5 credit.

Grade 9	Grade 10	Grade 11	Grade 12
US History (1860-present)	World Studies AP World History	Civics Economics	(Electives) AP US History AP Psychology AP US Government and Politics Psychology Human Geography Sociology Contemporary Issues Legal Studies Senior Quest
		(Electives) AP US History AP Psychology Psychology Sociology Contemporary Issues Legal Studies	

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 and the responsibilities identified with being an American citizen. Evaluation is frequent, employing both summative and formative methods. The overarching goal of the course is to help students develop the skills necessary to be critical thinkers, independent learners, and confident participants in civic society.

H211. World Studies
(World Studies)

Gr.10

1 credit

Full Year



World Studies is a full year, required course for sophomores. 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. In addition to its content, the course will emphasize the skills necessary to achieve academic success including research, writing, and analyzing concepts.

H214. Advanced Placement World History
Weighted Course

Gr.10

1 credit

Full Year



Prerequisite: Recommendation of 9th grade U.S. History teacher

Students investigate the content of world history for significant events, individuals, developments, and processes focusing primarily on the time period from 1200 CE onward and develop and use historical thinking skills and methods: analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation. The course provides six themes 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 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 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 \$100, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.*

H221. Civics
(Civics)

Gr.11

0.5 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. 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. Students will use current and historical resources to further their understanding of the role of the citizen in a civil society. **Per RSA 189 Section 11, all graduating students must pass the U.S. Citizenship Test. The test will be administered during students' junior year. Students may retake the test as often as necessary in order to achieve the required 70%.**

H220. Economics +
(Economics)

Gr.11

0.5 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: personal finance, 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.

Social Studies Electives

H245. Advanced Placement Psychology

Gr.11-12

1 credit

Full Year

Weighted Course

Prerequisite: Recommendation of 10th and/or 11th grade social studies teacher and/or permission of 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. 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. Students who have completed Psychology are not eligible to take AP Psychology.*

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 \$100, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.*

H236. Advanced Placement U.S. History

Gr.11-12

1 credit

Full Year

Weighted Course

Prerequisite: U.S. History and recommendation of 10th and/or 11th grade social studies teacher and/or permission of 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. 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 \$100, payable to College Board. Financial*

assistance is available to those who qualify for SAT waivers.

H258. Advanced Placement U.S. Government and Politics

Gr.12

1 credit

Full Year

Weighted Course

Prerequisite: Recommendation of 11th grade teacher and/or permission of 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 \$100, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.*

H253. Contemporary Issues

Gr.11-12

0.5 credit

Semester

(Social Studies)



Students who take this semester-long course will examine current events in local, national, and international news through discussion, formal debates, individual and collaborative projects and research and writing. The class will focus on media literacy, understanding media bias and thinking critically about various news sources. Topics covered may include politics, race relations, energy issues, advancements in technology, environmental issues, global and regional conflicts, the death penalty, gun control, gender and LGBTQ, and class issues. Assignments include individual work and research, group projects, and class debates. Newspapers, news magazines, news segments, and documentaries will provide the basis for study.

H238. Legal Studies

Gr.11-12

0.5 credit

Semester

(Social Studies)



This course will examine primarily criminal, civil, and constitutional law in the United States. A wide variety of topics will be discussed including: the definition and philosophies of justice and law, the workings of US and NH court systems, including how the Supreme Court interprets the Constitution and Bill of Rights, how criminal cases are prosecuted, and issues in the criminal justice system. Current events and historical examples of crime will be used to guide discussions, and landmark US Supreme Court cases and the criminal justice system 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. Other learning activities in the course will emphasize 21st Century Learning skills as students will be required to think critically,

collaborate, create and communicate using a variety of technology.

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, neurocognition, 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

0.5 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 requiring them to collaborate and think critically about numerous contemporary social issues.

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 a 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.

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.

CHOICE Program

The CHOICE Program is a non-therapeutic, alternative education program to help students achieve goals towards the completion of their high school education via alternative pathways that may include computer-based, for-credit programs, or preparation for the HiSet (high school equivalency) test. Students can also work in a targeted study to receive individualized attention to achieve their academic goals. In addition, students can have the opportunity to participate in Extended Learning Opportunities, have access to transition supports such as vocational assessment, assistance with job placement, counseling, and referrals to outside agencies. Students may spend all or part of their day in the program based on their needs.

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 SKILLS 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 do not count toward GPA.

NECC Program

This program is offered as a partner classroom by New England Center for Children and is continued programming from the Hollis Brookline Middle School program. It is a self-contained classroom, and offers support to students whose IEPs indicate it as an appropriate placement.

H030. Supported Study	Gr.9-12	No Credit	Semester
<i>Prerequisite: Approval from Student Intervention Team</i>			

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.

H021. Directed Study	Gr.9-12	1 credit	Full Year
H020. Directed Study		0.5 credit	Semester
<i>Prerequisite: Per student's Individualized Education Program</i>			

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.**

H116. Literacy	Gr.9-12	1 credit	Full Year
<i>Prerequisite: Approval by Department Chair, Case manager, School Counselor, or Assistant Principal of Student Services</i>			
(English)			

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.

H110. Reading 180A	Gr.9-12	1 credit	Full Year
---------------------------	----------------	-----------------	------------------

H110B. Reading 180B**1 credit****Full Year**

Prerequisite: Approval by Department Chair, Case manager, School Counselor, or Assistant Principal of Student Services

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.

H050. Wellness and Health**Gr.9-12****0.5 credit****Semester**

Prerequisite: Per Student's Individualized Education Program

Wellness and Health is a class that incorporates Dialectical Behavior 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. Physical fitness, nutrition, and other wellness concepts are also integrated. Discussion and hand-on activities are used to gain mastery of skills. This course may be repeated for credit.

H062. Life Skills English**Gr.9-12****1 credit****Full Year**

Prerequisite: Per student's Individualized Education Program

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.

Life Skills I, II**Gr.9-12****not for credit Semester**

*Prerequisite: Per Student's Individualized Education Program
Student Services*

Applied Life Skills is a non-credited course designed to focus on individualized goals in the areas of independent living, community participation, and post-secondary education and training. Students' course work will focus on communication, home and health management, and self-knowledge.

Applied Vocational Skills I, II**Gr.9-12****not for credit Semester**

*Prerequisite: Per Student's Individualized Education Program
Student Services*

Applied Vocational Skills is a non-credited course designed to focus on individualized goals in the areas of post-secondary employment, vocational skill development, and New Hampshire regional adult services. This course is designed to meet the needs of vocational transition goals in the students' Individualized Education Programs. Students in this course are assigned by the IEP team.

H070. Work Experience Program**Gr.10-12****Varying credit Semester***Prerequisite: Per Student's Individualized Education Program*

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.

H041. Essentials for Algebra +**Gr.9-12****1 credit****Full Year***Per student's Individualized Education Program and approval by Math Department Chair and Assistant Principal of Student Services*

This course is for the student who needs to further their math skills in order to successfully complete Algebra 1 prior to high school graduation. Topics to be covered include decimal operations, fraction operations, coordinate systems, signed number operations, exponents, probability, scientific notation, and rate equations. This course may be repeated for credit.

H051. Unified Music**Gr.9-12****0.5 credit****Semester**

Hollis Brookline High School embraces a philosophy of including students with disabilities in all of our classes and all aspects of our school community. This course is designed to deepen that inclusion by fostering the development of relationships between student with and without disabilities, while using the benefit of playing different musical instruments and singing as the platform. Exposure to different types of music may help facilitate an interest into adulthood for student for leisure and adult living. The focus of the mentor's work will be learning how to provide peer support in a respectful way.

***knowledge of an instrument or singing is not required.*

H052. Unified PE**Gr.10-12****0.5 credit****Semester**

Hollis Brookline High School embraces a philosophy of including students with disabilities in all of our classes and all aspects of our school community. This course is designed to deepen that inclusion by fostering the development of relationships between student with and without disabilities, while using the benefit of physical exercise as the conduit. Physical skills is leisure for adult living. The focus of the mentor's work will be learning how to provide peer support in a respectful way.

Skills NECC**Gr.9-12****not for credit Semester***Prerequisite: Per Student's Individualized Education Program Student Services*

Skills NECC is a course offered to students with Individualized Education Programs within the New England Center for Children Program that necessitates the specialized direct instruction of core skills and objectives in their IEP. This course is a specialized placement and is not open to those outside of the NECC program. Please contact your case manager or school counselor for more information.

Visual and Performing Arts

Theater

H162. Acting I (Arts Education)

Gr.9-12

0.5 credit

Semester



This course consists of studio scenes, Spolin improv games, and selected monologues to develop the actors' abilities to internalize and sustain characters, analyze literature, develop French Objectives, prepare for auditions, and perform, direct, and write short scenes. The course also surveys various methods of script and character analysis including, but not limited to, Uta Hagen's six points, CROW, and the Anne Bogart 9 Viewpoints.

H162. Acting II *Prerequisite: Acting 1* (Arts Education)

Gr.9-12

0.5 credit

Semester



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 objective and motivation, prepare for auditions, and perform, direct, and analyze short scenes.. The course also surveys various methods of script and character analysis including but not limited to Constantin Stanislavski's Method, Uta Hagen's six points, CROW, the Anne Bogart 9 Viewpoints, and Michael Chekhov's psychokinetics. Acting 2 explores the philosophical, psychological, and ethical perspectives of the paramount acting coaches (including Stanislav, Chekhov, Meisner, Adler, Strasburg, and Hagen), and the practical application of these perspectives to acting.

H816. Improvisational Theatre I (Arts Education)

Gr.9-12

0.5 credit

Semester



Improvisational Theatre utilizes theatre exercises and activities, highlighted by the games of Viola Spolin, 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.

Note: Participation in concerts and functions during school and after school hours is expected.

H817. Improvisational Theatre II *Prerequisite: Improvisational Theatre I* (Arts Education)

Gr.9-12

0.5 credit

Semester



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. Long form improv strategies, including the Braid, Armando, Harold, and ASCAT forms and Michael Gellman's Process techniques are explored in depth. 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
(Arts Education)

Gr.9-12

1 credit

Full Year



Areas of study in this course include technical theatre, acting, and playwriting. This course may be repeated for credit by choosing a different area of study. The aspects covered will include technical practicum and design, rehearsal and performance, written critiques, original plays, and production of original materials and published works.

Note: *Participation in concerts and functions during school and after school hours is expected. This course may be taken more than once during a student's high school career.*

Music

H910. Concert Band

Gr.9-12

1 credit

Full Year



Prerequisite: Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Euphonium/Baritone, Tuba, Percussion, Upright Bass
(Arts Education)

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.**

H912. Jazz band

Gr.9-12

1 credit

Full Year



Prerequisite: Bass guitar, guitar, piano, and drum players must audition for this class
(Arts Education)

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, upright bass, 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



Weighted Course

Prerequisite: By audition only
(Arts Education)

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 (Arts Education)	Gr.9-12	0.5 credit	Semester
---	----------------	-------------------	-----------------



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

Note: *Students must own an acoustic guitar for enrollment.*

H916. Guitar II <i>Prerequisite: B- or higher in Guitar I or instructor's approval</i> (Arts Education)	Gr.9-12	0.5 credit	Semester
--	----------------	-------------------	-----------------



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 playing will be emphasized. Students must own an acoustic guitar for enrollment.

H922. Concert Choir (Arts Education)	Gr.9-12	1 credit	Full Year
--	----------------	-----------------	------------------



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 (Arts Education)	Gr.9-12	1 credit	Full Year
---	----------------	-----------------	------------------



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 <u>Weighted Course</u> <i>Prerequisite: By audition only</i> (Arts Education)	Gr.10-12	1 credit	Full Year
--	-----------------	-----------------	------------------



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 and Composition (Arts Education)

Gr.9-12

0.5 credit

Semester



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.

H051. Unified Music

Gr.9-12

0.5 credit

Semester



Hollis Brookline High School embraces a philosophy of including students with disabilities in all of our classes and all aspects of our school community. This course is designed to deepen that inclusion by fostering the development of relationships between student with and without disabilities, while using the benefit of playing different musical instruments and singing as the platform. Exposure to different types of music may help facilitate an interest into adulthood for student for leisure and adult living. The focus of the mentor's work will be learning how to provide peer support in a respectful way.

****knowledge of an instrument or singing is not required.**

Dance

H940. Dance, Movement, and Music (Arts Education or Physical Education)

Gr.9-12

0.5 credit

Semester



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

Starting point	(has prerequisites)	
Fundamentals of Art	Drawing (1, 2) Painting (1, 2) Sculpture	AP Art and Design
(Electives without prerequisites) Ceramics Introduction to Graphic Arts Digital Photography 1	Digital Photography 2	

H850. Fundamentals of Art (Arts Education)

Gr.9-12

0.5 credit

Semester



The Fundamentals of Art course is designed as an introduction to the Visual Arts program and forms the basis for many 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.

H852. Sculpture (Arts Education)

Gr.9-12

0.5 credit

Semester



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.

H356. Introduction to Graphic Arts (Arts Education, Practical Arts)

Gr.9-12

0.5 credit

Semester



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.

H868. Advanced Placement Art and Design**Gr.11-12****1 credit****Full Year****Weighted Course**

Prerequisite: Fundamentals of Art, Drawing 1 and one of the following: Sculpture, Ceramics, Drawing 2, Digital Photography 1, or recommendation of Department Chair
(Arts Education)



This course is intended for highly motivated, self-disciplined students who are committed to the serious study of art. AP Art and Design 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 two-section structure: selected works and sustained investigation. They will demonstrate a fundamental competence and range of understanding in visual concerns and methods and show skillful synthesis of materials, processes, and ideas.

Note: Successful completion of the AP Art and Design 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 \$100, payable to College Board. Financial assistance is available to those who qualify for SAT waivers.

H858. Ceramics**Gr.9-12****0.5 credit****Semester**

(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****0.5 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. Students may take this course a second time for credit, with further skill development by expanding their understanding of the elements and principles of design as applied to two-dimensional drawing, as well as exploring for intricate media and techniques and beginning to formulate portfolio-caliber pieces.

H857. Drawing 2**Gr.10-12****0.5 credit****Semester**

Prerequisite: Drawing 1
(Arts Education)



In this course, students expand on and continue to develop skills introduced in Drawing.

H853. Painting**Gr.9-12****0.5 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. Students may repeat this course for credit, focusing on further development of aspects taught in the introductory level.

H872. Digital Photography 1

Gr.9-12

0.5 credit

Semester

(Arts Education)

This introductory course deals with digital photography and teaches basic camera handling, how cameras work, how lighting works, and how to use photo editing software. Composition guidelines and the elements and principles of art are introduced. Students will be required to complete weekly homework assignments and will create a portfolio of their work by the end of the course.

Note: Any DSLR with adjustable manual focus is recommended.



H873. Digital Photography 2

Gr.9-12

0.5 credit

Semester

Prerequisite: Digital Photography 1

(Arts Education)

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, will produce a website for their photography work, and learn ways to market their photography and get work in the field.

Note: It is highly recommended that students have access to a DSLR with adjustable manual focus and/or exposure capability.



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 a 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 Language

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. The World Language Department teachers use an organic approach to teaching by following the Six Core Practices in second language acquisition: *Use target language for learning, Use authentic cultural resources, Design communicative activities, Plan with a backward design model, Teach grammar as concept in use it in context, Provide appropriate feedback*). 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.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
NO French/Spanish	Intro to Modern Language	French/Spanish I	French/Spanish II	French/Spanish III
Reading	Intro to Modern Language	French/Spanish I	French/Spanish II	French/Spanish III
Reading	French/Spanish I <i>*if recommended</i>	French/Spanish II	French/Spanish III	French/Spanish IV OR Honors IV
French/Spanish I	French/Spanish I	French/Spanish II	French/Spanish III	French/Spanish IV OR Honors IV
French/Spanish I	French/Spanish II <i>*if recommended</i>	French/Spanish III	French/Spanish IV	
French/Spanish I	French/Spanish II <i>*if recommended</i>	French/Spanish III	French/Spanish Honors IV	AP French/Spanish
			Latin I	Latin II

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, Elective credit)

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 through authentic sources. 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 use 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 living through authentic sources. Students are expected to use more 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 through authentic sources. 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

use 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 authentic sources such as 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 use the language in and outside of the classroom.

H541. Honors French IV

Gr.11-12

1 credit

Full Year

Weighted Course

Prerequisite: A grade of B- or higher in French III or permission 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 through authentic sources. 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 permission 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 \$100, 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 through authentic resources. 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 use 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 through authentic sources. Students are expected to use more 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 through authentic sources. Students will continue to use 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 authentic sources such as 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 to use the language in and outside of the classroom.

H546. Honors Spanish IV**Gr.11-12****1 credit****Full Year**

Weighted Course

Prerequisite: A grade of B- or higher in Spanish III or permission 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 through authentic sources. 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 permission 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 \$100, 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 functions as an introduction to Latin that focuses on the relevance of classical languages and their enduring influence on Romance languages such as French and Spanish. English grammar is studied in conjunction with Latin grammar in order to form a more complete understanding of both. Students learn to pronounce Latin correctly, read Latin aloud, and to translate stories from Latin to English. The majority of the class focuses on grammar, vocabulary and etymology, all of which strengthen students’ overall language base. In addition, Latin 1 introduces a more in-depth study of Roman culture, history, archeology, and myth to accompany and better contextualize the primary language component. The influence of the ancient Greek language along with Greek culture and myth upon Latin and the Romans are also key components of the curriculum. 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 upon skills developed in Latin 1 , including a more intensive study of Latin grammar and the introduction of true Latin syntax. Students will continue to learn significant amounts of vocabulary, in addition to challenging new grammatical concepts. Latin 2 students will begin to work with authentic Latin texts from antiquity, as well as translate more complex, artificial Latin stories from the curriculum textbook. Etymology, Greek/Roman culture, and spoken Latin continue to be critical components of the Latin sequence. Latin 2 will enable students to engage with primary source Roman authors, analyze and compare the cultural aspects and perspectives of various Classical Greek and Roman texts, and generate language that involves basic-intermediate vocabulary and grammar patterns.

H262. Senior Quest

A cross-disciplinary 21st Century independent project

Prerequisite: By application only. Limited to 30 students

Elective credit is awarded

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 a

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 and Courses

Hollis Brookline students are eligible to participate in Alvirne, Milford, Nashua North, and Nashua South High Schools' career and technical education programs. **The class listings on the following pages are subject to change, based on the 2022-2023 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. If a comparable CTE course is offered at both Nashua and Milford, whenever possible and subject to availability, the principal may use discretion to decide which program will be attended by students. *Some courses may qualify as a 4th year math experience or as a 3rd applied science credit, as approved at the discretion of the superintendent or designee.*

ALL COURSES WITHIN THE CTE PROGRAM QUALIFY AS CAREER PATHWAY RELATED COURSES FOR NEW HAMPSHIRE SCHOLARS WITH CAREER PATHWAY EMPHASIS DESIGNATION.



Programs

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.

Air Force JROTC
Computer Science 1 & 2
Forest and Wildlife Management 1 & 2
Heavy Duty Mechanics 1 & 2
Horticultural Operations 1 & 2
Veterinary Science 1 & 2
Welding 1

Milford Applied Technology Center

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

1. Continue their courses of study in technical fields at two- or four-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
Automotive Technology (Mascenic)
Biotechnology: Microbiology/Genetics
Business
Computer Science
Construction Technology
Culinary Arts
Graphic Arts
Marketing
Precision Machining
Pre-Engineering
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 School Counseling 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 elective and free choice electives.

Advanced Precision Machine	Computer Networking 1 & 2	Intro to Engineering Design
Automotive Tech 1 & 2	Cosmetology 1 & 2	Health Sciences 1 & 2
Biotechnology 1 & 2	Culinary Arts 1 & 2	Hospitality & Hotel Management 1 & 2
CADD 1 & 2	Design & Visual Comm. 1 & 2	HVAC 1 & 2
Careers in Education 1 & 2	Electrical Trades 1 & 2	Precision Machine Tech 1
College Accounting 1 & 2	Engineering Pathways Electives	Video Production & Broadcasting 1&2
Construction Tech 1 & 2	Financial Services 1& 2	

Courses

Accounting

Accounting I (Milford) (Practical Arts)	Gr. 11-12	1 Credit	Semester
---	------------------	-----------------	-----------------

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.

Accounting II (Milford) (Practical Arts)	Gr. 11-12	1 Credit	Semester
--	------------------	-----------------	-----------------

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.

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

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.

College Accounting 1 (Nashua) (Practical Arts)	Gr. 11	1 Credit	Semester
--	---------------	-----------------	-----------------

Accounting is the language of business. Students utilize spreadsheet software to keep financial records, summarize data, and analyze information to provide assistance to management for decision-making. This course is essential to any student considering a major in accounting, management, marketing, or finance.

College Accounting 2 (Nashua) <i>Prerequisite: College Accounting 1</i> (Practical Arts)	Gr. 11	1 credit	Semester
---	---------------	-----------------	-----------------

This college level course uses computerized accounting systems to expand on the foundation of previous accounting courses with a focus on corporate accounting. This course is highly recommended for students who plan to major in accounting, finance, marketing, or business management.

Air Force JROTC

JROTC 1 (Alvirne)

Gr. 11-12 Credit TBD Full Year

This is the entry-level course for Junior ROTC, and first-time students are usually enrolled in this course regardless of their school status. Aerospace Academics focus on the history of aviation. The study of aviation pioneers and strong military leadership complements the history lessons. Leadership education is designed to help freshmen adapt to the high school environment, and include time management, fitness and wellness, flag etiquette, and customs and courtesies of the Air Force.

JROTC 2 (Alvirne)

Gr. 11-12 Credit TBD Full Year

Prerequisite: Completion of or concurrent enrollment in JROTC 1 (with prior approval of instructor) This is the second year course for Junior ROTC and is still taught at an introductory level. Aerospace Academics focus on the science of aviation, covering topics such as basic aerodynamics, aviation physiology, meteorology, and navigation. Additionally, topics in space studies are covered to include the solar system and the development of the U.S. Space Program. The Leadership Education is designed to improve student communication skills, and include speaking and writing assignments, study of individual and group behavior, and basic leadership concepts.

JROTC 3 (Alvirne)

Gr. 11-12 Credit TBD Full Year

Prerequisite: JROTC 1 & 2 or concurrent enrollment with prior approval of instructor.

This is the third year course for Junior ROTC and is more academically challenging than JROTC 1 and 2. Aerospace Academics for this course is focused on Global Studies. This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Leadership academics are designed to study and improve student management skills, choosing a career path, how to apply for and fund college, skills inventory and resume writing.

JROTC 4 (Alvirne)

Gr. 11-12 Credit TBD Full Year

Prerequisite: JROTC 3

This is the fourth year course for Junior ROTC. Cadets in this class will be held to the highest academic and behavioral standards. Cadets in JROTC 4 will be charged with the management and leadership of the Alvirne High School cadet organization. Returning JROTC students must have an excellent academic record of performance, an exemplary record of behavior and classroom conduct, not only in JROTC but in all classes, in order to enroll in JROTC. Students not meeting that standard may be denied enrollment in JROTC 4. The Leadership Educations Academics are all designed to study and improve student management skills. Students from JROTC classes may be assigned to supervise JROTC 1 classesall classes, in order to enroll in JROTC. Students not meeting that standard may be denied enrollment in JROTC 4. The Leadership Educations Academics are all designed to study and improve student management skills. Students from JROTC classes may be assigned to supervise JROTC 1 classes.

Automotive Technology

Automotive Technology I (Nashua)

Gr. 11 2 Credits Full Year

Prerequisite: Algebra 1 and 9th or 10th grade science

(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. Students are required to maintain a notebook and participate in repair and maintenance procedures in the automotive lab. *Note: Applicants must possess a valid driver's license without any violations.*

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

Automotive Technology 2 (Nashua)

Gr. 12

2 Credits

Full Year

Prerequisite: Automotive Technology 1

(Practical Arts)

Students will participate in this work-study program consisting of instructional time spent in the classroom, as well as automotive lab and work time in area automotive service centers. Automotive Technology 2 is designed to prepare the student for further studies at the post-secondary level and/or a position in an entry-level job within the automotive repair industry.

Note: Applicants must possess a valid driver's license without any violations.

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

Heavy Duty Mechanics 1 (Alvirne)

Gr. 11

2 Credits

Full Year

(Practical Arts)

This course is designed to give students an understanding of large diesel and gasoline engines, as related to construction and agricultural equipment. Subject areas include equipment operation and maintenance, theory of engine operation, engine overhaul, hydraulics, power train, operation, welding, diagnostics, and troubleshooting. Safety will be stressed in all aspects of the course. Students will apply what they learn by gaining practical experience in the heavy equipment shop. Students can apply what they learn to help them with careers in mechanics, agriculture, construction, or trucking.

Heavy Duty Mechanics 2 (Alvirne)

Gr. 12

2 Credits

Full Year

(Practical Arts)

This course allows students to apply and expand upon skills and knowledge gained in the first year of the program. Students will work on construction and agricultural equipment performing repair, overhaul, diagnostics, and troubleshooting. Students will become independent through projects requiring record keeping, disassembly, analysis, replacement of parts, and final reassembly to a working condition. Students will troubleshoot basic diesel engine malfunctions using the latest computer technology. This course will help prepare students for an entry level job in heavy equipment maintenance or a technical school program in mechanics.

Biotechnology

Microbiology: Principles and Practices (Milford)

Gr. 11-12

1 Credit

Semester 1

(Life Science/Biology)

Microbiology: Principles and Practices is an advanced laboratory and activity based program meant to introduce students to principles and practices of medical microbiology. Microbiology is an essential course for any student interested in a career in the life sciences such as nursing, microbiologist, geneticist,

biochemist, forensic scientist, medical doctor or a veterinarian.

Note: Students may apply for Honors level credit that will require an independent research project.

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

Biotechnology/Genetics (Milford)
(Science)

Gr. 11-12

1 Credit

Semester 2

This class is intended to expose students to various biotechnology fields such as microbial, agricultural, animal, forensic, bioremediation, aquatic, and medical. This class engages the student in several areas such as molecular biology, cell biology, immunology and bioethics. Techniques that will be discussed and used in the laboratory will 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.

Biotechnology 1 (Nashua)
Prerequisite: Algebra 1
(Life Science/Biology)

Gr. 12

2 Credits

Full Year

Students study biology and explore biotechnology by working in a real world laboratory environment. Learn basic protocols and advanced techniques for analyzing cell structures, genetic manipulation, medical microbiology, molecular biology, forensic analysis and protein production. In this academic course, students will explore the theories and technologies of the rapidly expanding biotech industry through valuable hands-on activities conducted in a state-of-the-art laboratory. Lab coats are required for this class. This course satisfies the Biology credit requirement.

Biotechnology 2 (Nashua)
(Science)

Gr. 12

2 Credits

Full Year

Become skilled in laboratory techniques most in demand in today's 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

Applied Business Applications (Milford)
(ICT, Practical Arts)

Gr. 11-12

1 Credit

Semester 1

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.

Principles of Business & Entrepreneurship (Milford)
(ICT, Practical Arts)

Gr. 11-12

1 Credits

Semester 2

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.

Personal Finance and Career Management (Milford)
(ICT, Practical Arts)

Gr. 11-12

1 Credits

Semester

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 success in the modern workplace are stressed. Students learn skills 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.

Business Management and Law (Milford)
(ICT, Practical Arts)

Gr. 11-12

1 Credits

Semester

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.

Cosmetology 1 (Nashua)
(Practical Arts)

Gr. 11

2 Credits

Full Year

Prerequisite: Algebra and 9th or 10th grade science

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, manicures and pedicures, and thermal hair styling/blow drying. 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. *Licensing and uniform fees are required (total cost is approximately \$100).*

Cosmetology 2 (Nashua)

Gr. 12

2 Credits

Full Year

Prerequisite: Cosmetology I, Director approval
(Practical Arts)

Learn how to apply makeup and do advanced hair-cutting and facials. Gain experience and confidence by running the in-school salon. You will be invited to 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. Students must pass a written test on safety practices before they are permitted to use the products and chemicals the coursework requires.

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

Business Finance 1 (Nashua) **Gr. 11-12** **1 Credit** **1 Semester**
(Practical Arts)

Explore the principles and practices for the financial industry of the United States. Develop a strong foundation in banking, credit, investments, and insurance from the perspective of both consumer and industry specialists.

Business Finance 2 (Nashua) **Gr. 11-12** **1 Credit** **1 Semester**
Prerequisite: Business Finance 1
(Practical Arts)

Explore the principles and practices for the International financial industry. Build on previous concepts from Business Finance 1 and explore international finance and financial planning.

Hospitality & Hotel Management 1 (Nashua) **Gr. 11** **1 Credit** **Semester**
(Practical Arts)

Students will develop a broad understanding of the key aspects of the Hotel and Hospitality industry including different types of establishments. Year one offers an overview of hotel management, careers, guest services and organizations, front office operation, reservations, telecommunications, housekeeping, maintenance, and security. This includes the guest cycle, use of technology used to provide services and the marketing and business strategies to manage the overall hotel facility. Students will demonstrate mastery of the concepts learned in this course by taking the American Hotel and Lodging Educational Institute's (AHLEI) exam at the end of the course. Students will develop a portfolio with several standardized components that they will build upon through the program. At the end of the first year, students will be able to take the Guest Service Professional (CGSP) certification exam.

Hospitality & Hotel Management 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**
Prerequisite: Hosp & Hotel Management 1
(Practical Arts)

Students will continue to build upon the knowledge and skills obtained from year one. It is during their second year that students will advance into careers in hospitality and hotel management. Through a partnership with the Crowne Plaza, students will play a role in the hotel's strategic planning and participate in a career rotation through six departments. National certification in Certified Hospitality & Tourism Management Professional (CHTMP) is available to students who complete this program. Students must receive a passing grade of 70% or higher on the party, national HTMP Year 1 and HTMP Year 2 final exams, provided by the American Hotel & Lodging Educational Institute. They must also successfully complete a 100-hour, on-site internship in the hospitality and tourism field.

Computer Science and Technology

Programming Fundamentals (Milford) (Practical Arts)

Gr. 11-12

1 Credit

Semester 1

This course is intended for students with no prior experience in computer programming. Students will be introduced to logic, ethics, number systems, and other fundamental computer science topics. Students learn to write computer code using the assistance of *Karel the Robot* and the Java programming language. **College Credit:** May be available through the *Running Start* program.

Computer Science Principles (Milford) (Practical Arts)

Gr. 11-12

1 Credit

Semester

Computer Science Principles is designed to introduce students to the central ideas of computing and CS, to instill ideas and practices of computational thinking, and to engage students in activities that show how computing and CS change the world. In this course, students learn how to access the world of mobile services and applications as creators, not just consumers. They will create entertaining and socially useful apps that can be shared with friends and family. In addition to becoming better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. This course is part of a national project through the College Board and national Science Foundation and is expected to become an AP level course in the future.

Java Programming (Milford) (Practical Arts)

Gr. 11-12

1 Credit

Semester 2

Prerequisite: Programming Fundamentals

This course is intended for students who have successfully completed Programming Fundamentals. Students with prior programming experience must obtain instructor approval. This class is considered a pre-AP class and students will be expected to complete written and programming assignments on various 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.

Data Structures (Milford) (Practical Arts)

Gr. 11-12

1 Credit

Semester

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.

Computer Networking 1 (Nashua) (Practical Arts)

Gr. 11

2 Credits

Full Year

This course explores a computer network design by learning about the OSI model and current industry standards. Students study network topologies and IP addressing along with router configurations and required networking components. Program approved as CISCO Academy.

Computer Networking 2 (Nashua) Gr. 12 2 Credits Full Year

Prerequisites: Computer Networking 1

(Practical Arts)

This class builds on the knowledge from Computer Networking 1 by studying advanced router configuration, LAN switching theory, VLANs and VLAN trunking protocol, classless routing such as CIDR and VLSM, WAN theory, design and technology including PPP DDR ISDN and Frame Relay. Explores network

Computer Science Essentials (Alvirne)

Gr. 11-12 Credits TBD Full Year

(Practical Arts)

Prerequisite: Successful completion of Algebra 1 and ICT Literacy or middle school computer science.

Computer Science Essentials is intended to be a great place for those new to programming, and for those with prior knowledge who wish to continue their exploration and learning. Students learn the fundamentals of programming with an emphasis on problem solving and logical thinking. Topics covered include: graphics, animation and games, data structures, and more. Students will have the opportunity to work in an interactive and collaborative environment.

Computer Science Principles (Alvirne)

Gr. 11-12 Credits TBD Full Year

(Practical Arts)

Prerequisite: Successful completion of Computer Science Essentials; Geometry and Algebra 2 recommended

Computer Science Principles expands on the foundations learned in Computer Science Essentials to further challenge students' programming skills. Students will learn web design, computer program development techniques, computational thinking, troubleshooting, algorithm development, data structures, and graphics using languages current to the industry. They will learn how to develop a software product from concept definition, to requirements and testing methods. They will learn computer organization, how the Internet works, and the societal impacts of computer science. The curriculum follows a syllabus that is recognized by the College Board as an approved curriculum for AP Science Principles. This allows the students an option to fulfill the College Board course requirements and to help prepare students for the AP Computer Science Principles exam.

Construction Technology

Construction Technology 1 (Milford)

Gr. 11-12 1 Credit Semester 1

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.

Construction Technology 1 (Nashua)

Gr. 11 2 Credits Full Year

(Practical Arts)

The skills and knowledge learning in Construction Technology will help students to develop a basis for a wide range of careers in the building industry, whether they are interested in the trades, construction design and planning or management. During Construction 1, student will learn the safe operation of hand and power tools, as well as how to read blueprints and understand construction with math principles. Their new skills in

carpentry, siding and roofing will allow them to successfully build small construction projects such as a dog house and sheds. Students may participate in the construction of a modular house on-site at Nashua High School South. The Construction Technology program is committed to giving students the opportunity to network within the industry and participate in community construction projects.

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 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.

Adv. Construction Tech (Milford)	Gr. 11-12	1 Credit	Semester 2
---	------------------	-----------------	-------------------

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.

Construction Technology 2 (Nashua) (Practical Arts)	Gr. 12	2 Credits	Full Year
---	---------------	------------------	------------------

Students in Construction Technology 2 will continue to develop their skills and abilities in many areas of construction. In addition to continuing to practice their skills in regards to carpentry, siding, and roofing, they will learn about and practice all other aspects of new home construction such as site preparation, cabinet installation, insulation, installation of windows and doors. Students may construct an on-site modular house, therefore, their hands-on activities are extensive. Students will continue to have opportunities to network within the building industry, participate in community construction projects, and learn about the many diverse career and college/training opportunities available to them after high school graduation. OSHA IO certification available.

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

Culinary Arts 1 (Milford) (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.

Culinary Arts 1 (Nashua) (Practical Arts)

Gr. 11 2 credits Full Year

Prepares a student for a career in the food service industry. Students train in the basics of planning, purchasing and preparing food in quantity. Students learn cooking techniques and preparation, selection and use of utensils and equipment and safety and sanitation techniques involved in food preparation. The culinary program is certified through the American Culinary Federation. Demonstrating your skill, knowledge, and professionalism in the food service industry gives you a competitive edge over other chefs.

Note: Students are required to provide their own uniform and black safety shoes. Fees for this course cover the purchase of chef coats, pants, aprons, and a hat and total approximately \$120. Non-slip shoes are also required.

Culinary Arts 2 (Milford) (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.

Culinary Arts 2 (Nashua) *Prerequisite: Culinary Arts 1* (Practical Arts)

Gr.11, 12 2 Credits Full Year

Students study kitchen design and layout, food costs, inventory management, and cost controls. They learn how to plan for a serve at banquets. They receive assistance during the year in making postsecondary plans and/or obtaining employment in the food service industry.

Note: Students are required to pass the *Serve Safe* exam. Fees for this course cover the purchase of Chef coats, pants, aprons, and a hat and total approximately \$120. Non-slip shoes are also required.

Education

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

Prerequisite: Careers in Education 1
(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 explore numerous job possibilities that you will have in our changing society. This course is recommended for students seeking child related careers and positions as future educators.

Electrical Technology

Electrical Technology 1 (Nashua) (Practical Arts)

Gr. 11 2 Credits Full Year

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.

Electrical Technology 2 (Nashua)

Gr. 11-12 2 Credits Full Year

Prerequisite: Electrical Technology 1
(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.

Digital Electronics (Nashua) *Prerequisite: Introduction to Engineering* (Practical Arts)

Gr. 11-12 1 Credit Semester

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry including logic gates, integrated circuits and programmable logic devices.

Environmental Sciences

Forest & Wildlife Management 1 (<i>Alvirne</i>)	Gr. 11	2 Credits	Full Year
Forest & Wildlife Management 2 (<i>Alvirne</i>) (Practical Arts)	Gr. 12	2 Credits	Full Year

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.

Horticultural Operations 1 (<i>Alvirne</i>)	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.

Horticultural Operations 2 (<i>Alvirne</i>)	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

Adobe Photoshop (<i>Milford</i>)	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.

Screen Printing (Milford)
(Practical Arts)

Gr. 11-12 1 Credits Semester 1

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.

Design and Visual Communications 1 (Nashua)
(Practical Arts)

Gr. 11 2 Credits Full Year

Students will learn the history of design, principles and practices of graphic design using typographic components. This year long course will introduce students to the basic elements of graphic visual communication through lecture, demonstrations and hands-on applications in a state-of-the-art MAC lab. Adobe Illustrator software is used in exploring visual perception through a variety of creative exercises that include but are not limited to: composition, graphic design principles, digital photography and typography. This program is aligned with Plymouth State University and articulation credit may be earned with successful completion of the program.

Design and Visual Communications 2 (Nashua)
Prerequisite: Design and Visual Communications 1
(Practical Arts)

Gr. 12 2 Credits Full Year

Students will continue to develop skills that lay the foundation for basic design, color theory and practical lab application. Students will explore, experiment and apply proper application of ideas through the design process. Project management, collaboration, peer review, design and redesign, research and communications are essential components emphasized during the second year. Adobe InDesign and Photoshop software are used in exploring design problems, logo design and designing symbols in a state-of- the-art MAC lab. Project activities focus on further developing thinkers that translate concept into digital illustrative form. This program is aligned with Plymouth State University and articulation credit may be earned with successful completion of the program.

Health Sciences

Health Sciences 1 (Nashua)
Prerequisite: Biology or life science
(Science)

Gr. 11 2 Credits Full Year

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 School Counseling, and the opportunity to become First Aid Certified. College

credit may be available. Students will be required to purchase lab coats, a t-shirt, name tag pins, CPR certification cards that cost approximately \$40.00.

Health Sciences 2 (Nashua)

Gr. 12

3 Credits

Full Year

Prerequisite: Health Sciences 1
(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. 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. Clinical rotation in other health care fields may be offered if employer sites are available.

Note: Each section of Health Sciences 2 will include a second block either in the fall or spring semester in addition to the full year single block. All students must have up-to-date proof of immunizations on file before clinical visitations. Mandatory drug testing and background checks are required. Students are also required to pay for LNA scrubs, name tag pins, a watch with a second hand, and LNA test fee, a state and a licensing fee, as well as fees for the background check and drug testing, total cost of which is approximately \$300.

Veterinary Science 1 (Alvirne)

Gr. 11

2 Credits

Full Year

Prerequisite: Biology
(Science)

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 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.

Veterinary Science 2 (Alvirne)

Gr. 11

2 Credits

Full Year

Prerequisite: Successful completion of Veterinary Science 1
(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, 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)

Heating, Ventilation, Air Conditioning, and Refrigeration 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.

Heating, Ventilation Air Conditioning and Refrigeration 2 (Nashua)Gr. 12 2 Credits Full Year
Prerequisite: HVACC-R 1
(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

Marketing 1 (Nashua) Gr. 11 1 Credit 1 Semester
(Practical Arts)

Learn about the fundamentals of marketing through group [projects, discussions, and presentations. In the first year of this course, students will learn about product/service management by creating a new product, promotion and selling, target marketing and the marketing mix. The course will culminate with the development of a promotional portfolio for a business that you will create.

Marketing 2 (Nashua) Gr.11, 12 1 Credit 1 Semester
Prerequisite: Marketing 1
(Practical Arts)

Continue learning the functions of marketing (distribution, packaging, pricing, and marketing information management) through practical experience gained in the school store, market research for local employers, conducting SWOT analysis for businesses, creating a new brand character as Nashua

Technology Center DECA leaders. Students will be exposed to marketing experiences that will reinforce the skills you have and add skills of operations administration, leadership and business management as well as hands-on experience. Those skills will be developed with student participation in the Marketing lab located in the school store.

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!

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.

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

Manufacturing & Machining Technology 1 (Nashua)

Gr.11

2 Credits

Full Year

(Practical Arts)

This course teaches the basics of manual and computer machining of metal products. Students will learn about machine shop safety, machining processes, blueprint reading, inspection techniques, applied math in the workplace, and the materials used in the manufacturing and machining industry. Advanced manual machine processes will be used to introduce the technology of Computer Assisted Drafting and Machining (CAD/CAM) and the set up and operation of highly advanced Computer Numerical Control (CNC) machines. Lab projects build common skills expected by manufacturing and machining employers and post-secondary schools who train machinists, technicians, and engineers.

Manufacturing & Machining Technology 2 (Nashua)

Gr.11, 12

2 Credits

Full Year

Prerequisite: Man. & Mach. Tech 1

(Practical Arts)

This course emphasizes Computer Assisted Drafting and Machining (CAD/CAM) applications for high end CNC and manual machine project design and production. Students learn and apply advanced machining skills,

quality assurance, applied meth, metals and composite materials, blueprint reading, and engineering basics. The student will be taught this in a “real world” workplace environment where learning is primarily “hands on.” Students complete a capstone project during second semester.

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

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.

Advanced Precision Machining (Milford) (Practical Arts)	Gr. 11-12	1 Credit	Semester 2
---	------------------	-----------------	-------------------

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

Introduction to Engineering Design (Nashua) (Practical Arts)	Gr. 11, 12	1 Credit	1 Semester
--	-------------------	-----------------	-------------------

Develop three dimensional solid models by working from sketching simple geometric shapes to applying the use of solid modeling software Autodesk Inventor. Students work within a problem solving design process and learn how it is used in industry to manufacture a product. They use Computer Aided Design System (CAD) to analyze and evaluate the product design. The techniques learned and equipment used is state-of-the-art and are currently in use by engineers throughout the United States.

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

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 randomly assigned to groups for all of the course projects.

Engineering Design & Development (Nashua) **Gr11, 12** **1 Credit** **1 semester**

Prerequisite: Introduction to Engineering Design

(Practical Arts)

The knowledge and skills students acquire through various engineering and STEM courses come together in this course as they identify and issue and then research, design and text a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards. Completing EDD prepares students for various post-secondary programs and entry level work.

Principles of Engineering (Nashua) **Gr. 11, 12** **1 Credit** **1 Semester**

(Practical Arts)

Through problems that engage and challenge, students explore a borad range of engineering topics, including mechanisms, the strength of structures and materials and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration, and presenation.

Advanced Engineering Design (Milford) **Gr. 11-12** **1 Credit** **Semester 2**

(Practical Arts)

This one semester course provides students with the opportunity to focus on Invention and Production concepts. It expands on concepts learned in Engineering Design. Students begin with the reiteration of Autodesk's software Inventor a parametric modeling program. The software is used to develop 3-D assemblies, presentations, and marketing plans. Students then begin to apply design process to projects of their design. Once they fully grasp the concepts students then apply this knowledge to project based applications. This course integrates math, science, and technology with practical and applied applications. Course completers will have the requisite knowledge of design basics, and be able to implement solutions for problems in an engineering world.

Computer Aided Drafting & Design 1 (Nashua) **Gr. 11** **2 Credits** **Full Year**

(CADD I) (Practical Arts)

Design your own building or product using state-of-the-artAutodesk software applicaitons. Learn how to use commands, capabilities and procedures to produce a professional, industry-standard drawing. After a general introduction to computer-aided design and drafting, you will choose one of two self- paced tracks--Architectural/Civil drafting or Mechanical/Electrical drafting. In Architectural /Civil drafting, you will create floor plans, elevations, and section views from your own designs and learn how to create all the plans required for a building permit. In Mechanical/Electrical drafting, you will create mechanical assembly designs of your own products and learn basic geometric tolerance, fits, manufacturing processes, and electrical drafting. You will also use computer controlled machines to make products.

Computer Aided Drafting & Design 2 (Nashua) **Gr. 12** **2 Credits** **Full Year**

(CADD II) (Practical Arts)

Enhance your understanding of state-of-the-artAutodesk software applications. By continuing self-paced tracks in either Architectural/Civil drafting or Mechanical/Electrical drafting, you will sharpen your skills and expand your knowledge of computer-aided drafting and design. In Architectural/Civil drafting, you will explore residential, commercial and civil drafting and work in groups to complete a design requirement and

generate professional grade plans. In Mechanical/Electrical drafting, you will design mechanical and electrical systems and work in groups to complete a design requirement and generate professional grade plans.

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

Mechatronics Precision Machining (Milford)
(Practical Arts)

Gr. 11 1 Credit Semester

This one semester college level course offers participants the opportunity to earn 3 college credits (see above). Students begin to develop their design skills as the central core of engineering. These skills begin with an emphasis using graphics as the primary means of communication using a myriad of Autodesk software products. This software is specific to engineering professions, from mechanical engineering, to architectural, and computer graphics/illustration design. A series of projects is also 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 randomly assigned to groups for all of the course projects.

Computer Integrated Manufacturing (Nashua)
(Practical Arts)

Gr. 12 1 Credit Semester

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing while teaching students about manufacturing processes, product design, robotics and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Computer Integrated Manufacturing (Milford)
(Practical Arts)

Gr. 12 1 Credit Semester

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

Video Production 1 (Milford)
(Practical Arts)

Gr. 11-12 1 Credits Semester 1

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.

Video Production 2 (Milford)
(Practical Arts)

Gr. 11-12 1 Credits Semester 2

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.

Video Production & Broadcasting (Nashua)
(Practical Arts)

Gr. 11 2 Credits Full Year

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 and Mac computer lab. 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.

Video Production & Broadcasting 2 (Nashua)
Prerequisite: Video Production & Broadcasting 1
(Practical Arts)

Gr. 12 2 Credits Full Year

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.

Welding

Welding 1 (Alvirne)

Gr 11-12 Credits TBD Full Year

Students will learn to arc weld in the flat position, utilize an oxy-acetylene torch for cutting metal and learn basic MIG skills. Through various exercises students will select the proper welding materials and demonstrate appropriate techniques. This course is useful for any student planning a career in the fields of mechanics, engineering, agriculture, construction, machine trades, or civil technology. Students MUST successfully complete all competencies to advance to Welding 2. Grade 10 & 11 students will be given priority when scheduling.

Welding 2 (Alvirne)

Gr 11-12 Credits TBD Full Year

In year two of the welding program students will delve into advanced MIG, TIG, and stick welding skills. Using torch and plasma cutters students will develop their own self-directed projects to encourage growth of welding skills and to connect program contents to real life applications. Students will use oxy-fuel, shielded metal arc, metal inert gas, gas tungsten arc, gas metal arc, and plasma metal arc to develop real- world skills in a controlled environment. Students will build partnerships with business and community members to help master skills.

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 "Fermatta Nowhere"	HB the Change	Science Olympiad
Book Club	Herstory	Ski & Snowboard Club
CavChronline (Newspaper)	Homefront Heroes	Spanish Club
Chemistry Club	Interact	Student Council
Crew Club	Journalism Honor Society	Tech Crew
Debate Team	Latin/Greek Club	Theater Program
French Club	Math Team	Thespian Society
Gay Straight Alliance	National Honor Society	Tri-M (Music Honor Society)
Granite State Challenge	Pep band	US FIRST Robotics Team
Green Group	Outing/Climbing Club	Yearbook
Guitar Night Club	Red Cross Club	Young Writers Club

HBHS Athletics

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 freshman 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	Bass Fishing	Alpine Ski Team	Baseball <i>Varsity, JV</i>
	Cross Country	Basketball <i>Varsity, JV, Unified</i>	Lacrosse <i>Varsity, JV</i>
	Golf	Bowling	Track & Field <i>Varsity, Unified</i>
	Football <i>Varsity, JV</i>	Indoor Track	Tennis
	Soccer <i>Varsity, JV, Unified</i>	Ice Hockey	Volleyball <i>Varsity, JV</i>
	Spirit Squad	Spirit Squad	
		Swimming	
		Wrestling <i>Varsity, JV</i>	
Girls	Bass Fishing	Alpine Ski Team	Lacrosse <i>Varsity, JV</i>
	Cross Country	Basketball <i>Varsity, JV, Unified</i>	Softball <i>Varsity, JV</i>
	Golf	Bowling	
	Field Hockey <i>Varsity, JV</i>	Indoor Track	
	Soccer <i>Varsity, JV, Unified</i>	Gymnastics	
	Spirit Squad	Spirit Squad	
	Volleyball <i>Varsity, JV, Freshman</i>	Swimming	
<i>Female student athletes may participate in any male athletic offering for which there is not a female equivalent</i>			

NCAA Approved Courses

Advanced Writing	AP Physics 1	English 9, Accelerated	Physical Science with Earth Science
Algebra 1, Advanced	AP Physics 2	English 9 Read	
Algebra 1	AP Psychology	English 10	Physics
Algebra 1A	AP Spanish	English 10 Read	Physics, Honors
Algebra 1B	AP Statistics	English 10 Accelerated	Poetry
Algebra 2	AP US Government and Politics	French 1	Pre-Calculus
Algebra 2, Accelerated	AP U.S. History	French 2	Pre-Calculus, Honors
Algebra 3/ Trigonometry	AP World History	French 3	Psychology
Anatomy&Physiology	Biology	French 4	Science Fiction
Anatomy&Physiology, Honors	Biology, Accelerated	French 4, Honors	Sociology
AP Biology	Calculus	Geometry	Spanish 1
AP Calculus	Chemistry	Geometry, Accelerated	Spanish 2
AP Chemistry	Chemistry, Honors	Honors Literature	Spanish 3
AP English Language and Composition	Chemistry & Society	Honors U.S. Literature	Spanish 4
	Civics	Human Geography	Spanish 4, Honors
AP English Literature and Composition	College Composition	Latin 1	U.S. History
	Contemporary Issues	Latin 2	U.S. Literature
AP Environmental Science	Economics	Legal Studies	World Literature
AP French	English 9	Memoirs&Biography 1/2	World Studies
			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
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 extracurricular activities. Please keep in mind that the information provided below is an estimate; it is intended to assist you in choosing the proper balance of classes during the course selection process.

Anticipated Hours of Homework*	Average Hours/Week
AP: 1 hour x 5 nights weekly x # courses	
Honors: .75 hours x 5 nights weekly x # courses	
College Prep: .5 hours x 5 nights weekly x # courses	
Total School Hours:	

Extra-Curricular Activities	Average Hours/Week
Clubs/Interests/Hobbies	
Paid Job	
Community Service	
Sports/Physical Activity	
Music/Theatre Performance	
Other (Driver's Ed, SAT Prep, College Apps etc)	
Total Extra-Curricular Hours:	

Daily Living Activities	Average Hours/Week
Sleep (7 days x 9 Recommended Hours)	
Necessities (Eating, Showering, Chores etc)	
Travel to and from School	
Family Time	
Free Time (Friends, TV, Phone, Internet etc)	
Total Daily Living Hours:	

School Day Hours =	35
Homework Hours =	
Extra-Curricular Hours =	
Daily Living Hours =	
YOUR TOTAL HOURS	
Available Hours/Week	168

* Daily homework amounts are estimates *

Index

Weighted Courses are bold

A: *Fulfills Art requirement*

B: *Fulfills Biological Science Requirement*

±: *Fulfills 4th year Math Experience*

P: *Fulfills Physical Science Requirement*

ICT: *Fulfills Info and Comp Tech requirement*

EOD: *Course meets every other day, all year*

- Acting I, **A** p. 64
- Acting II, **A**, p. 64
- Advanced Writing, p. 32
- Aide Positions, p. 20
- Algebra 1, p. 39
- Algebra 1A, p. 39
- Algebra 1B, p. 39
- Algebra 2, p. 40
- Algebra 2, Accelerated, p. 41
- Algebra 2, Running Start with Quantitative Reasoning, p. 41
- Algebra 3/Trigonometry, Running Start p. 41
- Algebra, Essentials, p.62
- Anatomy & Physiology **B** + p. 53
- Anatomy & Physiology, Honors, B** + p. 53
- Applied Vocational Skills I, II, p.63
- AP Art and Design**, p.71
- AP Biology, B** + p. 54
- AP Calculus**, p. 43
- AP Chemistry, P** + p. 51
- AP Computer Science, ICT** + p. 22
- AP English Language and Composition**, p. 31
- AP English Literature & Composition**, p. 32
- AP Environmental Science, B** + p. 51
- AP French**, p. 73
- AP Physics I, P** + p. 52
- AP Physics II, P** + p. 53
- AP Psychology**, p. 57
- AP Spanish**, p. 74
- AP Statistics**, p. 43
- AP U.S. History**, p. 57
- AP U.S. Government and Politics**, p. 58
- AP World History**, p. 56
- Band, Concert, **EOD A** p. 65
- Band, Honors Jazz, A** p. 65
- Band, Jazz, **EOD A** p. 65
- Biology, **B** + p. 49
- Biology, Accelerated, **B** + p. 49
- Calculus, p. 42
- Career Studies ELO, p.19
- Ceramics, **A** p. 69
- Chemistry, **P** + p. 50
- Chemistry Essentials, **P** + p. 50
- Chemistry, Honors, P** + p. 51
- Chemistry and Society, **P** + p. 50
- Choir, Concert, **EOD A** p. 66
- Choir, Honors A**, p. 66
- Choir, Jazz, **A** p. 66
- Civics, p. 56
- College Composition (Writing), Running Start p. 29
- Computer Science Principles, + p. 21
- Computers & Technology, **ICT**, p. 22
- Contemporary Issues, p. 58
- Dance, Movement & Music, **A** p. 46, 67
- Design and Sculpture, **A** p. 70
- Digital Electronics, PLTW, + p. 25
- Digital Photography I/II, p.70
- Directed Study, p. 61
- Drawing 1,2 **A** p. 69
- Economics, + p. 57
- ELO, p.19
- Engineering Technologies, PLTW, p.24
- English 9, p. 28
- English 9, Accelerated, p. 28
- English 9 Read, p. 28
- English 10, p. 29
- English 10, Accelerated, p. 29
- English 10 Read, p. 28
- Executive Functioning Skills, p. 63
- Fashion & Retail Merchandising, p. 36
- Film Studies, p. 32
- Fitness, **EOD**, p. 45
- FLEX PE (Participation in Athletics or Community-Based Activity), p.45
- Foods & Nutrition 1, p. 36
- Foods & Nutrition 2, p. 36
- French 1, p. 72
- French 2, p. 72
- French 3, p. 72
- French 4, p. 73
- French 4, Honors**, p. 73
- Fundamentals of English, p. 30
- Fundamentals of Art, **A** p. 68

General Science with Earth Science, **P +** p.49
 Geometry, p. 40
 Geometry, Accelerated, p. 40
 Geometry, General, p. 40
 Guitar I, II, **A** p. 66
 Human Relations, p. 36
 ICT Digital Portfolio **ICT**, p. 21
 Improvisational Theatre, **A**, p. 64
 Improvisational Theatre 2, **A**, p. 64
 Individualized Math Program, p. 39
 Interior Decorating, p. 37
 Intro to Engineering Design, PLTW, + p. 25
 Intro to Graphic Arts, **A** p. 68
 Intro to Modern Languages, p. 72
 Intro to Strength + Conditioning, p. 47
 Journalism, p. 33
 Latin 1, p. 76
 Latin 2, p. 76
 Legal Studies, p. 58
 Life Science, **B +** p. 49
 Life Skills I, II, p. 63
 Life Skills English, p. 62
 Literacy, p. 61
Literature, Honors, p. 33
 Memoirs & Biography Fall/Spring, p. 33
 Music Theory & Composition, **A** p. 67
 Outdoor Adventures, p.46
 Painting, **A** p. 69
 Personal Finance **A +** p. 37
 Personal Fitness, p.46
 Physical Science with Earth Science, **P +** p. 49
 Physics, p.52
Physics, Honors, p.52
 Poetry, p. 33

Popular Reading, p. 34
 Pre-Calculus, p. 42
Pre-Calculus, Honors, p. 42
 Principles of Engineering, Fall/Spring, PLTW, + p. 25
 Psychology, p. 59
 Reading 180A/B, p. 61
 Science Fiction, p.34
 Senior Quest, p. 26,35,43,54,59,70,76
 Skills NECC, p. 63
 Sociology, p. 59
 Spanish I, p. 74
 Spanish II, p. 74
 Spanish III, p. 74
 Spanish IV, p. 75
Spanish IV, Honors, p. 75
 Supported Study, p. 61
 Team & Individual Sports, p.47
 Theatre Studies, p. 64
 Unified Music, p. 62, 67
 Unified Physical Education, p.46, 63
 U.S. History, p. 55
 U.S. Literature, p. 30
U.S. Literature, Honors, p. 30
 Video Game Design, **ICT +** p.21
 Web Page Design, p. 21
 Wellness, **EOD**, p. 45
 Wellness & Health (Life Skills), p.61
 Work Experience Program, p. 62
 Work Study I, II, p. 19-20
 World Literature, p. 34
 World Studies, p. 56
 Writing, p. 29
 Yearbook, p. 34

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) 821-4477. 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

EXTRA-CURRICULAR AND CO-CURRICULAR ADVISORS AND ATHLETIC COACHES

The conditions outlined in this policy cover all co-curricular advisor, extra-curricular advisor, and athletic coaching positions offered by the Hollis Brookline Cooperative School District.

It will be the responsibility of the building administrator(s) and/or athletic director to maintain a job description for each position, a copy of which is to be kept on file in the appropriate school building for reference. The building administrator(s) will have the authority to review these job descriptions annually, with input from each stipend position holder, and propose to the Board any changes, including new positions for Board approval.

Selection Process

All open co-curricular advisor, extra-curricular advisor and athletic coaching positions will be posted within the Hollis Brookline Cooperative School District before they are posted publicly. Notices of vacancies will be advertised as necessary, to be determined by the Superintendent.

The athletic director and/or ~~principal~~ building administrator will screen applications for appropriate qualifications, competencies, and experience and will conduct interviews where appropriate. The principal, or ~~his or her~~ their designee, will check references. Persons selected for coaching positions must meet the "Coaches Eligibility" criteria established by the New Hampshire Interscholastic Athletic Association (NHIAA). Coaches must also receive ongoing and continuing education and training as required or recommended by NHIAA. The ~~Superintendent~~ building administrator will make the recommendation for hire to the ~~School Board~~ Superintendent or their designee for approval.

All persons approved by the ~~School Board~~ Superintendent or their designee for coaching or advisor positions will be subject to criminal background checks, consistent with School Board Policies [GBCD](#) and [IJC](#). Persons who have been selected for coaching positions may be hired on a conditional basis, pending a successful completion of the criminal records check. The Board will be provided with a list of updated appointments and reappointments as necessary.

Compensation

The table found on the SAU 41 website is to be applied in determining the stipends for all co-curricular advisor, extra-curricular advisor and athletic coaching positions of the Hollis Brookline Cooperative School District.

It is the responsibility of the building administrator to file the necessary paperwork with the Superintendent's office for the timely payment of each stipend.

Each stipend recipient will receive a written contract for their advising or coaching position prior to commencement of the related activity or at the time of hire, whichever occurs later.

The stipend table will be reviewed at least annually by the School Board by no later than the May School Board meeting.

Continuation and Dismissal

All positions will be for one school year or season only. The athletic director and/or principal will make re-appointment proposals for the following school year or season. The recommendation for re-appointment will be made by the ~~Superintendent~~ building administrator and forwarded to the ~~School Board~~ Superintendent or their designee for approval. Recommendations for reappointments of advisors will be made at the May School Board meeting. Recommendations for reappointments of coaches may be made at the conclusion of the sport's season and no later than the School Board meeting prior to the start of the sport's season.

An advisor or coach may be dismissed from ~~his/her~~ their duties at any time for unprofessional conduct, violation of School Board policies, violation of expectations and responsibilities, and/or any unethical behavior that places students in danger or places the District in an unprofessional light.

Code of Ethical Conduct

Advisors and coaches are required to adhere to all ~~S~~school ~~B~~board policies relative to codes of conduct, behavior, and expectations. Additionally, coaches are required to adhere to all standards of sportsmanship established in School Board policies and/or by NHIAA.

Violation of any code of conduct may result in immediate termination and/or dismissal.

Legal References:

RSA 189:13-a, School Employee and Volunteer Criminal History Records Check

NHIAA By-Law Article I: Policy, Section 32: Coaches Eligibility

1st Reading: September 19, 2017

2nd Reading: October 18, 2017

3rd Reading: November 15, 2017 (amended)

4th Reading: December 20, 2017

Adopted: December 20, 2017

1st Reading: November 16, 2022

JLCJA EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: *Priority/Required by Law*

Related Policies: *EBBB, EBBC, EBCA, JJIB,
JLCE/EBBC, JLCEA & JLCJ
Related Administrative Procedures: JJA-R*

- A. Creation of Plan.** The Superintendent or their designee, in consultation with each building Principal, the Athletic Director, district athletic trainer and school nurses, shall establish a “Sports Injury Emergency Action Plan” for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:
- a. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
 - b. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
 - c. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
 - d. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
 - e. Identify the equipment and supplies and location thereof needed to respond to the emergency;
 - f. Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and
 - g. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers’ Association.
- B. Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.
- C. Additional Written Protocols and Procedures Required.** The Superintendent or their designee, in consultation with each building Principal, the Athletic Director, district athletic trainer and school nurses, shall develop written procedures and protocols as described below:

1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers’ Association;
2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA)¹.

3. Student Return to Play - Procedures governing a student’s to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

D. Annual Review and Update. The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Any substantive changes shall be approved by the Board.

E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan. The Sports Injury Emergency Action Plan shall be included with each school’s annual Emergency Response Plan.

District Policy History:

Tabled: July 20, 2022
1st Reading: August 31, 2022
2nd Reading: September 21, 2022 (as amended)
3rd Reading: November 16, 2022

District revision history:

SUICIDE PREVENTION AND RESPONSE

Category: Priority/Required by Law

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

I. District Suicide Prevention Plan and Biennial Review.

A. Plan: The Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts. This coordinated plan shall conform to the components required of public schools by RSA 193-J:2.

B. Biennial Review: No less than once every two years, the Superintendent, or their designee, in consultation with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

II. Suicide Prevention Coordinator and Liasons

A. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:

- i) Developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
- ii) Annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
- iii) Developing - or assisting individual teachers with the development - of age-appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- iv) Developing or assisting in the development of the annual staff training required under section III of this policy;
- v) Such other duties as referenced in this Policy or as assigned by the Superintendent.

B. Building Suicide Prevention Liaison. A school counselor, or, in their absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and

shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

III. Annual Staff Training. The Superintendent shall assure that all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

IV. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

V. Student Identification Cards. The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988. Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date.

District Policy History:

1st Reading: September 15, 2021

2nd Reading: October 20, 2021

3rd Reading: December 8, 2021

Adopted: December 8, 2021

1st Reading and Adopted: November 16, 2022

Legal References:

RSA 193-J: Suicide Prevention Education