

Hollis Brookline Cooperative School Board

Wednesday, July 20, 2022

Hollis Brookline Middle School

6:00

All times are subject to change without notice

- 6:00 Call to order
Appointment of a process observer
Agenda Adjustments
Nominations/Resignations and Correspondence
Approval of Minutes – June, 2022
- 6:15 Interviews for open HB COOP School Board seat
- 6:30 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) reputation – Hollis Board will discuss Board candidates
- 7:10 Public Input
- 7:25 Principal's/Athletics reports
➤ NEASC update
- 7:45 Discussion
➤ Curriculum discussion
 ○ Program of Studies Discussion
➤ Fiscal Year 2024 opening budget discussion – stipends
➤ Renovation/facilities update
- 8:40 **Deliberations**
➤ To see what action the Board will take regarding policy GBCD: Background Investigation and Criminal Records Check, second reading
➤ To see what action the Board will take regarding policy KHB: Advertisement in the Schools, second reading
➤ To see what action the Board will take regarding policy JF: Enrollment Policy, second reading
➤ To see what action the Board will take regarding policy IMBC: Alternative Credit Options, second reading
➤ To see what action the Board will take regarding policy BBBE: Unexpired Term Fulfillment, first reading

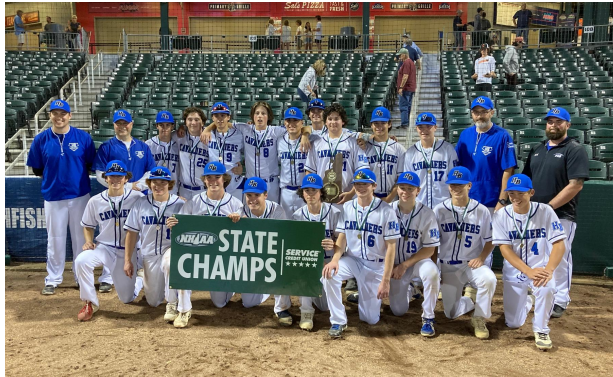
- To see what action the Board will take regarding policy JLCJA: Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation, first reading

9:15 Report out by the process observer

9:20 Motion to Adjourn

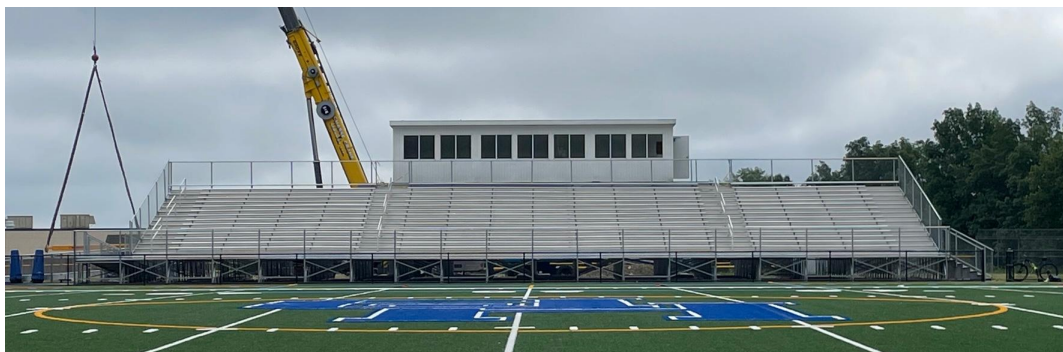
To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: July 2022 Board Report

HBHS State Champions: Congratulations to our HBHS Baseball and Boys Volleyball teams on their 2022 NHIAA State Championship seasons!



Summer Athletics Update: While we are currently in the midst of a break between seasons, HB Athletics is still going strong. The Athletic Department is currently hard at work ordering equipment and uniforms for the new year, interviewing potential candidates for coaching openings, and locking down schedules for the upcoming seasons. Student-athletes are engaged in a variety of athletic opportunities across many of our sports with open gyms, pick-up on the fields, and several camps that are happening throughout the summer months, including our Strength and Conditioning sessions that are offered by our Athletic trainer, Mike Thompson, to students from 7th through 12th grade. Fall Registrations are also open for both schools on FamilyID. We are looking forward to kicking off try-outs and practices at the HS level on 8/12 with Football, 8/15 for the rest of our high school programs, and at the middle school level on 9/1.

Bleachers and Pressbox: The press box has been lifted and placed in its final resting location! SL Chasse out of Hudson has been working to complete the project for us and will be putting the final touches on in the coming weeks. Once complete, the box will be ready for use for the Fall 2022 season for all of our teams.



Coaching Stipends (see attached): The Athletic Department has been crafting a proposal to bring changes to the way coaching stipends are handled in an effort to recruit more coaches and compensate them in accordance with their time. The proposal incorporates incremental step increases based on years of service, in similar fashion to the step scale for staff members.

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. Several of these positions are currently in the final stages of the hiring process.

HBHS

Boys Soccer Head Coach
Cross Country Assistant Coach
Field Hockey Head Coach
Field Hockey JV Coach
Ski Team Head Coach
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 Volleyball Coach
Field Hockey Coach
Girls Lacrosse Coach
Boys Soccer Coach

Recent Coaching Hires:

HS Fall Cheerleading Head Coach - Christina Ellis
HS Winter Cheerleading Head Coach - Christina Ellis

Respectfully Submitted,



Brian Bumpus
District Athletic Coordinator

FY24 Coaching Stipends Proposal

HBHS	TIER 1	TIER 2	TIER 3	TIER 4	TIER 5	TIER 6	TIER 7	TIER 8
Base (YR 1-2)	\$900.00	\$1,200.00	\$1,900.00	\$2,600.00	\$2,950.00	\$3,750.00	\$4,125.00	\$4,700.00
Step 1 (YR 3-4)	\$990.00	\$1,320.00	\$2,090.00	\$2,860.00	\$3,245.00	\$4,125.00	\$4,537.50	\$5,170.00
Step 2 (YR 5-6)	\$1,080.00	\$1,440.00	\$2,280.00	\$3,120.00	\$3,540.00	\$4,500.00	\$4,950.00	\$5,640.00
Step 3 (YR 7-8)	\$1,170.00	\$1,560.00	\$2,470.00	\$3,380.00	\$3,835.00	\$4,875.00	\$5,362.50	\$6,110.00
Step 4 (YR 9+)	\$1,260.00	\$1,680.00	\$2,660.00	\$3,640.00	\$4,130.00	\$5,250.00	\$5,775.00	\$6,580.00

FY23 HBHS TOTAL (Current Model)	\$202,250.00
FY24 HBHS TOTAL (Proposed Model)	\$231,812.50

HBMS	TIER 1	TIER 2	TIER 3	TIER 4
Base (YR 1-2)	\$500.00	\$2,500.00	\$2,900.00	\$3,000.00
Step 1 (YR 3-4)	\$550.00	\$2,750.00	\$3,190.00	\$3,300.00
Step 2 (YR 5-6)	\$600.00	\$3,000.00	\$3,480.00	\$3,600.00
Step 3 (YR 7-8)	\$650.00	\$3,250.00	\$3,770.00	\$3,900.00
Step 4 (YR 9+)	\$700.00	\$3,500.00	\$4,060.00	\$4,200.00

FY23 HBMS TOTAL (Current Model)	\$50,200.00
FY24 HBMS TOTAL (Proposed Model)	\$55,640.00

- Each step increase earns 10% of base salary
- Coaches move up a step every 2 years
- Step 4 is the ceiling for all coaches
- Athletic Department would budget each year for maximum dollar amount (if all coaches returned for following fiscal year)
- Provides predictability for budgeting purposes
- Provides incentive for coaches to remain in positions
- Provides desirability over other districts that maintain the same salaries year after year with minor arbitrary increases
- Any new coach to the district would automatically start at BASE salary

To: Hollis Brookline Cooperative School Board
From: Patrick West, Principal HBMS
Re: Principal's Report
Date: July 14, 2022

Student Open House Days and Student Schedules

HBMS will be running Student Open House Days on Monday, August 22nd and Tuesday, August 23rd from 9:00am to 1:00pm. Parents will receive notification via email to complete all the school forms in advance of the Student Open House Days. Students and parents/guardians are encouraged to walk through their schedule to gain a familiarity with the building on these days. Student schedules were released to students and families on July 13th.

Assistant Principal and Special Education Administrator Transitions

Our new Assistant Principal, Mrs. Allison Buschmann, and our new Special Education Administrator, Mrs. Kathryn Ransom, are well underway in their new administrative positions here at HBMS. Both Mrs. Buschmann and Mrs. Ransom immediately dove into their new roles on July 1st becoming familiar with scheduling, budgets, ESY, staff and students that have come into the building, and the HB community. Although Mrs. Buschmann is already familiar with the building and community given her time here at HB, both transitions for our new administrators have been seamless.

Incident Command Systems (ICS) Training

"Incident Command Systems (ICS) – 100" training was offered during the last professional development days to any middle school staff that did not hold the ICS 100 Certification. School Resource Officer Rick Bergeron supported the middle school staff in becoming certified. Just about all the middle school staff are now ICS 100 trained and certified. This course is administered through FEMA and recommended by Homeland Security for all school staff. This introductory course provides staff with basic frameworks and common terminology used by emergency responders in emergency situations. We hope that more staff will continue to become certified, and that other staff will continue the trainings offered by FEMA. Building safety and emergency operations will continue to be an area of focus for the middle school building this year.

ESY

Extended School Year began on July 5th this year. HBMS is pleased to be hosting student's Pre-K through high school from across the district. Ms. Dot Ball is also continuing her summer math coaching for several middle school students.

Personnel

We are currently searching for a Long-Term Science Substitute. We are also searching for an advisor for our Robotics club that had a lot of success last school year.

Facilities Work

The custodial staff continue to do an outstanding job with their summer work and projects. A major part of their summer work is stripping and waxing classroom and

hallways floors. The gymnasium floor, as well as the stage floor, are currently being sanded and stained. The HBMS Computer Education classroom renovation began the week of July 11th and is well underway.

Important Dates:

HBMS Student Open House Days - August 22nd & August 23rd

7th Grade Orientation Day – August 31st

First Day of School for 7th and 8th Grade – September 1st

First Day of Athletics – September 1st

Respectfully Submitted,

Patrick West

HBMS Principal

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBHS
Re: Principal's Report
Date: July 20, 2022

Information Only:

PE course proposal

Included in this Board packet is a proposal for a new PE course offering. As you will see in the curriculum outline, this course proposal, titled "Introduction to Strength and Conditioning", is designed to provide students with foundational content and working knowledge in the areas of anatomy, physiology, kinesiology, nutrition, exercise programming and safety as well as biomechanics. While the course will inherently cover many Health Education standards, the course is designed to be a semesterized .5 credit in Physical Education.

Assistant Principals Transition

Our two new Assistant Principals, Ms. Yolanda Flamino and Mrs. Aisha Weaver have been very busy transitioning into their new roles here at HBHS.

In meeting with our Department Chairs in both School Counseling and Special Education, as well as our building administrative team and our District Student Service Director, Mrs. Weaver has been familiarizing herself with our special education programming including the ESY programs that are currently in place this summer and also begun planning for the upcoming school year.

Mrs. Flamino has also had a seamless transition from her role as the Assistant Principal at the Middle School to her new role as one of our Assistant Principals here at the High School. Ms. Flamino will be overseeing our Science, Social Studies and World Language Departments as well as students in Grades 9 & 11. As a related aside, Mrs. Zeller's role will now include overseeing the Math, English and Unified Arts Departments as well as students in Grades 10 & 12.

June PD Days

Over the course of the last three days of the school year, our teachers engaged in a variety of Professional Development activities including a few highlights below:

- All teaching staff took part in the 'Incident Command Systems (ICS) - 100' course which was facilitated by Officer Bergeron. This course is administered through FEMA and recommended by Homeland Security for all school staff. This introductory course provides students with basic frameworks and common terminology used by emergency responders in emergency situations.
- Our Instructional Practices Advisory Sub-Committee presented to our teaching staff the work that was done throughout the year and provided staff the opportunity to ask questions and share concerns about implementing a Home Base CavBlock. This input will be brought back to committee this coming year

for ongoing work to determine optimal timing and format for potential implementation.

- Over 40 staff completed their First Aid/CPR training

NEASC

Attached to this Board packet is the most recent correspondence from NEASC which states that their Commission on Public Schools met in March and upon review of our Special Progress Report has continued our school's accreditation. The letter went on to explain that our next accreditation cycle will begin in the fall of 2024 (three years prior to the Decennial Accreditation Visit). The letter also explains that we will be using the new CPS 2020 Vision for Learning Standards for Accreditation and Accreditation Process. In the interim, we have been asked to review our core values, beliefs, and vision of the graduate.

Summer Building Projects

Along with all of the annual summer projects that include stripping and waxing classroom and hallway floors, painting walls, moving furniture, etc. there are also plans in motion for our building to receive updates to our HVAC system, office renovations in our school counseling department, parking lot and driveway upgrades as well as the very recent installation of our coach's box at the turf field.

Staffing Updates

HBHS is currently accepting applications for the following vacancies

- CTE Van Driver
- 1:1 Special Education Paraprofessional



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

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April 27, 2022

Timothy Girzone
Principal
Hollis Brookline High School
24 Cavalier Court
Hollis, NH 03049

Dear Mr. Girzone:

The Commission on Public Schools, at its March 7, 2022 meeting, reviewed the Special Progress Report of Hollis Brookline High School and continued the school's Accreditation.

The Commission was pleased to learn of the following:

- the creation of an Instructional Practice Committee comprising students, staff members, administrators, board members, and parents
- the creation of an Instructional Practices Charter
- the policy changes implemented for the class of 2022, including those made to midterm and final exam protocols and the practices regarding class rank and honors designations
- the institution of instructional support based on the school's core values
- the creation and adoption of a core values rubric that functions on a whole-school level and a 21st century rubric that applies to the content level in each course
- the core values-driven instructional practices work
- the transferrable skills as the focus of weekly PLC work
- the institution of a quarterly cross-department PLC
- the creation of Home-Base Cav Blocks used as advisory groups
- the identifying of clear objectives for advisory time to maximize potential student impact

The school is scheduled to host its Decennial Accreditation Visit in the calendar year 2027. Please note, that this date reflects a postponement of one year from the previous decennial cycle.

The school's next Accreditation cycle will begin in the fall of 2024 (three years prior to the Decennial Accreditation Visit). The school will be using the new CPS 2020 Vision for Learning Standards for Accreditation and Accreditation process. Information about the new Standards for Accreditation and

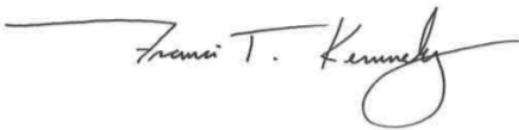
Timothy Girzone
April 27, 2022
Page Two

Accreditation process is available on our website. Representatives from your school will be invited to an informational meeting about the new Accreditation process in the spring of 2024.

In the interim, the school is reminded that the school community should review the new Accreditation Standards and plan to review and revise the core values, beliefs, and vision of the graduate based on research, multiple data sources, as well as district and school community priorities. Information related to the development/revision of the school's document will be available soon on our website at cpemhs.neasc.org.

The school's Accreditation will be reviewed when the Commission considers the report resulting from the 2025 Collaborative Conference Visit. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent, along with their corresponding e-mail addresses, by submitting this information electronically to cpss-air@neasc.org.

Sincerely,

A handwritten signature in black ink, reading "Francis T. Kennedy, Jr." with a stylized flourish at the end.

Francis T. Kennedy, Jr.

FTK/mv
Enclosure

cc: Andrew Corey, Superintendent, SAU #41, Hollis Brookline Cooperative School District
Holly Babcock, Chair, Hollis/Brookline Cooperative School Board
Scott Currier, Administrator of Public Schools School Approval Program ,
NH Department of Education
Sharon Cournoyer, Chair, Commission on Public Schools

SAU41: Hollis-Brookline High School

Intro to Strength & Conditioning (C. Buschmann)

NOTE: please note that the units in this course must overlap each other at times to be understood effectively. For example, while working through Unit 7 (Biomechanics and exercise technique), the educator must have his/her/their students refer to Units: 2, 5, and 6.

Unit 1: Structure and Function of Body Systems

Common Essential Question(s)/Learning(s): Students will understand the roles of the following body systems: musculoskeletal, neuromuscular, cardiovascular, and respiratory.

Desired Results

Content Objective(s)	- Describe the function and structure of the following body systems: musculoskeletal, neuromuscular, cardiovascular, and respiratory system. - Describe how these systems are impacted by exercise
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> - Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Student Friendly Unit Objectives/Skills	- Anatomy and physiology of following body systems: musculoskeletal, neuromuscular, cardiovascular, and respiratory system. - Exercise physiology of the following body systems: musculoskeletal, neuromuscular, cardiovascular, and respiratory system.
Learning Activities that support 21st Century Learning:	- Group led discussion regarding body system function and anatomy - Anatomy art for the different body systems
Enrichment and Expanded Opportunities/Activities:	Practical application of the students' knowledge of body systems and how it relates to exercise physiology in a strength and conditioning environment.
Remediation and Intervention Activities:	- Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s) and/or strength and conditioning staff regarding the in- and off-season programming for athletics programs. - Students may present to faculty, staff and students regarding body systems and how they relate to strength and conditioning as well as health and wellness. - Students will prescribe programs for themselves and their peers, considering the information learnt in this unit. - Students will practically apply the information learnt in this unit in a weight room or fitness setting.

Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society. SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i>. Reston, VA: Author.
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Unit 2: Anatomy, Physiology, and Kinesiology of Exercise Common Essential Question(s)/Learning(s): Students will have a basic understanding of the anatomy of the musculoskeletal system (muscle origin & insertion, bony landmarks), the anatomical planes of motion, the major body movements (i.e. push, pull, squat, lunge, hip hinge, rotation, flexion, extension, abduction, adduction), and musculoskeletal levers. Students will learn how to kinesthetically break down basic movements and identify muscular agonists, antagonists and synergists for these movements.	
Desired Results	
Content Objective(s)	• Students will have a basic understanding of the anatomy and physiology of skeletal muscle. Students will learn the muscle origin, insertion and bony landmarks or the major muscle groups. • Students will know the different planes of motion and how they relate to different major body and joint movement. • Students will be able to apply their knowledge of anatomy and physiology to analyze, breakdown and understand movement patterns and exercises. • Students will demonstrate competency in the practical application of kinesiology as it relates to sports performance and strength and conditioning programming.
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> • Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. • Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. • Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. • Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

	<u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Student Friendly Unit Objectives/Skills	- Anatomy of the neuromuscular and musculoskeletal body systems (muscle origin, insertion, nerve innervation, and bony landmarks) - Physiological levers as it relates to force, work, and speed - Movement analysis and breakdown	
Learning Activities that support 21st Century Learning:	- Group led discussion and collaboration regarding biomechanics of basic human movement and arthrokinematics. - Video and photo breakdown of common exercises and sport specific movements.	
Enrichment and Expanded Opportunities/Activities:	- Students may attend an athletics practice to acquire video and photo footage of athletes practicing. Students can then analyze certain position or players during different drills, applying kinesiology to that sport. - Practical application of the students' knowledge of anatomy, physiology, and kinesiology as it relates to exercise physiology in a strength and conditioning environment.	
Remediation and Intervention Activities:	- Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s) and/or strength and conditioning staff regarding the in- and off-season programming for athletics programs. - Students may present to faculty, staff, and students regarding kinesiology and how they relate to strength and conditioning as well as health and wellness. - Students will apply kinesiology principles to prescribe programs for themselves and their peers. - Students will practically apply the information learnt in this unit in a weight room or fitness setting.	
Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society. SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i>. Reston, VA: Author.	

Unit 3: Energy Systems – Physiology of and practical programming for energy systems Common Essential Question(s)/Learning(s): Students will have a basic understanding of the different types of energy systems and how to program to condition these systems. These include the aerobic, anaerobic, glycolytic and phosphate energy systems.	
Desired Results	
Content Objective(s)	Students will be able to describe the different energy systems (aerobic, anaerobic, glycolytic and phosphate) and understand the physiology of

	each system. - Students will apply their knowledge of energy system physiology to the specific physiological demands of different sports. Students will understand the fundamentals of programming to improve specific energy systems. - Students will demonstrate competency in the practical application of the conditioning for each energy system.
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> - Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. - Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. - Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. - Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. - Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. - Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. - Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. - Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Student Friendly Unit Objectives/Skills	- Prescribe a program that focuses on improving each energy system - Practical application of energy system training in a fitness/training environment - The ability to recognize the dominant energy systems for different sports, and apply training principles in order to condition these energy systems
Learning Activities that support 21st Century Learning:	- Students may pick a favorite sport or activity. They must identify the dominant energy system(s) for that activity. They must personally condition that energy system and track progress. - Work with classmates to incorporate classroom material in a practical setting (i.e. train the various energy systems)
Enrichment and Expanded Opportunities/Activities:	Students may collaborate with athletics staff and student athletes, assisting coaches and peers in proper conditioning for their sport
Remediation and Intervention Activities:	- Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s) and/or strength and conditioning staff regarding the in- and off-season programming for athletics programs. - Students will prescribe programs for themselves and their peers, considering the information learnt in this unit.

	Students will practically apply the information learnt in this unit in a weight room or fitness setting.
Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society. SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i>. Reston, VA: Author.

Unit 4: Basic nutrition factors for strength training, conditioning, performance, and general health Common Essential Question(s)/Learning(s): Students will learn the foundational principles of nutrition as they relate to strength and/or sport training or conditioning, and general health guidelines.	
Desired Results	
Content Objective(s)	- Students will know how to read a nutritional label, understand the basics of micro- and macro-nutrients, how to assess an individual's personal nutritional needs and adjust their diet as necessary. - Students will recognize “red flags” in a nutritional plan and understand the warning signs and complications associated with nutrient deficiencies and dehydrations.
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> - Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. - Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. - Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. - Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

	• Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. • Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. • Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Student Friendly Unit Objectives/Skills	• Students will understand basic nutritional and hydration guidelines for a variety of athletes • Students will be able to educate peers on how to decipher a nutrition label and validate claims of supplements and food labels • Students will know the basics of manipulating nutrition to improve athletic performance • Students will understand the ill effects associated with sugar, alcohol, tobacco, and drug use • Students will understand the warning signs of common nutrient deficiencies in athletes
Learning Activities that support 21st Century Learning:	• Students will breakdown the macro- and micro-nutrient content of a food based on its nutrition label. • Students will pick from a list of popular “sports drinks”, break down its nutrition label and offer their opinion on if this drink will improve performance and if they believe it has any adverse effects on general health and well-being. • Group discussion on the negative effects that sugar, alcohol, and tobacco have on the body and on athletic performance. • Come up with a pre-game meal – must include recipe and micro- and macro-nutrient breakdown.
Enrichment and Expanded Opportunities/Activities:	• Collaborate with nutrition and/or culinary arts class in cooking a pre-game meal for an athletics team on a game-day.
Remediation and Intervention Activities:	• Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s) and/or strength and conditioning staff regarding the in- and off-season nutrition for athletics programs. • Students may present to faculty, staff, and students regarding nutrition and how they relate to strength and conditioning as well as health and wellness. • Students will prescribe programs for themselves and their peers, considering the information learnt in this unit. Students must consider the block or current goal of training (i.e. hypertrophy, power, strength, conditioning, recovery, etc.).
Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society. SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i>. Reston, VA: Author.

Unit 5: Programming basics – an overview of the methods, styles, and philosophies of programming for performance related goals Common Essential Question(s)/Learning(s): Students will learn foundational principles, philosophies and strategies for programming. Sport specificity as it relates to exercise selection, periodization and conditioning will be the basis for this unit. Students will understand how to design and adjust fitness programs for an individual's needs and goals.	
Desired Results	
Content Objective(s)	- Students will be familiar with a variety of programming principles including linear periodization, undulated periodization, conjugate method, dynamic-effort method and tri-phasic training. - Students will understand principles related to overload, SAID (specific adaptation to imposed demand), sport specificity. - Students will understand the application and prescription of a proper warm-up and cool-down.
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> - Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. - Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. - Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. - Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. - Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. - Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. - Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. - Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. - Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Student Friendly Unit Objectives/Skills	- Understand the application and programming principles of linear periodization, undulated periodization, conjugate method, dynamic-effort method, and tri-phasic training. - The ability to prescribe a proper and safe warm-up and cool-down.

	The ability to apply basic strength and conditioning principles (i.e. SAID, overload, specificity) to programs.
Learning Activities that support 21st Century Learning:	- Collaborate with athletics personnel and student-athletes in implementing a school-wide warm up that Hollis-Brookline Coop schools can base their warmup and cool downs off. Make this prescription universal but also adjustable in order to be specific to the demands of each sport. - Collaborate with coaching staff and sports medicine staff (Certified Athletic Trainer(s)) to implement an injury prevention program for athletics teams. Focus on common injuries within the sport (i.e. preventing ACL sprains in field sports such as soccer and lacrosse).
Enrichment and Expanded Opportunities/Activities:	Students may collaborate with athletics staff and student athletes, assisting coaches and peers in off-season and in-season training for their sport
Remediation and Intervention Activities:	- Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s)) and/or strength and conditioning staff regarding the in- and off-season programming for athletics programs. - Students will prescribe programs for themselves and their peers, considering the information learnt in this unit. - Students will work together to practically apply the information learnt in this unit in a weight room or fitness setting.
Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society. SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i>. Reston, VA: Author.

Unit 6: Safety protocols in strength and conditioning Common Essential Question(s)/Learning(s): Students will understand the importance of safety operations when in a fitness center or strength and conditioning facility. Students will learn how to coach individuals on how to practice safe training, and how to maintain a safe and clean facility.	
Desired Results	
Content Objective(s)	- Students will be able to recognize proper and improper form with both exercise and spotting technique. - Students will understand the importance of setting up equipment correctly and be able to recognize flaws or mistakes in facilities set up. - Students will understand how to safely set up and design and strength and conditioning facility. - Students will understand how to arrange equipment in a strength and conditioning facility. - Students will understand the importance of maintaining equipment and cleaning up after use.

	Students will understand basic etiquette when in a weight room or training/fitness environment.
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> - Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. - Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. - Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. - Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. - Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. - Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Student Friendly Unit Objectives/Skills	- Recognize proper set up and maintenance for a facility. - Be able to coach proper spotting technique. - Understand the importance of clean up and cleanliness in a training environment.
Learning Activities that support 21st Century Learning:	- Students will design their own strength & conditioning facility - Students will work in groups to make videos or videos of proper and improper spotting technique.
Enrichment and Expanded Opportunities/Activities:	Students will collaborate with sports medicine staff (Certified Athletic Trainer(s)) to supervise the weight room and ensure athletes are practicing proper safety precaution when training.
Remediation and Intervention Activities:	- Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s) and/or strength and conditioning staff regarding the in- and off-season programming for athletics programs. - Students will practically apply the information learnt in this unit in a weight room or fitness setting.
Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society.

	SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i> . Reston, VA: Author.
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Unit 7: Biomechanics and exercise technique

Common Essential Question(s)/Learning(s): Students will learn the fundamentals of exercise technique for a variety of movement patterns and exercises. Students will be able to identify proper versus improper technique and offer coaching to improve training and exercise technique.

Desired Results

Content Objective(s)	• Students will be able to identify proper versus improper technique and offer coaching to improve training and exercise technique. • Students will have the knowledge to offer accommodations, variations and/or verbal coaching cues for certain exercises. • Students will feel comfortable with tracking improvement for themselves and for others regarding exercise technique and movement efficiency.
Standard(s)	<u>Physical Education Standards (National Standards set forth by NASPE/SHAPE America):</u> • Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. • Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. • Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. • Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <u>Health & Wellness Standards (National Standards set forth by SHAPE America):</u> • Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. • Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. • Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Student Friendly Unit Objectives/Skills	• The ability to recognize correct and incorrect form. • The ability to associate biomechanical deficiencies with neuromuscular inadequacy. • Students will have the ability to offer substitutes for exercises in which a trainee is struggling to perform.
Learning Activities that support 21st Century Learning:	• Students will work as a group to make photos and videos of proper mechanics for a variety of exercises. • Students will practice coaching each other through verbal cues and exercise substitutions in a practical setting.
Enrichment and Expanded Opportunities/Activities:	• List Enrichment Activities here (can use “may include” language) • Students may collaborate with the sports medicine staff (Certified Athletic Trainer(s)) and work with an injured athlete. Student can offer exercise substitutions and verbal cues as the athlete works through his/her/their rehab program.
Remediation and Intervention Activities:	• Students may collaborate with athletics staff (i.e. coaches), sports medicine staff (i.e. Certified Athletic Trainer(s) and/or strength and conditioning staff regarding the in- and off-season programming for athletics programs. • Students will prescribe programs for themselves and their peers, considering the importance of exercise technique. • Students will practically apply the information learnt in this unit in a weight room or fitness setting.
Resources:	Haff, G., Triplett, T. (2016). <i>Essentials of Strength Training and Conditioning, Fourth Edition</i>. Human Kinetics. Siff, M. C. (2003). <i>Facts and fallacies of fitness</i>. M.C. Siff Rippetoe, M., Kilgore, L., & Bradford, S. E. (2010). <i>Practical Programming for strength training</i>. The Aasgaard Company. Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence</i>. Washington, D.C.: The American Cancer Society. SHAPE America. (2013). <i>National Standards for K-12 Physical Education</i>. Reston, VA: Author.

HOLLIS BROOKLINE HIGH SCHOOL - EXTRACURRICULAR STIPEND TABLE 2022-2023

TIER 1 \$400	TIER 2 \$600	TIER 3 \$900	TIER 4 \$1,200
Choreographer Climbing Club Gay Straight Alliance Her Story Latin Club Young Writer's Club	Spanish Club Science Olympiad French Club	Class Advisor Fresh. 1 Class Advisor Fresh. 2 Class Advisor Soph. 1 Class Advisor Soph. 2 Community of Caring Ski & Snowboard Club	Class Advisor Jr. 1 Class Advisor Jr. 2 Guitar Night 1 Guitar Night 2 Red Cross Theater Tech Crew Advisor Thespian Society Tri-M
TIER 5 \$1,600	TIER 6 \$2,350	TIER 8 \$3,500	TIER 10 \$4,250
Choral Director Class Advisor Sr. 1 Class Advisor Sr. 2 HB the Change 1 HB the Change 2 Math Team National Honor Society Student Council	Musical: Musical Director (pit) Newspaper Cav Chron Play - Fall Play - Spring	Musical Director Robotics Yearbook	Band Director

HOLLIS BROOKLINE MIDDLE SCHOOL - EXTRACURRICULAR STIPEND TABLE 2022-2023

TIER 1 \$400	TIER 2 \$600	TIER 3 \$1,000	TIER 4 \$1,600
Costume/Makeup/Drama Game Club Gay Straight Alliance Mountain Biking Sound/Stage/Drama	Video Game Club Nat'l History Day Club Props/Drama Debate Yearbook Climbing Club Math Counts	Jazz Band Student Council 1 of 2 Student Council 2 of 2	Ski Club
TIER 5 \$2,350	TIER 6 \$2,700	TIER 7 \$3,875	
Garden Club After School Study Summer Math Coach	Robotics	Drama Club	

HOLLIS BROOKLINE HIGH SCHOOL - ATHLETICS STIPEND TABLE 2022-2023

TIER 1 \$900	TIER 2 \$1,200	TIER 3 \$1,900	TIER 4 \$2,600
Bass Fishing Asst.	Golf Asst. Unified Basketball - Asst. Unified Soccer - Asst. Unified Track - Asst.	Baseball - Asst. Basketball - Girls Asst. Basketball - Boys FR Bass Fishing Head Bowling - Asst. Cross Country - Asst. 1 of 2 Cross Country - Asst. 2 of 2 Field Hockey Asst. Gymnastics - Head Ski Team - Asst. Softball- Assistant Spirit- Fall - Asst. Spirit- Winter- Asst. Swimming Asst. Track - Spring Boys Asst. Track - Spring Girls Asst. Unified Basketball - Head Unified Soccer - Head Unified Track - Head Volleyball - Girls FR Wrestling - Asst.	Baseball - JV Bowling - Head Faculty Manager Football - Asst. 1 of 3 Football - Asst. 2 of 3 Football - Asst. 3 of 3 Lacrosse - Boys JV Lacrosse - Girls JV Spirit, Fall - Head Track - Indoor Asst. Volleyball - Boys JV
\$450			
Ski Team Bus Chaperone			
TIER 5 \$2,950	TIER 6 \$3,750	TIER 7 \$4,125	TIER 8 \$4,700
Basketball - Boys JV Basketball - Girls JV Field Hockey - JV Golf - Head Ski Team - Head Soccer - Boys JV Soccer - Girls JV Swimming - Head Tennis - Boys Head Tennis - Girls Head Track - Spring Associate Volleyball - Girls JV	Baseball - V Football - JV Lacrosse - Boys V Lacrosse - Girls V Softball - Varsity Spirit, Winter - Head Track - Indoor Head Track - Spring Boys Head Track - Spring Girls Head Volleyball - Boys V	Cross Country - Head Field Hockey - V Ice Hockey - Head Soccer - Boys V Soccer - Girls V Volleyball - Girls V	Basketball - Boys V Basketball - Girls V Football - V Wrestling - Head

HOLLIS BROOKLINE MIDDLE SCHOOL - ATHLETICS STIPEND TABLE 2022-2023

TIER 1 \$500	TIER 2 \$2,500	TIER 3 \$2,900	TIER 4 \$3,000
	Baseball Cross Country 1 of 2 Cross Country 2 of 2 Field Hockey Lax - Boys Lax - Girls Soccer - Boys Soccer - Girls Softball - Girls Track and Field 1 of 3 Track and Field 2 of 3 Track and Field 3 of 3 Volleyball	Basketball - Boys Basketball - Girls Wrestling	Athletic Director Fall Athletic Director Spring

BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

A. Background Investigation

The Superintendent, or their designee, shall conduct a thorough investigation into the past employment history, criminal history records, and other applicable background, of any person considered for employment with the Hollis Brookline Cooperative School District. This investigation shall be completed prior to making an offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or “designated volunteer”

As part of the application process, each applicant shall be asked whether ~~he/she~~ they ~~have~~ ever been convicted of any crime and whether there are any criminal charges pending against ~~him/her~~ them at the time of application. The applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or notified that he or she will not be hired.

Record of background investigations (not necessarily source documentation) shall be retained pursuant to the District’s Record Retention Schedule

B. False Information

The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

C. “Covered Person” and “Applicant” Defined

Except as otherwise provided in this Policy, the term “**Covered Person**” shall mean employee, coaches, trainers, designated volunteer, whether direct or through a volunteer organization, including but not limited to cafeteria workers, school bus drivers, custodial personnel, or any other service where the contractor or employees of the contractor provide services directly to students of the district.

The term “**applicant**” as used in this policy shall include an applicant for employment or any person seeking to serve in any position falling with the term “covered person” as defined above.

D. Criminal Records Check

As part of the District’s background check, each covered person/applicant must submit to a State and FBI Criminal Records Check per RSA [189:13-a](#).

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records Check.

No covered person shall be employed, extended a conditional offer of employment (as described below), or begin service in the District, until the Superintendent, or ~~his/her~~ their designee, has initiated the formal State and FBI criminal history records check process and a background investigation.

The applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken according to that statute. The release form generally authorizes the State Police to conduct a criminal history records check through its state and records of the Federal Bureau of Investigation, and to release a report of any misdemeanors and/or felony convictions, as well as any charges pending disposition for any crimes listed in the then current paragraph V of RSA 189:13-a (“**Section V Offenses**”). Refusal to provide the required criminal history records release form (with fingerprints) and any other

required releases to authorize the criminal history records check will result in immediate disqualification of the applicant and no further consideration for the position.

E. Volunteers

Volunteers may be subject to a background investigation/criminal records check, as designated in Policy IJOC, Paragraph B.

Any person for whom the Board requires a Criminal Records Checks shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Checks, unless otherwise determined by the Board.

F. Exceptions for, Substitute Teachers, Bus Drivers & Bus Monitors.

The following exceptions apply only to the State Police/FBI criminal history records check provisions of this policy. The Superintendent shall, nonetheless, require a full background investigation for the excepted employees, and for applicants for school bus drivers or monitors employed directly by the District, the background check shall include a full background check, including a state criminal record release from an applicant for a bus driver or monitor for district positions.

- 1. Substitute Teachers and Other Non-“Applicant” Educational Staff.** Pursuant to RSA 189:13-a, IX(a), substitute teachers and other staff who do not meet the definition of “applicant” above, may initiate a criminal history records check with the Superintendent as described above. The State Police, however, shall issue its report directly to the potential substitute teacher/staff person. The report shall be valid for 30 days from the date of issuance and constitutes satisfactory proof of compliance with RSA 189:13-a.
- 2. Bus Drivers and Bus Monitors.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education.

G. Results of Criminal History Records Check.

The results of the criminal history records check shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality.

As used in this Section G, a “**designee**” of the Superintendent authorized to receive and inspect results of the criminal history records check, may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

If the results of the records check disclose no criminal record, the results and information shall be destroyed immediately following review by the Superintendent or designee. If the results indicate criminal conviction or indicate any charge pending disposition of a Section V Offense, then the Superintendent or designee shall review the information for a hiring decision but shall destroy the records within 60 days of receiving the information.

Section V Offense. If the results of the record check disclose that the Applicant or Covered Person has either been convicted or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment.

Non-Section V Offenses. In addition to disqualification based upon conviction or pending charges for a Section V Offense, the District may deny a final offer of employment or permit service/work in the schools based upon convictions or charges of other misdemeanors or felonies, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity and the best interests of the students and the District. Such determination will be made by the Superintendent or designee in accordance with the established protocol and on a case-by-case basis. For non-Section V Offenses, which the applicant discloses, or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent or designee shall consider all reliable information in assessing the applicant's suitability. The Superintendent or designee shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.

If the Superintendent chooses to nominate an applicant who has a history of conviction or pending charges of a crime (non-Section V Offense), then the final hiring decision must be approved by the School Board, who shall be informed generally of that history in non-public session.

H. Conditional Employment

Persons who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the background check, the State Police and FBI criminal history records check, and a determination that there are no disqualifying pending charges or convictions.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that ~~his/her~~ their contract and continuation of employment is entirely conditioned upon the results of a Criminal Records Check and background check which is satisfactory to the District.

All persons employed under a conditional offer of employment may be covered under the District's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this Policy.

I. Final Offer of Employment

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

A person may be denied a final offer of employment if ~~he/she~~ they have been convicted of ANY felony. Such determination will be made by the Board, on a case by case basis.

No applicant shall be extended a final offer of employment or be allowed to serve in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of criminal history records check and background check.

The Superintendent, or designee, will transmit this policy to the State Police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.

When the District receives a notification of a felony conviction from the state police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person within twenty-four hours (24) of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct that ~~he/she~~ they determine would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

J. Fees for Criminal History Records Check.

Any applicant for whom the Board requires a criminal history records check, or, in the instance of third party contractors, the applicant's employer, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.

K. Administrative Protocols/Procedures.

The Superintendent is authorized to establish written protocols for background investigations, which protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional disqualifying misdemeanor or felony convictions or charges in addition to the Section V Offenses.

L. Contractor and Vendor Provisions.

The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete criminal history records checks as required under this policy, as well as training and information required under policy GBCE.

M. Additional Criminal Records Checks

The Superintendent may require a state criminal history Records Check of any employee at any time to the extent permitted by law.

N. Reports of Post-Employment/Service Section V Offenses.

When the District receives a notification of a covered person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall make report to the Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB.

Legal Reference:

RSA [189:13-a](#), School Employee and Volunteer Background Investigations

RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check

Code of Conduct for New Hampshire Educators

1st Reading: August 17, 2005

Adopted: May 21, 2008

1st Reading: June 15, 2022

2nd Reading: July 20, 2022

ADVERTISING IN THE SCHOOLS

Neither the facilities, the name, the staff, nor the children of the schools, school system, nor any part thereof shall be employed in any manner for advertising or otherwise promoting the interests of any commercial or other non-school agency or organization except that;

The school may cooperate in furthering the work of any nonprofit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools;

The schools may use films or other educational materials bearing only simple mention of the producing or sponsoring firm;

The schools may participate in radio or television programs under acceptable commercial sponsorship when such participation is supplementary or beneficial to the program of the schools;

The Superintendent may, at his or her discretion, announce or authorize to be announced any lecture or other community activity of particular educational merit;

The schools may, upon approval of the Superintendent, cooperate with any governmental agency in promotion activities in the general public interest which are nonpartisan and non-controversial and which promote the education or other best interests of the pupils;

School publications may accept and publish paid advertising under established procedures;

Promotional literature will not be distributed through the schools except for recognized educational and youth-oriented organizations.

Nothing herein shall be construed to preclude the School Board from providing attribution to entities or individuals that contribute, financially or otherwise, to the School District, or from naming educational facilities after corporations or individuals who have made extraordinary contributions to the school community. Naming educational facilities shall be within the School Board's sole discretion, but shall require consultation with the Superintendent and shall reflect the educational mission and shared community values of the School District.

1st Reading: January 17, 2018

2nd Reading: February 21, 2018

3rd Reading: February 21, 2018 (Waived)

Adopted: February 21, 2018

1st Reading: June 15, 2022

2nd Reading: July 20, 2022

ENROLLMENT POLICY

Just as it is the District's responsibility to provide an education to all resident pupils between the ages of six years and eighteen years, it is the responsibility of resident parents to enroll their children in school, consistent with this policy and with all applicable state laws.

It is the policy of the Hollis Brookline Cooperative School Board that all students enrolling in school must do so on a full-time basis. For the purposes of ensuring appropriate pace and progress toward earning the ~~23-credit~~ Hollis Brookline High School Diploma, "Full-time" shall be defined as actively enrolled in a minimum of 6 approved (in accordance with Policy IMBC: Alternative Credit Options) courses and/or credits

The only exception to this policy shall be for fifth-year seniors and students whose specialized plan requires variations of student schedules. In the event the State Department of Education advises that part-time students can be counted for state aid purposes, the Board will reconsider this policy.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 193:1, Duty of Parent; Compulsory Attendance of Pupil

RSA 193:1-a, Dual Enrollment

1st Reading: November 3, 2005

Adopted: May 21, 2008

1st Reading: June 15, 2022

2nd Reading: July 20, 2022

ALTERNATIVE CREDIT OPTIONS

The Hollis Brookline Cooperative School Board recognizes that alternative credit options are important to address the diverse instructional needs of all students. The Board's intent is to improve student achievement by allowing students to engage in educational experiences that allow for differential instruction and/or increased rigor outside of the high school classroom.

Approved alternative credit options are consistent with all policies of the Board.

Alternative credit options may receive credit to be applied toward high school graduation. Credit and the numerical value will be pre-determined by the high school principal or their designee. The granting of credit may be based upon the following criteria: the course, the program, the activity in which the student wishes to participate, seat time, the level of instructional rigor, and/or the details of the option.

Students must complete an Alternative Enrollment Form to receive credit or recognition in any form prior to participation in the alternative option. The written approval of the principal or their designee is also required before participating in an alternative credit option.

Students taking approved alternative credit options must be enrolled in the district. Administration may grant approval for outside of school learning based on special circumstances.

The Alternative Enrollment Form request should include a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

The plan shall include clear expectations for performance.

The plan shall include clearly defined methods and expectations for assessment.

It is the responsibility of the student to furnish this information with the application. Verification of the plan's merit can be evaluated in a timely fashion and should not cause unnecessary burden on the resources of the administration.

Appeals can be brought to an Academic Review Committee as referenced in the student handbook.

Alternative credit options may be taken in the summer under the same conditions as during the school year.

Students who are permitted to take alternative credit options during the school day may be assigned a teacher to monitor student progress. This provision will reflect special circumstances, and require supporting documentation and principal (or their designee) pre-approval.

The Board will support educational options for atypical students for whom regular classrooms are not practical or effective. Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

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

- Competency testing in lieu of enrollment

• ~~Interdisciplinary credit~~

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

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

Funding

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

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(a)(6, 12, 14), Policy Development

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

NH Code of Administrative Rules, Section Ed. 306.27(c), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

NH Code of Administrative Rules, Section Ed. 306.27(d), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

RSA 193-A, Home Education

RSA 193-E:3-f, Approval of Courses and Programs

N.H. Dept. of Education Administrative Rules:

Ed 306.04(a)(13), Alternative Means of Earning Credit

Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation Competencies

Ed 306.21, Alternative Programs

Ed 306.26(f), Credit for 7th & 8th Grade Course Work

Ed 306.27(ad), Early Graduation

Ed 315, Home Education Programs

1st Reading: August 8, 2007
Adopted: May 21, 2008
Amended/Re-adopted: February 15, 2012
Amended: May 21, 2014
Amended/1st Reading: October 16, 2019
Amended/2nd Reading: November 13, 2019
Amended/3rd Reading: December 11, 2019
Adopted: December 11, 2019
1st Reading: June 15, 2022

2nd Reading: July 20, 2022

DRAFT

UNEXPIRED TERM FULFILLMENT

Whenever a vacancy shall occur on the School Board, the Board shall fill the vacancy in accordance with RSA 671:33. ~~by appointing a successor to serve until the next annual meeting of the district, when the remaining term of the vacancy will be filled by election.~~

~~In the case of vacancy of the entire School Board, or if the remaining members are unable to agree upon an appointment, the Selectmen shall appoint as above.~~

Legal References:

RSA [197](#):26

RSA [671](#):33

Adoption: May 3, 2004

1st Reading: July 20, 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.

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:

First reading: July 20, 2022

Second reading/adopted: _____

District revision history:
