

Hollis Brookline Cooperative School Board
Wednesday, August 21, 2019
Hollis Brookline Middle School Library
All times are estimates and subject to change without notice

- 6:00 Call to Order
- 6:05 Appointment of a process observer
Agenda adjustments
Approve meeting minutes
Nomination/ resignations/retirements/correspondence
- 6:10 Public Input
- 6:25 Principal Reports/Athletic Report
- Update on high school tech proposal – Principal Barnes
- 7:00 Discussion
- Facilities Committee update – Field update – Superintendent Corey
 - Field Logo – Brian Bumpus
 - Middle School Tech Education – curriculum outline (informational purposes), facilities update
 - Student Services update – Assistant Superintendent Thompson
- 7:45 **Deliberations**
- To see what action the Board will take regarding the Administration’s proposal for the utilization of the Tech Ed space and accompanying equipment upgrades/replacement
 - To see what action the Board will take regarding policy EHAB - Data Governance and security - third reading and adoption
 - To see what action the Board will take regarding the re-adoption of the Memorandum of Understanding between the Hollis Police Department and the Cooperative School District
 - To see what action the Board will take regarding the Business Administrators recommendation regarding the retained fund balance
- 8:05 Motion to enter non-public - under RSA 91-A: 3II (a) Compensation and/or (c) reputation
- 8:40 Motion to Adjourn

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBMS
Re: Principal's Report
Date: August 15, 2019

Information Only

Ready for a great school year! –The floors are shining, the paint has finished drying, the supplies have been ordered and the schedules are completed. HBMS is ready to go. The first day of school for 7th graders is Wednesday, August 28th. Dismissal is at 12:00p.m. Lunch will be served. The first full day of school for both 7th and 8th grade is on Thursday, August 29th dismissal is at 2:20. We are excited for the upcoming school year!

Robotics/Science/Tech Ed. room updates:



Science rm. 101



Science rm. 103



Robotics rm. 107

Personnel updates

Assistant Principal: A committee of 7 stakeholders from the HBMS Community received and reviewed the applications of several qualified candidates for the position. The committee selected the top candidates from the applicant pool for interviews. Through this interview process, the committee then narrowed the pool down to two finalists to move onto the next and final round of the interview process.

Gr. 8 Social Studies: Two finalists have been sent to SAU for final stage of interview process

Spanish: Mariela Carmelo

Gr. 8 Math: Jake Richard

ROCK Curriculum work: A committee consisting of teachers and school counselors have collaborated on further developing the ROCK curriculum with a focus on self-management and self-awareness under the umbrella of Social Emotional Learning.

Enrollment Numbers: This summer we have had a total of new enrollments. This includes 5 eighth grade students and 12 seventh grade students. As of August 13th we

have a total student population of 386. Last year at this same time our student population was at 419.

New Schedule: Through extensive work with Carol Tyler and Gina Bergskaug, the MS has successfully scheduled all teachers and students into PowerSchool within the new Master Schedule. Teachers are scheduled to gain access to their schedules on 8/15 and students will receive theirs at the Registration Days on 8/21 and 8/22. The parent portal will be open prior to the start of school.

Important Dates:

Registration Day- August 21st and August 22nd

Teachers Return- August 26th

7th Grade Orientation Day- August 28th

First full day of school- August 29th

First day of athletics- August 29th

MS Parent Athletics Meeting - Sept. 6

To: Andrew Corey, Superintendent
From: Rick Barnes, Principal
RE: August Board Report

Staffing: We are pleased to report that we are fully staffed and are excited to begin the new year.

Four Year Technology Plan: (See Attached)

Instructional Practices Committee: The committee is off to a fast start as it has met multiple times over the summer. A charter (attached) was drafted, reviewed, and adopted by unanimous vote. Areas of focus include:

- Updating board policy(s) for review and action as they relate to alternative credits
- Establishment of a sub-committee to review whether to continue to calculate class rank for the top ten.
- Establishment of a sub-committee to review current practices of weighting grades.
- Establishment of a sub-committee to review assessment and grading. Responsibilities of this committee include auditing and making recommendations to the steering committee regarding uniformity in grading grades 7-12.

You can expect frequent updates and requests for action items throughout the year.

Respectfully Submitted,

Rick Barnes
Principal

Hollis Brookline High School Technology Upgrade Proposal

Introduction:

This plan is being proposed in an effort to manage and keep in good repair our physical assets and optimize student learning at HBHS. As has been discussed, the high school is well behind its peers when it comes to our student's access to technology tools. This plan aligns us with current best practices as they pertain to the use of technology in public education and allows us to move forward as we prepare our students for the future.

Cost Breakdown:

	Department	Classroom Numbers	Device(s)	Number of Classrooms	Number Requested per Classroom	Cost per Device	Total Cost for Program
Year 1	Engineering	372	*Lenovo Y540 15"	1	25	\$1249.99	\$31,250
	Computer Science	217	*Dell G3 15	1	25	\$1299	\$32,500
	Science-Physics	301,371, 372, 374	*Lenovo ThinkPad's Standard	1 Classroom 1 Cart	23 x2 = 46	\$500	\$23,000
Year 1 Total Cost							\$86,750
Year 2	Social Studies	201,207,271 273,276,203, 221,275	Chromebook	8	25	\$258	\$25,800
	Science-Biology & Chemistry	301,304, 307,309, 371,373, 374	Chromebook	7	23	\$258	\$41,538
	World Lang	171,174, 175,176, 177	Chromebook	5	25	\$258	\$32,250
Year 2 Total Cost							\$99,588
Year 3	English	202,218, 222,223, 225,274, 248, 216,224,	Chromebook	9	225	\$258	\$58,050
	English	141A,141B	*Standard Lenovo	2	50	500	\$25,000
	Math	2 Carts	Chromebook		60	\$258	\$15,480
	Health	362			28	\$258	\$7,224
Year 3 Total Cost							\$105,174
Year 4	School Counseling	6 Counselors	Chromebook	6 Counselors	7	\$258	\$1,806
	Music	1 Cart	Standard Lenovo	1 Cart	25	\$500	\$12,500

	Year 4 Total Cost	\$14,306
	Anticipated Storage Costs	\$40,000
	Total Cost of Proposal Over Four Years	\$345,818



* Programs/Courses that require a non-Chrome book device	Curricular considerations that require a high-level laptop:	Curricular impact if higher-level laptop is not selected for program/course
Engineering	<p>There are a variety of programs that I run which require higher end hardware, the most demanding of which is Autodesk Inventor CAD, which pushes the required RAM and GPU cost. I also require Kite Student testing software to administer my end of course exams. While this program is not explicitly demanding, the speed at which it runs is critical (my students are taking a college credit granting exam with a time limit), and this requires a higher-level CPU and RAM. Finally, the Hard Drive/SSD needs to be a little bigger than the baseline, as CAD/Inventor files take up a fair bit of space.</p>	<p>Without these laptops, there will continue to be desktops which are behind the current requirements. Desktops cause crowding, and students who are collaborating are unable to work on the same project at the same time. Laptops will allow collaborations between students. In addition, the mobility of laptops is necessary for programming robots, as there is currently no space to program a large robot next to a desktop computer, especially a computer with no Bluetooth capability. The desktops I am currently using take roughly 10 minutes to boot into CAD, and if more than one CAD file is loaded, the computer slows down significantly. Having high powered laptops will speed up this process, and allow students to access more curriculum in the time allotted. The desktops I am currently using are insufficient to run my end of course exams reliably, despite being the most powerful computers in the school. Newer and stronger laptops allow students to complete their end of course exams without lag, loading times, glitches, crashes, etc. Having laptops would also allow me to give space between students when they are working on this exam, rather than crowding them. In summary, my curriculum will be slower and more difficult to access for students without these laptops. Laptops lend flexibility and reliability that has been shown to increase student performance.</p>
Computer Science	<p>It is far more practical to get the same laptop for both Engineering and Computer Science: In order to collaborate instruction with Devin (which we have found is needed) the higher-level laptops are required to support our standards and course material. Students, on their own, are trying to integrate projects using the concepts they learn in both areas of study, and currently have to go back and forth between the classroom during Cav Block to</p>	<p>Computer Science standards include collaboration. In order to increase collaboration in the program laptops are required as is reconfiguring the room to include items such as tables. Without the devices and reconfiguration, students cannot collaborate in the manner required.</p>

	complete their work. The laptops, loaded with both our software needs, will fix that current issue.	
Science-Physics	All Physics courses require a Lenovo Laptop to run required software for the Verneir probes	<p>If we don't buy the laptops, then we will continue to do what we do now. In summary, this is:</p> <p>1) use the carts for labs and activities (simulations, research projects, etc.). This is difficult because they often get booked for weeks at a time by other teachers. This is also difficult because as of recent, the carts are missing several computers, and the ones that are there often have software issues or are missing keys. This is to be expected, though, as I think they are I think 3-4 years old.</p> <p>2) do fewer activities / in-class work that requires technology, and do more lectures / textbook work instead. This is unfortunate, primarily because it's not reflective of how the world works. For our seniors (physics students), we want to prepare our students with skills they can use in any profession, and a lot of time, this requires each kid using their own computer (real computer, not Chromebook or phone) to do real tasks, like format a data table, or compose an email, or look up information online. I know some of this can be done in the library, but having the computers in class is easier because it doesn't require advanced booking. We want to have our seniors showing us what they can do, now in their 4th year of high school, rather than using PowerPoint to show them what WE can do.</p> <p>It's also more fun and engaging to do stuff on your own, and laptops would enable us to make our classes align with personalized learning.</p> <p>Without laptops, essentially, we are limited on the types of things we are able to do. Laptops enable students to create content and generate their own products in a way that is reflective of how work is now done.</p>
English	Rooms 141a and 141b require the use of Lenovo laptops that to run Adobe software for Journalism and Yearbook	Much of the software such as Adobe can not run on the Chrome OS.

Instructional Practices Committee Charter

Mission

Recognizing shifting educational paradigms and the obligation of education to meet the needs of all students, the committee will make recommendations to the Hollis-Brookline Cooperative School Board in order to create a more equitable, inclusive, personalized learning community.

The committee will consider (including but not limited to)

- Curriculum: extended learning opportunities, alternative credits
- Pedagogy: delivery of instruction, class size
- Assessment: grading, class weighting
- School Culture and Community: class rank, facilities impact, relationship building

Possible Outcomes:

- New or revised policies
- Schedule changes
- Curriculum changes
- Budgetary considerations
- Recommendations on staffing, including PD

To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: August 2019 Board Report

The start of the Fall sports season is underway as the HBHS Bass Fishing team kicked things off on Monday, August 12th. Football is soon to follow, with a start date of Friday, August 16th, and all other high school teams start on Monday, August 19th. HBMS try-outs and practices begin on Thursday, August 29th. Prior to students returning to the field, there has been no shortage of action behind the scenes. Aside from ongoing field construction, a new cross country course for HBHS has been mapped out, brush clearing and clean-up has been occurring all over campus, and equipment and uniform orders have been placed for the year.

Improvements and Updates: Several measures have been taken to improve and update fields and facilities across campus throughout the summer. These include, but aren't limited to:

- Purchase of a new Baseball scoreboard for HBHS
- Purchase of lightweight Volleyball poles for HBHS
- Installation of whiteboards in HBHS Main Gym and Mini Gym for team use
- Continuing upgrades, improvements, and purchases for the Strength and Conditioning room
- Purchase of lightweight soccer goals for HBMS
- Several new uniform purchases across the district

Recent Coaching Hires:

Field Hockey JV Coach (HBHS) - Emma Maxwell
Boys Reserve Soccer Head Coach (HBHS) - Jeremy Gaudet
Girls Volleyball Head Coach (HBMS) - Kat Pellerin

District Coaching Openings: The HB Athletic Department is currently looking for qualified candidates to fill the following coaching vacancies.

Cross Country Coach (HBMS)	Skiing Asst. Coach (HBHS)
Indoor Track Head Coach (HBHS)	Girls Outdoor Track Head Coach (HBHS)
Skiing Head Coach (HBHS)	Girls Tennis Head Coach (HBHS)

Respectfully Submitted,



Brian Bumpus
District Athletic Coordinator

HB

HB

HB

August 15, 2019

To: COOP School Board

From: Andrew Corey

RE: Field Update

The field project continues to move forward with leveling and drainage being the main areas of focus at this time. All materials and specifications are reviewed by Tighe & Bond prior to Quirk Construction, being any new facet of the project. The facilities group, Tighe & Bond, and Quirk Construction hold weekly progress meetings. The project is on schedule with an anticipated completion date of mid-November.

During two recent conversations it has been brought to my attention that the lighting industry is rapidly changing, and as such it maybe in our best interest to eliminate alternative #4 (light bases \$64,000) and simply install so lights can be added at some point in the future. The \$64,000 could either be utilized towards bleachers or to some other facet of the project. The decision regarding how to utilize the funds does not need to happen at the August Board meeting.

Recently, I received notice from our donor that they will fulfill their pledge of \$150,000. The donor stipulated that they wish the funds to be utilized to enhance the field. The donor expressed concerns that costs have escalated as a result of the delays, and wants to ensure that the new field provides the most enjoyment to our students and the community.

Scope and Sequence Technology Education

7-8 Scope & Sequence

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 7	Introduction to Engineering	Bridge Building	CO ₂ Crash Cars	Layered Animal Project	Tic- Tac-Toe Boards	Rube Goldberg Project
Grade 8	Introduction to Tools and Safety	Wooden Dovetail Box	Scroll Saw Project	Wooden Cooling Rack & Oven Push Pull Stick	Laser Engraving	Careers & Portfolio

Grade Level Scope & Sequence

Content Area:	Technology Education	Grade Level:	7th Grade
Date Created:	August 2019	Author(s):	Scaramellino
Date Revised:		Timeframe:	45 Classes

Introduction

Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.

https://www.education.nh.gov/career/career/documents/tech_ed_curr_guide.pdf

Overview/Class Description:

Technology/engineering works in conjunction with science to expand our capacity to understand the world. Science investigates the natural world. The goal of engineering is to solve practical problems through the development or use of technologies, based on the scientific knowledge gained through investigation.

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Students will be exposed to various areas of engineering and will complete as many projects as possible. All of which are hands on and engaging. Throughout the course students will gain the knowledge and experience to complete the projects as they go.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit Title	Introduction to Engineering	Bridge Building	CO ₂ Crash Cars	Layered Animal Project	Marble Tic-Tac-Toe Game Board	Rube Goldberg Project	(Students will create a Google Drive to Showcase the projects they have completed)

							throughout the class. There will be a checklist of what they need to have in the folder.)
Time: class periods/weeks	12	10	10	13	13	30 (At home Project)	
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	The purpose of this introductory unit is to introduce basic concepts and areas of engineering. Students will complete a series of hands on activities to problem solve their way through a particular challenge. Students will work in small groups to communicate different possibilities to solve the problem	Students will learn about the forces and loads that are associated with bridge design and construction. Students will design and construct a model of a truss bridge that will be designed meeting criteria.	Students will create a safe vehicle for a passenger(an egg) that will be involved in a head on collision.	Students will select a layered animal to make out of pine. Students will communicate with the art department to have their project painted.	Students will understand how to lay out a plan and how to read a ruler. Students will successfully lay out a Tic-Tac-Toe Board.	Students will create a Rube Goldberg Project at home using materials they have. A Rube Goldberg machine is a machine intentionally designed to perform a simple task in an indirect and overcomplicated fashion. Often, these machines consist of a series of simple devices that are linked together to produce a domino effect , in which each device triggers the next one, and the original goal is achieved	

						only after many steps.	
<p>Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>“Students will read/listen to ___ in order to ___”</i> <i>“Students will show learning by using writing and/or speaking to ___”</i></p>	<p>Students will solve the challenge of the Mystery Tube by creating a working prototype.</p> <p>Students will design and build an object that can float in a wind tube for a certain amount of time, using materials provided.</p> <p>Students will develop a better understanding for what the engineering design process is and how we use it everyday.</p> <p>Students will understand that technological problem solving requires the application of the design process.</p>	<p>Students will design and build a bridge to span a certain distance that can withstand a given load.</p> <p>Students will learn about compression through the paper tower activity.</p> <p>Students will learn about tension through the paper bridge activity.</p> <p>Students will design and build and test a truss style bridge.</p> <p>Students will learn to distinguish the different views of a working drawing.</p> <p>Students will use cutting tools</p>	<p>Students will design and build a crash test CO₂ Car that will save the Egg Passenger.</p> <p>Students will need to pass a down hill test and a CO₂ test. Students will use proper measurements device such as a ruler, protractor and compass.</p> <p>Students will be able to use a Drill Press, Band Saw, Scroll Saw and Sander Safety.</p> <p>Students will need to pass Safety tests.</p> <p>Students may have the time to paint their crash test vehicles and or use the</p>	<p>Students will take a safety test on the drill press band saw, and scroll saws and hand tools.</p> <p>Students will carefully follow their plans and procedure to cut out and make the layered animal.</p> <p>Students will glue the animal up in the correct order of pieces.</p> <p>Students will have a wooden layered animal to take home once they have completed a self assessment report.</p>	<p>Students will make a Tic-Tac-Toe Board that can store its game pieces.</p> <p>Students will use a Drill press and Router to make the game design.</p> <p>Students will be able to follow a set of plans.</p> <p>Students will be able to sand their projects using the proper equipment.</p> <p>Students will apply tung oil finish to their Projects.</p> <p>Students will have a wooden Tic-tac-toe board to take home once they have completed a self assessment.</p>	<p>Students may work in small groups or individually to record a Rube Goldberg Video.</p> <p>Students will develop a complex series of tasks to solve a simple problem.</p> <p>Students will have some time to work in class on this, and they will have checkpoints they need to meet. But the majority of this will be completed at home.</p>	

		safely. Students will follow the glueing procedure.	laser engraver on them.				
Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	A, B, C, D, E, F, G	A, B, C, D, E, F, G	A,B,C,D,E,F,G	A,B,C,D,E,F,G	A,B,C,D,E,F,G	A,B,C,D,E,F,G	A, B, C, D, E, F, G
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>	https://www.education.nh.gov/career/career/documents/tech_ed_curr_guide.pdf https://www.youtube.com/watch?v=YPuES6ayCw0	http://www.pbs.org/wgbh/buildingbig/bridge/index.html https://stem.northeastern.edu/programs/ayp/fielddtrips/activities/wpbd/ Paper Tower Doc Paper Bridge Doc Bridge Model Spec Doc Bridge Model Drawings	How Seatbelts Work Video and Worksheet How Air Bags Work Video and Worksheet How Crash Testing Works Video and Worksheet	Teacher Demonstration Following their plan and procedure. Passing the safety tests.	Teacher Demonstration Following the plan and procedure. Passing the safety tests.	Rube Goldberg Doc Youtube Group Members/ Parents	

Grade Level Scope & Sequence

Content Area:	Technology Education	Grade Level:	8th grade
Date Created:	April 2019	Author(s):	Scaramellino
Date Revised:		Timeline:	45 classes

Introduction

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https://www.education.nh.gov/career/career/documents/tech_ed_curr_guide.pdf

Overview/Class Description:

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Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Students will be exposed to various areas of engineering and will complete as many projects as possible. All of which are hands on and engaging. Throughout the course students will gain the knowledge and experience to complete the projects as they go.

The students in 8th Grade will be instructed in the procedures of the wood lab, general shop safety, the safe and correct operation of the woodworking equipment and the techniques and tricks to becoming a good woodworker.

During the course, the students will be instructed in the use of a scroll saw, band saw, miter saw, table saw, surface planer, jointer, drill press, wood turning lathe, hand router and table router. In addition to these machines, the students will learn to identify joints and adhesives, clamps, and general hand tools. They will also be instructed in the proper preparation for and finishing of a completed project. Students will complete a dovetail box, a scroll saw project, a cooling rack and a laser engraved project.

Students will have more than one project going on at once. They will be shown how to complete each step of the project they need to complete. During work days, students should take advantage of the time in the shop to work on their projects.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 6 (As needed)	Unit 5
Unit Title	Intro to Tools and Safety	Dovetail Box	Scroll Saw	Wooden Cooling Rack & Oven Push Pull Stick	Custom Laser Engraved Name Sign/ Engraved Cutting Board	Careers & Portfolio
Time: class periods/weeks (Students will have multiple projects to work on)	30 (As projects progress, students will learn how to use more of the equipment they need.)	15	8	8	8	45 (Students will create a Google Drive to Showcase the projects they have completed throughout the class) (Students will also complete a career presentation.)
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>	Students will learn how to safely and properly operate machinery, equipment and other tools throughout the course. Students will be able to apply their knowledge and gain hands on experience using the equipment.	Students will be able to follow a set of plans and procedures to make an appealing and functioning dovetail box. Students will need to use correct measurements and processes to create the box.	Students will select a pattern that they will follow to create a scroll saw project.	Students will follow a set of plans to create a Cooling Rack. This is made to hold hot plates. Students will use the laser engraver to customize their projects.	Extra Projects if necessary. Students who have completed the required projects, can pick between these projects to create.	Students will create a presentation on a career of their choosing. Students will turn in a completed portfolio, meeting the requirements discussed in class.

<p>Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>“Students will read/listen to ____ in order to ____”</i> <i>“Students will show learning by using writing and/or speaking to ____”</i></p>	<p>Students will need to pass a safety test in order to use the equipment.</p> <p>Students will apply this knowledge and complete a performance assessment using the equipment.</p> <p>Students will be able to apply their knowledge and understanding of the practices demonstrated, taught and tested on to complete the required projects for the course.</p>	<p>Students will pass the required safety tests for the equipment they need to use to create the box.</p> <p>Students will have a visually appealing and function work of art.</p> <p>Students will laser engrave the box to customize their project.</p> <p>Students will complete a bill of materials to determine how much the project costs.</p> <p>Students will learn how to finish their projects properly.</p> <p>Students will gain experience using equipment that they will help them with other projects.</p>	<p>Students will complete a bill of materials to determine how much the project costs.</p> <p>Students will learn how to finish their projects properly.</p> <p>Students will gain experience using equipment that they will help them with other projects.</p>	<p>Students will layout their projects properly.</p> <p>Students will setup and use the equipment needed properly.</p> <p>Students will gain experience using equipment that they will help them with other projects.</p> <p>Students will learn how to set up the laser engraver using the software and the laser engraved itself.</p>	<p>Extra project ideas for students if time is allowed.</p>	<p>Students will research a career that they are interested in and create a presentation.</p> <p>The career should be something in STEM or the Trades.</p> <p>The presentation will meet the requirements and needed criteria.</p>

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>	A, B, C, D, E, F, G	A, B, C, D, E, F, G	A, B, C, D, E, F, G	A, B, C, D, E, F, G	A, B, C, D, E, F, G	A, B, C, D, E, F, G, E
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>	Youtube Sources Handouts Study Guides Teacher Demos Performance Safety Tests	Project Plans. Directions. Attention to detail. Demo's Google Classroom	Project Plans. Directions. Attention to detail. Demo's Google Classroom	Project Plans. Directions. Attention to detail. Demo's Google Classroom	Project Plans. Directions. Attention to detail. Demo's Google Classroom	Directions. Handouts and criteria. Google Drive & Google Classroom

Standards Matrix

	Goals (Standards) Technology/Engineering Education will contribute to the development of all students by:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Standard A	Providing opportunities to develop safe and appropriate skills and awareness in a wide range of traditional and contemporary technologies.	7, 8	7, 8	7, 8	7, 8	7, 8	7, 8
Standard B	Providing opportunities to plan, develop, operate, control, and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing, construction, and engineering.	7, 8	7, 8	7, 8	7, 8	7, 8	7, 8
Standard C	Preparing students to recognize, use and prepare technical information in order to engineer solutions to problems related to a variety of technological systems.	7, 8	7, 8	7, 8	7, 8	7, 8	7, 8
Standard D	Encouraging those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate.	7,8	7, 8	7, 8	7, 8	7, 8	7, 8

Standard E	Promoting an appreciation for the interdependency of technology and other disciplines.	7,8	7, 8	7, 8	7, 8	7, 8	7, 8
Standard F	Increasing understanding of the relationships between technology, individuals, and society.	7,8	7, 8	7, 8	7, 8	7, 8	7, 8
Standard G	Providing an introduction to the impact technology has on society and the environment.	7,8	7, 8	7, 8	7, 8	7, 8	7, 8
Standard H	Encourage the development of leadership abilities through participation in extracurricular activities such as the Technology Student Association and projects that support their communities.	8	8	8	7, 8	7, 8	7, 8

August 15, 2019

To: Cooperative School Board
From: Andy Corey, Superintendent
Re: Tech education/Robotics equipment

I am requesting the purchase of a Haas Minimill 2 at a cost of \$35,063.00. The funding for this purchase would come from the from Article 13 funding. This purchase will replace a similar piece of equipment that has reached the end of its useful life. This piece of equipment provides far greater capabilities during the build season for our robotics program. The equipment also comes with enhanced safety features that provide a much safer environment for our students while utilizing this piece of equipment.

This price represents a significant discount from the \$40,790.00 actual price. This discount was negotiated by our sponsor, Don Tucker of Tucker Engineering Inc. Mr. Tucker will also donate approximately \$10,000 of tooling components for the above mill.

The tooling donation includes bits, cutters, tool holders, and other small parts that add capabilities to the mill.

I want to thank Mr. Tucker and the robotics program for their work in providing us this equipment and tooling components to our District.

This donation will be made by Don Tucker of Tucker Engineering Inc.

- 45th St
- Peabody, MA 01960



Haas Factory Outlet

A Division of Trident Machine Tools, Inc.

MINIMILL2 PROPOSAL

PROPOSAL: TMT165239

DATE: AUG 7, 2019

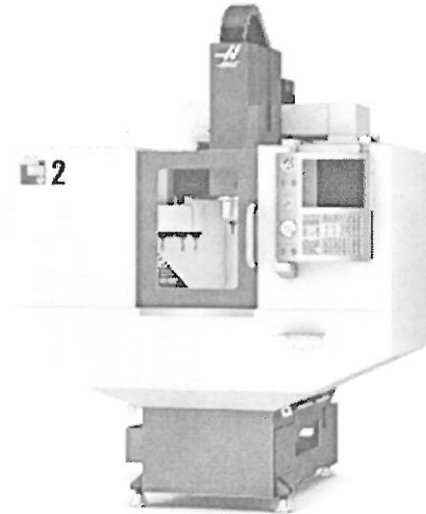
PREPARED FOR:
JOSHUA ROBEY
HOLLIS BROOKLINE HIGH SCHOOL
24 CAVALIER CT
HOLLIS, NH, 03049

PREPARED BY:
TYLER GAUTHIER
TRIDENT MACHINE TOOLS, LLC
tgauthier@hfotrident.com



PRODUCT OVERVIEW MINIMILL2

Vertical Machining Center; 20" x 16" x 14" (508 x 406 x 356 mm), 40 taper, 7.5 hp (5.6 kW) vector drive, 6000 rpm, 20-station automatic tool changer, coolant pump, power-failure detection module, 1 GB program memory, 15" color LCD monitor, memory lock keyswitch, USB port and work light.



Vertical Machining Center; 20" x 16" x 14" (508 x 406 x 356 mm), 40 taper, 7.5 hp (5.6 kW) vector drive, 6000 rpm, 20-station automatic tool changer, coolant pump, power-failure detection module, 1 GB program memory, 15" color LCD monitor, memory lock keyswitch, USB port and work light.



STANDARD FEATURES MINIMILL2

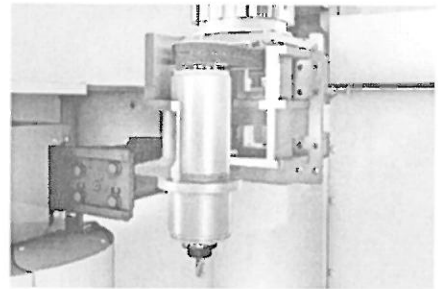
The tool changer supplied on this machine will accept CAT, DIN-69871-1 and ISO-7388/1 style toolholders.

Standard Program Memory, 1 GB



6000-rpm Spindle, 40 taper, belt drive, 7.5 hp (5.6 kW) vector drive

The direct-drive spindle yields speeds up to 6000 rpm for cutting aluminum, yet provides plenty of low-end torque for cutting steel.



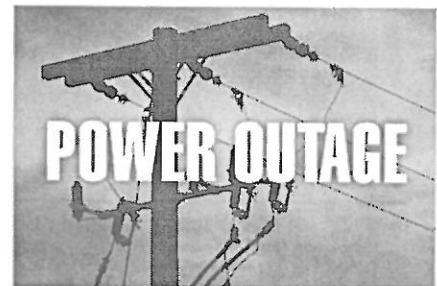
Coolant Pump Kit, 1/4 hp (186 W), 40-gallon (151 liter) tank; includes coolant level sensor.

The Mini Mill Coolant Pump Kit includes a 1/4 hp (186 W) pump that drops into the machine's integrated 40-gallon (151 liter) tank, and provides coolant to the cutting edge during machining operations. The system delivers 6 gpm @ 10 psi (22.7 L/min @ 0.7 bar) to clear chips and lubricate the engagement area of the cutting tool for increased tool life and reduced tip welding. Machining with coolant allows higher cutting speeds to reduce cycle times, and prevents chip re-cutting for better surface finishes. The system is activated via M-code, or directly from the control pendant.



Early Power-Failure Detection Module

The Haas power-failure detection module senses a power failure or severe drop in incoming line voltage and quickly brings all axis motion to a safe and controlled stop. The module maintains power to the electronics long enough to activate brake motors and prevent uncommanded motion that could damage parts and tooling. Vertical axes are brought to a stop with the absolute minimum motion possible.



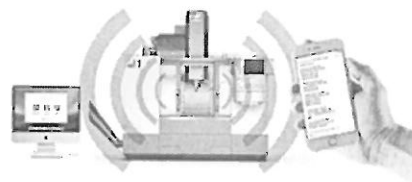
Ethernet Interface

Connect your Haas machine to your local area network (LAN) with the Haas Ethernet Interface. This simple interface provides a reliable network connection to easily transfer program files to and from the machine, at speeds much faster than RS-232. High-speed data transfer rates let you DNC large files over the network at up to 1000 blocks per second, and you can eliminate redundant copies of your NC programs by hosting them all in a single network location. The Ethernet Interface also provides connectivity for HaasConnect mobile machine monitoring, and supports Netshare capabilities.



HaasConnect: Remote monitoring of your Haas machine. Requires the machine to be connected to the Internet.

HaasConnect is a web-based application that lets you monitor the operating status of your Haas machine remotely – anywhere, any time, on any device. HaasConnect provides instant alerts – via SMS, email, and iOS/Android push notifications – for specific machine events, like cycle start, program end, alarms, and overrides to feeds, spindle speed, or rapids. You choose which events you care about, and set up alerts to go to specific personnel for specific machine events. Simply log in to www.My.HaasCNC.com to manage your users and alerts. HaasConnect requires a Haas machine with the Next Generation Control (NGC), and an active Internet connection. Free apps are available for all of your iOS and Android devices.



Lifting Provision; built-in attachment points for lifting the machine

Machines with the lifting provision have built-in attachment points for lifting the machine.



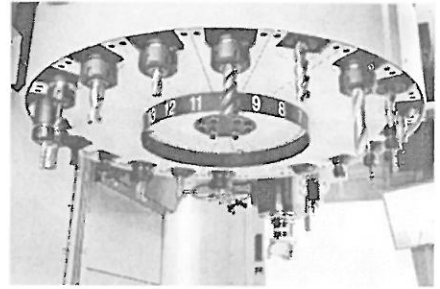
Media Display M-Code; M-130 is used within an NC program to call up media files (images, videos, PDF files) from memory and display them on the control screen as the program runs. NextGen Control only.

The Haas M-130 Media Display M-Code is a powerful tool for communicating with machine operators and programmers directly from the Haas control as an NC program runs. Use M-130 to call up setup instructions, tool lists, CAD images, manufacturing information, and more. When the program reaches an M-130, the specified media (image, video, or PDF) will be displayed in the upper right corner of the control screen. The function is turned off using an M-131 in the program. NextGen Control only.



20-Station Automatic Tool Changer

The standard Haas 40-taper umbrella-style tool changer is an economical choice for cost-conscious shops. It holds 20 tools, and has retractable covers over each pocket to prevent chips from entering the changer and sticking on tool tapers. The tool changer's simple design and minimal moving parts guarantee long life and reliable service.



WiFi Connection for the Haas Control

The WiFi option provides wireless connectivity between the Haas control and a local area network. Use WiFi to easily share and transfer files wirelessly, and monitor your machine remotely via HaasConnect mobile machine monitoring. It is easily set up through the Haas control, and supports Netshare capabilities. It operates on the 2.4 GHz frequency.

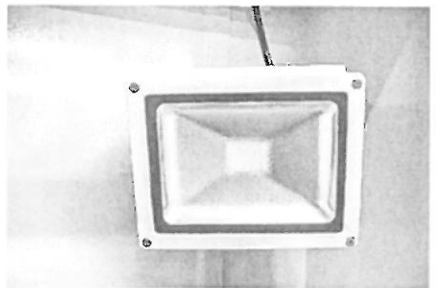


Haas Window Blast; airgun-activated feature for clearing coolant from the machine's window during machining.

Splashing coolant and chips often make it difficult to see inside the machine while making parts. The Haas Window Blast feature is a simple yet effective solution that uses your machine's airgun to quickly clear a section of the window – without stopping the machining process and opening the doors. This increases productivity by giving the operator a clear view of the work area during machining, simplifying part set-up and production.

Work Light

This energy-efficient LED work light provides bright illumination of the work area for part inspection, job setup, and changeovers. The light turns on with the machine, but can be operated manually via a switch on the control pendant.





SELECTED OPTIONS MINIMILL2

1-Year Extended Warranty (includes 1-year standard warranty)

Haas CNC machines are backed by a standard 12-month limited warranty covering defects in material and workmanship. An additional 1-year extended warranty may be purchased at any time before the original warranty expires.





SPECS MINIMILL2

Travels	S.A.E	Metric
X Axis	20.0 in	508 mm
Y Axis	16.0 in	406 mm
Z Axis	14.0 in	356 mm
Spindle Nose to Table (~ max)	18.0 in	457 mm
Spindle Nose to Table (~ min)	4.0 in	102 mm

Spindle	S.A.E	Metric
Max Rating	7.5 hp	5.6 kW
Max Speed	6000 rpm	6000 rpm
Max Torque	33 ft-lbf @ 1200 rpm	45 Nm @ 1200 rpm
Drive System	Direct Speed, Belt Drive	Direct Speed, Belt Drive
Taper	CT or BT 40	CT or BT 40
Bearing Lubrication	Grease Packed	Grease Packed
Cooling	Air Cooled	Air Cooled

Table	S.A.E	Metric
Length	40.0 in	1016 mm
Width	14.0 in	356 mm
T-Slot Width	0.630 in	16 mm
T-Slot Center Distance	4.92 in	125 mm
Number of Std T-Slots	3	3
Max Weight on Table (evenly distributed)	500 lb	227 kg

Feedrates	S.A.E	Metric
Max Cutting	500 ipm	12.7 m/min
Rapids on X	600 ipm	15.2 m/min
Rapids on Y	600 ipm	15.2 m/min

Rapids on Z	600 ipm	15.2 m/min
Axis Motors	S.A.E	Metric
Max Thrust X	2000 lbf	8896 N
Max Thrust Y	2000 lbf	8896 N
Max Thrust Z	2000 lbf -	8896 N
Tool Changer	S.A.E	Metric
Type	Carousel	Carousel
Capacity	20	20
Max Tool Diameter (full)	3.5 in	89 mm
Max Tool Weight	12 lb	5.4 kg
Tool-to-Tool (avg)	4.2 s	4.2 s
Chip-to-Chip (avg)	4.5 s	4.5 s
General	S.A.E	Metric
Coolant Capacity	40 gal	151 L
Air Requirements	S.A.E	Metric
Air Required	4 scfm @ 100 psi	113 L/min @ 6.9 bar
Inline Air Hose	3/8 in	3/8 in
Coupler (Air)	3/8 in	3/8 in
Air Pressure Min	80 psi	5.5 bar
Dimensions - Shipping	S.A.E	Metric
Domestic Pallet	91 in x 88 in x 100 in	232 cm x 224 cm x 254 cm
Export Pallet	91 in x 88 in x 100 in	232 cm x 224 cm x 254 cm
Weight	5100 lb	2314.0 kg
Electrical Specification	S.A.E	Metric
Spindle Speed	6000 rpm	6000 rpm

Drive System	Direct Speed, Belt Drive	Direct Speed, Belt Drive
Spindle Power	7.5 hp	5.6 kW
Input AC Voltage (1 Phase)	220 VAC	220 VAC
Full Load Amps (1 Phase)	40 A	40 A
Input AC Voltage (3 Phase) - Low	220 VAC	220 VAC
Full Load Amps (3 Phase) - Low	25 A	25 A
Input AC Voltage (3 Phase) - High	440 VAC	440 VAC
Full Load Amps (3 Phase) - High	13 A	13 A

Coop Tech Ed Renovation

Status as of 8/14/19

	Expense			Funding Source			98K+ Don. Balance
	Actual	Encumbered	Estimated	\$98k	Donations	General Fund	
Board Approval #1 - \$15,000 (\$5k-Donation)							
	Windy Hill Associates	\$8,000.00		\$3,000.00	\$5,000.00		\$15,000.00
	Storage Container	\$2,935.00		\$2,935.00			
	Flooring (Rm 103)					\$4,038.00	
	Equipment Removal	-\$1,000.00		-\$1,000.00			
	Asbestos Testing		\$1,000.00	\$1,000.00			
		\$9,935.00	\$1,000.00	\$0.00	\$5,935.00	\$5,000.00	\$4,038.00
							\$10,935.00
							Total Remaining
							\$4,065.00

	Expense			Funding Source			98K+ Don. Balance
	Actual	Encumbered	Estimated	\$98k	Donations	General Fund	
Board Approval #2 - \$50,000							
	Room 103 Renovations						\$50,000.00
	Plumber (Sinks)		\$1,780.00			\$1,780.00	
	Rolling Doors						
	Xray						
	Asbestos Removal/ Cutting Openings (2)			\$5,250.00	\$5,250.00		
	Installation						
	Painting						
	Cabinetry Removal			\$0.00			
		\$0.00	\$1,780.00	\$5,250.00	\$5,250.00	\$0.00	\$1,780.00
							\$5,250.00
	Tools						
	Cabinet Saw + Components		\$5,746.00	\$5,746.00			
	Jointer		\$2,430.00	\$2,430.00			
	Belt/Disc Sander		\$1,530.00	\$1,530.00			
	Drill Press		\$1,440.00	\$1,440.00			
	Scroll Saw (3)		\$1,890.00	\$1,890.00			
	Bandsaw		\$1,350.00	\$1,350.00			
	Miter Saw		\$2,435.00			\$2,435.00	
	Laser Engraver + Components		\$25,845.00	\$25,845.00			
		\$0.00	\$42,666.00	\$0.00	\$40,231.00	\$0.00	\$2,435.00
							\$40,231.00
							Total Remaining
							\$4,519.00

Total Budget (\$98,832+\$5000): \$103,832.00

Actual/Encumbered/Estimated To Date: \$56,416.00

Available Balance \$47,416.00

Category: Priority/Required by Law

*Related Policies [EHAA](#), [EHB](#), [GBEBD](#), [GBEF](#),
[IHBH](#), [JICJ](#), [JICL](#), [JICM](#), [KD](#), & [KDC](#)*

DATA GOVERNANCE AND SECURITY

To accomplish the District's mission and comply with the law, the District must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information - Information that the District is prohibited by law, policy or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

B. Data and Privacy Governance Plan - Administrative Procedures.

1. Data Governance Plan. The Superintendent, in consultation with the District Information Security Officer ("ISOs") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year.

The Data Governance Plan shall include:

- (a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
- (b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;

(c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);

(d) A response plan for any breach of information; and

(e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISOs, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures may or may not be included in the annual Data Governance Plan.

C. Information Security Officers.

The Network Administrator and the Database Manager are hereby designated as the District's Information Security Officer (ISOs) and report directly to the Superintendent or designee. The ISOs are responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISOs will work with the both District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

Any member of the full technology team (the ISOs, the Assistant Superintendent of Curriculum Instruction and Assessment, and the Business Administrator) are the District's alternate ISO and will assume the responsibilities of the ISO when the ISOs are not available.

D. Responsibility and Data Stewardship.

All District employees, volunteers and agents are responsible for accurately collecting, maintaining and securing District data including, but not limited to, Confidential and/or Critical Data/Information.

E. Data Managers.

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISOs in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information.

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISOs or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISOs or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISOs, or designee are authorized to secure resources to assist the District in promptly and appropriately addressing a security breach as stipulated in the Data Governance Plan.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website until the DGT (Data Governance Team) approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISOs or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISOs will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISOs or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated into the data/record retention schedule established under Policy [EHB](#) and administrative procedure [EHB-R](#), including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy [EHB](#).

J. Consequences

Employees who fail to follow the law or District policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Legal References:

*15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)*

*20 U.S.C. § 1232g * Family Educational Rights and Privacy Act (FERPA)*

*20 U.S.C. § 1232h * Protection of Pupil Rights Amendment (PPRA)*

*20 U.S.C. § 1400-1417 * Individuals with Disabilities Education Act (IDEA)*

*20 U.S.C. § 7926 * Elementary and Secondary Education Act (ESSA)*

*RSA 189:65 * Definitions*

*RSA 186:66 * Student Information Protection and Privacy*

*RSA 189:67 * Limits on Disclosure of Information*

*RSA 189:68 * Student Privacy*

*RSA 189:68-a * Student Online Personal Information*

*RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach*

District Policy History:

First reading: June 12, 2019

Second Reading: July 17, 2019

Third Reading & Adopt: August 21, 2019

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

1.0 Goals and Objectives

It is understood and agreed that Hollis-Brookline Cooperative School District and the Hollis Police Department officials share the following goals and objectives with regard to the SRO program in the schools:

- 1.1** To promote an atmosphere of safety and order for students and faculty members through the use of school discipline and enforcement of local, state and federal laws and ordinances.
- 1.2** To provide educational programs and prevention activities that will increase student knowledge of the criminal justice system and respect for the law and the function of law enforcement agencies and other related topics;
- 1.3** To maintain open communications among principals, faculty, SROs, parents, Student Assistance Program staff, guidance counselors, conflict mediation coordinators and other key school personnel;
- 1.4** To utilize the SRO for problem solving, mediation, personal safety and an informational source for students involved in the criminal justice system as appropriate.
- 1.5** To support the SROs efforts in being a positive role model and cultivating positive relationships and strengthening each student's understanding of good citizenship and accountability for their actions.
- 1.6** To foster and promote in students a positive attitude toward law enforcement and law enforcement officers.
- 1.7** To provide security to the school from outside threats by maintaining a visible police presence on campus, assessing threats to school security, reducing and eliminating such threats, and swiftly responding to any immediate threats or breaches of security.
- 1.8** To recognize the school principal as primarily responsible for the administration of discipline and maintaining order within the

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

Schools.

- 1.9** To prevent and deter the possession and/or use of weapons on campus, the illegal possession, sale and/or distribution of controlled substances and alcohol, and other crimes
- 1.10** To address criminal activity by students through the collaborative administration of school discipline and/or referral to the criminal justice system.

2.0 Cooperative Efforts

- 2.1** The presence of the SRO at the school is not intended to usurp the rights and responsibilities of the principal to enforce the rules of the student conduct code and to administer discipline in the school.
- 2.2** The parties acknowledge that not every criminal act will be handled through the criminal justice system. There will be times when the administration of typical school discipline will be sufficient to address behaviors that may constitute crimes.
- 2.3** The existence of the Hollis-Brookline Cooperative School District Administrative Procedures, the Student Conduct Code and the related disciplinary process is not intended to nor shall it usurp the mandates and responsibilities of the SRO as directed by the policies of the Hollis Police Department and/or the laws of the State of New Hampshire.
- 2.4** In deciding when to resort to the criminal justice system in lieu of, or in addition to school discipline, the Principal and SRO shall confer and each strive to accommodate the opinions of the other as to how to best handle a particular situation.

3.0 Responsibilities and Duties of School Resource Officers

- 3.1** The Hollis Police Department will assign a full-time SRO to the Hollis-Brookline Cooperative School District. The SRO is a sworn Hollis Police Officer assigned to provide the law enforcement expertise and resources to assist school staff in maintaining safety, order, and discipline within their assigned schools. The SRO will be considered an active member of the

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

School community.

- 3.2** The SRO's duty schedule will be determined by the SRO's supervisor, but will generally be arranged to provide coverage throughout the school day including peak arrival and departure times before and after school. Whenever possible, the SRO will be visible patrolling the exterior and interior grounds, Particularly during the opening and closing of School and during the lunch periods.
- 3.3** The officer will notify the principal (or designee) of the assigned school when they will be absent from the campus. The SRO will be required to notify the police department when they leave the school campus.
- 3.4** The SRO will wear the issued police uniform and related equipment and operate a police vehicle while on duty unless otherwise authorized by a supervisor for a specific purpose. The SRO provides a visible deterrent to crime and is a positive representative of the Police Department to students and staff.
- 3.5** The SRO will assist with training for the school administration in law enforcement and related matters. Information about crime trends and changes in laws relevant to schools will be disseminated to the school administrative staff to assist them in effectively establishing and maintaining safe school environments. The SRO will be incorporated into each school's Safety and Security Team.
- 3.6** At the request of the staff, the SRO may also become involved with the school's curriculum and provide instruction that will enhance the student's understanding of the police mission and the responsibilities of citizenship. During the classroom instruction time, the teacher shall remain in the room. However, responding to incidents or conducting investigations will always take precedence over instructing in the classroom.
- 3.7** Programs conducted in schools by other members of the Police Department should be coordinated with the SRO to avoid redundant services and to ensure equitable distribution of such programs and services.

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

- 3.8** A critical element of the SRO program is an open relationship and strong communication between the school principal(s) and the SRO. SROs are required to keep the school administration apprised of criminal and non-criminal situations encountered, current crime trends, problem areas, or other areas of concern, which have potential for disruption in the school or within the community. The SRO will work in conjunction with the school administration in developing plans to prevent and counteract such activities at the school.
- 3.9** The SRO will not be primarily responsible for the enforcement of school rules, administrative rules and/or regulation violations. However the SRO will maintain familiarity with the Hollis-Brookline Cooperative School District's Student Code of Conduct. Unless requested by a school administrator the SRO will not attend disciplinary meetings with students or parents.
- 3.10** The SRO will be responsible for maintaining custody of illegal substances and/or contraband pending proper disposal in accordance with police department regulations.

4.0 Supervision of SRO

- 4.1** SROs shall abide by the rules, regulations and policies of the Hollis Police Department and be familiar with the teacher handbook. Should conflicts in these rules, regulations and policies occur the SRO will consult with a police supervisor. School personnel should contact the SRO Supervisor to report commendable performance, discuss issues or report concerns involving SRO personnel.
- 4.2** When SROs complete a Police Department Incident Report it will be filed with their supervisor by the following business day.
- 4.3** SROs will report to a uniform shift during times that school is closed or on days when students are not attending school.
- 4.4** The SRO Supervisor encourages open lines of communication between the school(s) and the Police Department. The SRO Supervisor will meet with the school principal(s) at least once each semester. To the extent that schedules permit, the initial SRO supervisor/principal meeting should be held prior to the start of the school year and be devoted to reviewing school/Police Department expectations and clarifying any

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

operational procedures. The second meeting should occur mid-year and involve a preliminary evaluation of the SRO's performance as well as the identification and resolution of any developing issues. The SRO supervisor will address any concerns regarding the performance of the SRO.

- 4.5** Principals and representatives of the Police Department will collaborate with each other prior to selection of a new SRO to determine any special needs or concerns at their school.

5.0 Responsibilities and Duties of School Principal

- 5.1** It is the responsibility of the principal to facilitate effective communications between the SRO and the school staff. The principal of the school shall meet on a regular basis with the assigned SRO.
- 5.2** The principal shall be responsible for immediately reporting to the SRO; acts of theft, destruction, or violence as defined in New Hampshire R.S.A. 193-D entitled "Safe School Zones." In addition to the requirements of 193-D, the principal shall immediately report the following conduct to the SRO; any conduct involving firebombs, explosive or incendiary materials or devices, hoax or otherwise, or chemical bombs on a school bus, on school property, or at a school sponsored activity; any threats or false threats to bomb made against school personnel or involving school property or school b u s e s .
- 5.3** In an emergency situation, the school should notify the SRO or call the Police Department if the SRO is not available. Information that is not of an emergency nature may be held for action by the SRO upon his or her return to duty.
- 5.4** Any criminal enforcement action taken by the SRO which results in the charging of a student with a crime will be supported by the principal and/or school employees by their appearance in court when necessary to provide testimony relevant to the case.
- 5.5** The principal shall relinquish to a police representative all illegal substances and/or contraband.

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

- 5.6** The principal shall meet with the SRO Supervisor and the school shall provide information to the SRO Supervisor to assist in preparing for the annual evaluation of the SRO's performance.
- 5.7** Principals are encouraged to consult with the SRO Supervisor prior to the selection of a new SRO to share any relevant information on the needs or concerns of the school.

6.0 Investigation and Questioning of Students

- 6.1** When it becomes necessary for an SRO or any other law enforcement officer to interview a student on school premises, the principal (or designee) will be contacted. The interview will be conducted pursuant to state law, school district and Hollis Police Department policy. When immediate action is necessary or in an emergency situation, the SRO may interview a student without the presence of a school official.

7.0 Arrest Procedures

- 7.1** SROs are expected to be familiar with school rules and their application with the school. Routinely, rule infractions will not be handled as violations of law, but instead referred to the principal (or designee) for action. Any questions related to the enforcement of rules versus laws within the school should be discussed with the principal. This specifically applies to general standards of conduct.
- 7.2** The arrest of a student or employee of the school with a warrant or petition should be coordinated through the principal and accomplished after school hours, whenever practical.

8.0 Search and Seizure

- 8.1** School official may conduct searches of students' property and person under their jurisdiction when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. The standard for the search is reasonable suspicion.

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

8.2 The SRO shall not become involved in administrative (school related) searches unless specifically requested by the school to provide security, protection, or for handling of contraband. These searches must be at the direction and control of the school official. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent.

9.0 Administrative Hearings

9.1 The SRO will attend suspension and/or expulsion hearings upon request of the school principal. The officer will be prepared to provide testimony on any actions that were taken by the officer and any personally observed conduct witnessed by the officer.

9.2 The SRO shall provide police department documents and juvenile records pursuant to department policy and state law.

9.3 When a subpoena for official records, reports, or documents for an administrative school hearing, is received by the Police Department, any action will be coordinated by the office of the Police Chief, the County Attorney, and the School Board Attorney.

10.0 Release of Police Information

10.1 Consistent with the basic tenets of the relationship between the school principal and the SRO described in this Memorandum of Understanding, open communication is essential to effectiveness. SROs should exchange information with the school principal regarding students' involvement in criminal activity in and around the school. This shall be limited to that which directly relates to and contributes to the safety of the school environment.

10.2 The SRO shall provide police department documents and juvenile records pursuant to department policy and state law.

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

11.0 Equipment

11.0 The Hollis Brookline High School will provide an office/storage or work space for the SRO's materials and personal effects; space which is sufficient for him/her to meet with students, parents, and/or school staff/administrators. Additionally, the Hollis Brookline High School will provide a computer for the SRO to utilize in order to access school databases, school security cameras, and the school email system.

11.1 Per agreement of the Superintendent of Schools, the SRO is permitted to have a fan and a small refrigerator in his office located at the Hollis Brookline High School.

11.2 The Hollis Brookline Cooperative School District will authorize access of video surveillance systems inside the school district to the Hollis Police Department and the Hollis Communications Center. The scope of access will be limited to emergency situations and investigatory matters.

Software will be uploaded on only a limited number of terminals located within the Communications Center and the Police Department facility. A list of computers with permissions to the video surveillance system will be provided to SAU 41 on an annual basis.

11.4 The Hollis Brookline Middle School, Hollis Primary School, and Hollis Upper Elementary School will allow the SRO to utilize a meeting or conference room where he/she can confer with students and/or parents.

12.0 Conclusion

12.1 This policy represents mutually agreed goals and objectives of the Hollis Police Department and the Hollis-Brookline Cooperative School district for the School Resource Officer Program.

12.2 This endeavor is a partnership between education and law enforcement to support a collaborative multi-faceted approach to prevent crime and to intervene in the acts of such in schools. Regular meetings shall be conducted between the Police Department and School Officials to support this partnership.

Memorandum of Understanding

Between Town of Hollis & Hollis-Brookline Cooperative School District

- 12.3** This agreement may be terminated without cause by either party upon 30 days prior written notice to the other party. It shall be reviewed annually and amended as necessary to meet the needs of the signatory agencies.
- 12.4** This Memorandum of Understanding shall not be construed to create or substantiate any right or claim on the part of any person or entity, which is not party hereto.
- 12.5** The cost of the School Resource Officer will be shared between the Town of Hollis (40%), The Hollis Brookline Cooperative School District (54%) and the Hollis School District (6%).

Signed:

Joseph R. Hoebeke, Chief of Police

Andrew Corey, Superintendent of Schools

Date

Date



Business Office Memo

To: Superintendent Andy Corey

From: Kelly Seeley

Date: 8/13/2019

Re: Retained Fund Balance – Hollis Brookline Cooperative (RSA 198:4-b.II)

It is my recommendation that the retained fund balance be maintained at its present funding level of \$142,000 for the following reasons:

- a) Ensures the retained fund balance is tax neutral as compared to last year's tax rate
- b) The school district's budget already contains a contingency fund of \$100,000
- c) The district has a maintenance trust fund if urgent repairs are required which can be used to supplement the retained fund balance with proper approvals

Please request the following motion be made at the August board meeting to define this year's retention amount:

MOTION BY MEMBER _____ TO RETAIN UP TO THE SUM OF ONE HUNDRED FORTY TWO THOUSAND DOLLARS (\$142,000) OF SCHOOL FUND BALANCE FROM THE FY19 SCHOOL YEAR AS THE END OF YEAR AVAILABLE FUNDS ALLOW.