

Hollis Brookline Cooperative School Board
Wednesday, May 16, 2018
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/correspondence
- 6:10 Public Input
- 6:30 Principal Reports
- Principal Thompson
 - Principal Barnes
 - Student presentation – senior project request
 - Student Board Representative – Mary Martin
- 7:10 Discussion
- Revenue and Expense update
 - Update - Coop Budget Committee
 - Clubs/Organizations - Stipends
 - Athletic Department Structure
 - Annual District Meeting
- 8:15 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
- 8:45 Deliberations**
- To see what action the Board will take regarding the Superintendent’s recommendations regarding administrative/nonunion compensation
 - To see what action the Board will take regarding the proposed Board meeting dates for the 2018-2019 school year
 - To see what action the Board will take regarding the administration’s proposal regarding stipends
 - To see what action the Board will take regarding the administration’s recommendation for the replacement of the high school fire panel
 - To see what action the Board will take regarding the administration’s recommendation regarding a staff members request for permission to conduct a survey as part of their doctoral studies
 - To see what action the Board will take regarding the funding proposal for the security grant
 - To see what action the Board will take regarding policy IHCD Dual Enrollment for Community College System– First Reading
 - To see what action the Board will take regarding policy IMBC Dual Enrollment, Alternative Credit Options – First Reading
- 9:15 Motion to Adjourn

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

INFORMATION ONLY



Homeland Security Emergency Preparedness Award- Hollis Brookline Middle School has received the 2018 Homeland Security School Emergency Preparedness Award. The award is given to one school in the State of New Hampshire that has shown an ongoing commitment to school safety and security. HBMS will be honored in a ceremony at the Emergency Preparedness Conference sponsored by the Department of Safety and Homeland Security on June 5th. The promotional department from DHS was at HBMS on May 2 to shoot a promotional video for the award. DHS will be releasing a press release on the day of the conference.

Tri-County Sportsmanship Award- Hollis Brookline Middle School has received the 2017-2018 Tri-County Sportsmanship Award. Each year coaches from the 13 schools in the Tri-County league get to vote on the school that has demonstrated the highest level of sportsmanship for the season. This is the second time in three years that HBMS has won this award.

NH Music Educators Festival- HBMS Honors Chorus and Band students participated in the New Hampshire Music Educators' Association 2018 Middle School Festival on Saturday, May 5, 2018. Chorus students Rachel Delong, Katie Hersey, Will Oehler, Amelia Collard and Casey Orner, along with Band students Natalie Coutu, Claudia Pack, Emily Fox and Lara Coady joined fellow Middle School chorus and band students from across the state in a performance at Nashua South High School. This annual program is designed to provide students with an opportunity to perform with their peers. Congratulations to HBMS Band Teacher Elisabeth Nault, Chorus Teacher Nancy Spencer, and our students for all of their hard work and many hours of practice and preparation.

Earth Science Long Term Sub- HBMS would like to welcome Mr. Rick Glatz to our teaching staff. Rick is serving as the long term sub in 8th Grade Life Science while Courtney Moore is out on maternity leave. Rick is a retired teacher who taught for many years at the middle school in Merrimack.

Empty Bowls- This year HBMS will host our 5th annual "Empty Bowls and Arts Night," Wednesday, May 23rd. Staff and students have been busy making their ceramic bowls over the course of the year. Parents and friends will have an opportunity to purchase the bowls and enjoy ice cream sundaes, all while admiring the work of our art students. Come enjoy ice cream, art, and some incredible music!

Citizen Heroism Award- Congratulations are in order to HBMS custodian, Mike McNulty, for receiving the Citizens Heroism Award from Nashua Fire Rescue. In addition to his custodial work here at HBMS, Mike helps out at the Courville Nursing home in Nashua. Last summer a fire started in one of the rooms. Mike pulled the two patients from that room and brought them to safety.

6th Grade Parent Presentation- HBMS would like to thank all of the 6th grade parents who attended our presentation "Success in The Middle Years" on May 1st. We are looking forward to partnering with our 6th grade parents and would encourage them to contact us directly if they have any questions.

Important Dates:

May 23- Empty Bowls Night

June 13 - 6th grade step up day

June 14th-8th grade step up day

June 15-Last Day of School

-Awards Assembly

-8th Trip to Canobie Lake

-7th Grade Barbeque

To: Andrew Corey

From Rick Barnes

Re: May Board Report

Action Items

- Student Research Proposal – See attached
- Staff Dissertation Proposal

Cav Block Usage Review & Core Values Update: See attached presentation.

Stipend Review: See Attached

Guitar Night: Rock and Roll was alive and well this past weekend in the HBHS Auditorium. We say this every year, but truly these were among the best shows yet. Alumni came back from across the country to honor Mr. Illingworth who was the founder of this event. Guitar Night is one of those activities unique to HBHS. It was wonderful to see the large number of former students perform and talk about how Guitar Night served to inspire them to continue pursuing their passion in schools/places like UNC, Berkeley College of Music, and on Broadway. The performances by current students in both HBMS and HBHS revealed that this tradition is going to be strong for years to come. Mr. I has passed the torch to Mr. Eric “Robert Plant” Perry who will carry this good work forward. Head over to Twitter @HB_highschool to see some of the highlights from the shows.

Student Showcase: (see attached) We are excited to announce our first Student Showcase at HBHS. Come see our students' work that they are proud of in and out of the classroom. This event will take place at the High School on Thursday, May 24th from 4-6 pm.

NAMI Suicide Prevention Presentation for Parents in SAU 41: we are pleased to announce that the rescheduling of this important presentation has been finalized. Please join us on May 14 from 6:30 to 8:00 PM, in the HBMS Library for the presentation. We are fortunate to have Ann Duckless as our presenter for the evening. Ann speaks at the regional and national level on this important topic.

Rotary Speech Contest: Congratulations to the eleven students who were accompanied by Mrs. Salamone as they participated in the Rotary Club Speech Competition on 4/17. Rotary members were impressed with our students, as they delivered well-crafted speeches on timely topics. Winners for the event were 3rd place **Keely Scott**; 2nd place **Elizabeth Bonnette**; 1st place **Carley Dahlstrom**. Carley will represent the Hollis Brookline Rotary Club and HBHS in the state competition to be held in Henniker.

Student Life Update

Arts

Guitar Night

On May 4th and 5th, student musicians performed in a very special Guitar Night. Alumni joined students and staff on stage to bid Mr. Illingworth farewell, for it was his last show. The two-night event allowed musicians to perform a variety of tunes, from jazz to classic rock.

UNH Concert Band Festival

On May 2, the HBHS Concert Band travelled to UNH to participate in a Concert Band Festival. There, they were able to work with composers Andrew Boysen and Travis Cross as well as observe the UNH Wind Ensemble and other local high school bands.

Spring Play

The weekend of the 11, HBHS actors performed two original plays, one of which was written by Mr. Parker.

Student Council

The Policy Committee is working to finalize the Gym Credit Proposal. Students met with Mr. Barnes to gather data as well as receive feedback. Their goal is to present the proposal to the School Board by the end of the school year.

1ST DRAFT OF BACKGROUND, LITERATURE REVIEW, AND METHODS
Homogeneity of Social Isolation Markers Between Stratified Enrollment in Advanced Placement Courses

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Introduction

Education is made up of organically changing methodologies that are constantly being challenged and rechallenged to find the best practices of instruction. The *Advanced Placement (AP)* style course has been run by the non-profit College Board since 1955. While initial psychometric studies by the organization and several prestigious colleges/universities demonstrated a need for college level coursework being integrated into high school curricula for seniors (Taylor et al., 1952), College Board has recently received criticism on educational outcomes in its AP program. The largest concerns stem from the lack of independent research on AP's efficacy for student academic and non academic development (Warne, 2017). In fact, the first peer-reviewed study to ever look at the efficacy of AP *without* using the unvalidated assumptions that it produced positive outcomes was in 2000. That study was the first to cast doubt that college readiness was potentially not being achieved by less qualified students who prematurely enroll in AP courses (Lichten, 2000). A few years later, the first non-College Board sponsored study to ever be conducted found that "AP course participation nor AP exam scores had any predictive power for students' college grade point average (GPA) or for college persistence after controlling for demographic variables, SAT scores, high school GPA, and other variables (Geiser, 2004; Lichten, 2000)." Over the years, there have been studies that have come out

for and against the curriculum, but the lack of clear educational outcomes following course recommendation creates a threat for students that might be recommended prematurely for such coursework, especially since it is not clear whether there are any benefits for those students in the long run. Further, the effect on health outcomes (i.e stress and symptoms of social isolation) following enrollment is not known, either (Warne, 2017). College Board tends to rely on research that finds that those who enroll in AP do better (at whatever marker is being evaluated) in college than non-AP students, while those students are already expected to do better considering they were ambitious enough to seek out more advanced coursework.

In order to contribute multidimensional analysis and an independent lens to the true reality of the AP program, this study intends to add to the discussion by addressing the possible association or independence between markers of social isolation and the “portfolio” of AP classes taken throughout a single year. A “portfolio” refers to a 2013 study conducted by Ackerman et al. that investigated if certain combinations of AP exams (the portfolio taken) are better predictors of college success compared to other combinations. For the purposes of this write-up, the three “portfolios” that will be used, defined later on, will be STEM, the Humanities, and a hybrid of both. If there is no homogeneity between these groups, there must be a latent variable causing the difference, which will be explored in controlled quasi-experiments. It is important to note that this paper does not explore the merits of AP versus alternative course methods, but only the differences in a specific unit of health for students already enrolled in the program and is very preliminary in nature.

Results will come about from applying the Chi-Squared test for homogeneity to the results of UCLA’s loneliness scale and the AP portfolio. Students will be stratified by rigor of schedule using multiple self reported markers.

Literature Review

The effects of stress, anxiety, social instability, and depression, among other mental and social deficiencies and their effects on educational outcomes/performance have been extensively studied in the past. Seldom is it, though, that researchers have placed a high amount of focus on the educational curriculum itself having an effect on the production of these negative mental and social realities previously mentioned. Many papers that operate on this notion of “do no harm” in education suffer from *belief bias*, in that researchers have had to believe explicitly in the value of *Advance Placement* by relying on the plausibility of a conclusion of multiple premises (figure 1) rather than how strongly they support that conclusion. Some recent studies discussed below create compelling evidence that this is something that should be explored by approaching the topic from different angles.

The first angle to explore is the physical implications for students as they enroll in more AP classes and how that can affect their mental state. When looking at the typical course load required by the AP curriculum, it can be seen that it has a strong influence on decreasing a student’s ability to be physical active. An example of homework loads with AP courses from Concord Carlisle High School in Concord, Massachusetts (table 2), shows a large variation in allotted time--roughly one hour per day per class to as low as about a half hour of work per day per class. Due to this amount of homework/studying time required per course, it is reasonable to believe that elevated amounts of inactivity and high amounts of screen time (essay writing, research, studying, online textbook etc) can come from the summation of all of the different curriculum requirements that make up a complete schedule.

It should be established that inactivity and high amounts of screen time are relevant to the subject of loneliness due to the profound effect it has on mental processes. A study conducted in 2016 among students aged 13–15 in the Association of Southeast Asian Nations (ASEAN) looked to identify predictive factors associated with sedentary/inactive behavior. Among their multivariate regressions, they found that there was a strong association between sedentary behavior and close friends, loneliness, and suicidal ideation in a total sample of 30,284 (Peltzer & Pengpid, 2016). For loneliness specifically, the following percentages were found:

Table 1 Adopted from (Peltzer & Pengpid, 2016)

Total Sample N (%)	Physical Inactivity		Sedentary Behavior	
	Boys N (%)	Girls N (%)	Boys N (%)	Girls N (%)
2396 (9.7)	697 (72.2)	1163 (86.1)	425 (40.8)	633 (42.9)

Note: In making sense of these statistics, they should be read as “of the total amount of boys who were reportedly physically inactive within cross-sectional groups, 72.2% of that population reported symptoms of loneliness.”

Further, the study had found that there was an association between negative mental health indicators (including loneliness) and physical inactivity and sedentary behavior among adolescents.

In regard to screen time, a 2015 study evaluating 4,462 Portuguese adolescents looked at the associations between more screen-based behaviours and less physical activity. The study found participants who received more screen time from computer use, video games, or television time had increased headaches, were subject to generally “feeling lower,” and being more irritable (Marques, Calmeiro, Loureiro, Frasilho & de Matos, 2015). These are commonly thought to be related to the production of asocial behavior, which may separate a given individual from their typical social support network and lead over time to subjective social isolation. Further evidence can be found in a 2015 systematic review where researchers evaluated the results of 91 published studies in regard to sedentary behavior and indicators of mental health in school-aged children and adolescents. They found that “there was strong evidence that high levels of screen time were associated with more hyperactivity/inattention problems and internalizing problems as well as with less psychological well-being and perceived quality of life” (Suchert, Hanewinkel & Isensee, 2015). While the regressions determined in these studies cannot be used to apply to this topic, the established association still remains and should lead to further exploration.

Tying both of these ideas together is the notion of “lifestyle.” While often the argument is made that those who want to excel in school should take as many courses as they can in order to show college admissions a “rigor of schedule,” it has been established that academic achievement is heavily influenced by lifestyle, which can be defined by culture, religion, economic and social status, beliefs and notions (Rejeski et al., 2012). In a study that reviewed how heavily achievement is influenced by lifestyle, researchers conducted a cross-sectional study in order to establish the correlation of lifestyle and academic achievement in nursing students and found a strong positive correlation that was determined to be statistically significant with a p value of 0.03 and an correlation of 0.628 (Heidari,

Borujeni, Borujeni & Shirvani, 2017). While it would be extrapolation and generally unproductive to apply these test statistics to high school students from a different cultural setting, it begs the question how similar the result would be in lifestyle having an effect on academic achievement in New Hampshire Advanced Placement students who are presumably doing college level work. This study does not intend to take an in-depth look at the nature of each students' lifestyle, but rather act as a precursor to future research in this realm. Generally, schools tend to estimate STEM courses to take more time than the Humanities in terms of homework due to the nature of their content, as shown in one school's sample syllabus from Concord, MA. This varies from school to school, but generally can be implied to be true; deviation from this assumption in reality does not have an effect on the outcomes or conclusions drawn by this paper, but only influence the hypothesis that the loneliness scores of STEM students may be higher.

Table 2 Adopted from (CCHS Course Load/Homework Expectations, 2018)

Course Name	Hours Estimated per week
AP Calculus BC	3-4 hrs
AP Chemistry	3-4 hrs
AP Environmental Science	3-4 hrs
AP Physics C	3-4 hrs
AP Biology	3-4 hrs
AP Capstone Seminar	2-3 hrs
AP Capstone Research	2-3 hrs
AP Calculus AB	2-3 hrs
AP Physics I	2-3 hrs
Spanish AP, AP2	2-3 hrs
French AP, AP2	1.5-2 hrs
Statistics AP	1-1.5 hrs

When looking for markers of social isolation across Humanities and STEM enrollment, if they are homogeneous when the number of courses taken is kept constant, then it is doubtful that lifestyle has a large impact within this particular curriculum program, within this specific demographic. If the results turn out otherwise, this opens more room to conduct a more in depth analysis on the

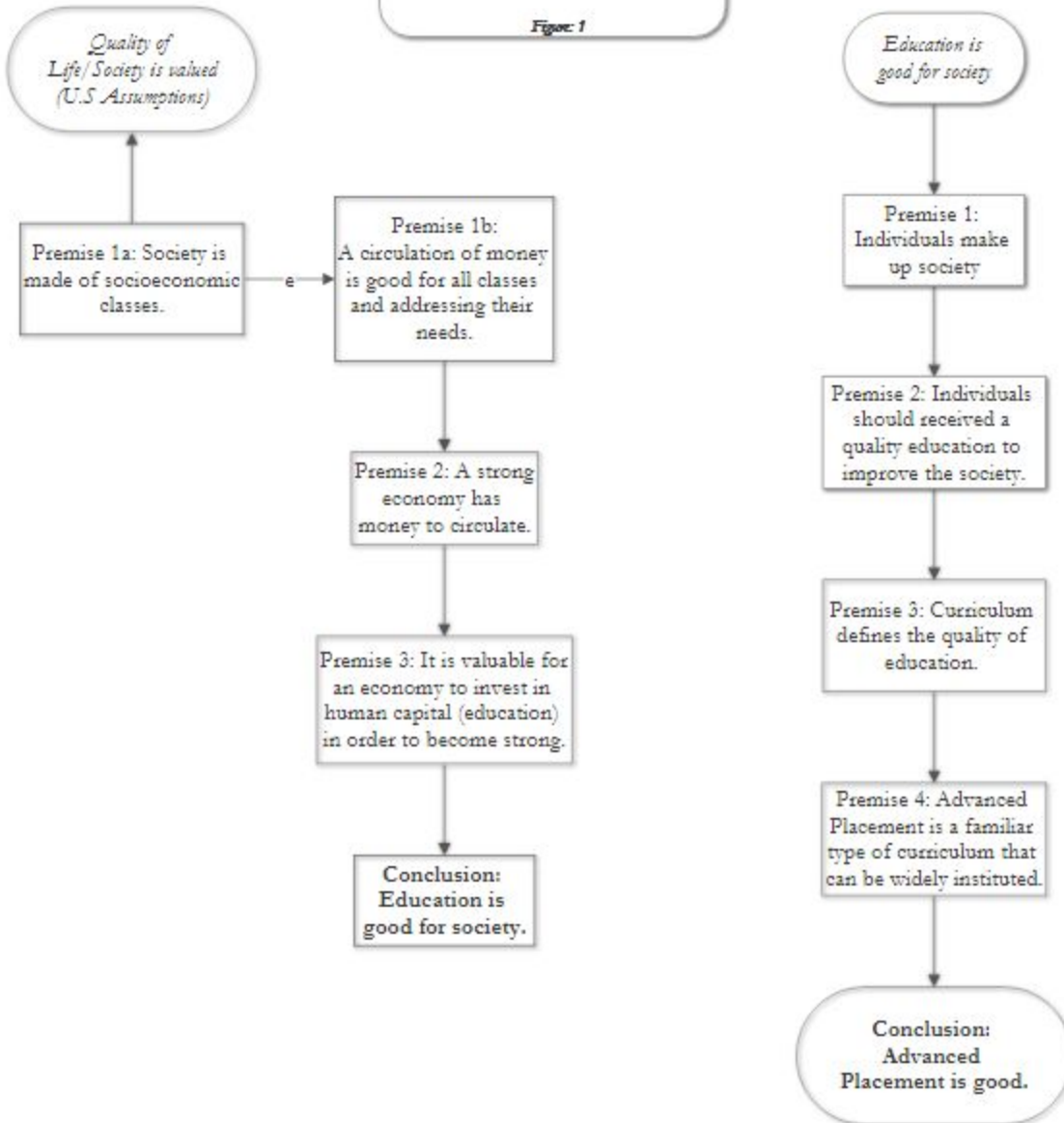
implications of Advanced Placement and lifestyle. Lifestyle is being defined primitively as the academic schedule of students for this study. Future studies should control for socioeconomic and related factors in a multivariate regression.

Different variables were considered on whether or not they should be controlled. In regard to gender, a meta-analysis found rarely are there statistically significant differences in males and females using the UCLA Loneliness scale (Borys, 1985), but loneliness in general is affected largely by gender, depression, shyness, and self-esteem (Mahon, Yarcheski, Yarcheski, Cannella & Hanks, 2006). Borys found that the differences in Loneliness self reporting is more about the willingness of females to share information compared to males, but the UCLA measure accounts for this. Age was ignored, as the developmental disparities between such a small range of time are negligible as found by the previously mentioned 2006 meta-analysis. The type of school was controlled for, creating an essentially consistent learning environment in the school, and accounts for large amounts of socioeconomic shifts. Race is not of interest in this study; no evidence was found to imply there is a difference in median scores across demographics, with drastic variation occurring only within each respective reported race.

NOTE: It is important to note that there are typically three phases of blocking that a researcher needs to go through in order to properly randomize their assignment of each student in Advanced Placement studies: a school must choose whether to offer a course, then a student must enroll in a course, and finally a student must choose to sit for an AP exam. The benefit of this study is that only the first and second variable needs to be accounted for and was done by reviewing data from New Hampshire's Department of Education and creating an essentially homogenous group of schools (discussed later on in *Methodologies*). Since we are not looking for causation, only homogeneity, it is okay to proceed with estimated proportions and randomization of selection, ignoring the final block; this is essentially making the assumption that only students who take the AP class take the exam which largely is realistic.

Inductive Logical Argument:
Accepting Advanced Placement

Figure 1



Methodology

1.1 Population Calculations

In order to begin with calculating the population size and identity, data had to be collected from New Hampshire's Department of Education. While the data we used could be found across multiple of their 2017-2018 educational reports, the file of interest was in their "Free or Reduced Lunch" eligibility rates. Using this document, I started working through using the following qualifying conditions for each school:

- Must be a high school
- Must have more than 300 students
- Must have less than a 10.00% free or reduced lunch rate
- Must have an AP program

Getting rid of all of those that don't fit this criteria, 13 schools remained leaving 12,825 students in the state that qualify for this study with an average poverty rate of 6.07%, well below the our comfort rate for creating a mostly homogenous student population. (*Note: variations are allowed in this study due to it exploring a realistic student population*).

Table 3: (New Hampshire Department of Education, 2018)

School ID	School Name	Enrollment as of 10/01/17	% Eligible
28555	Bedford High School	1,491	3.89%
27375	Bow High School	657	4.57%
20820	Hanover High School	724	3.31%
20600	Exeter High School	1,687	8.00%
21810	Hollis-Brookline High School	806	3.97%
27715	Campbell High School	458	6.33%
20490	Londonderry Senior High School	1,495	8.43%
21040	Merrimack High School	1,200	8.17%
22800	Oyster River High School	793	4.54%
21105	Pelham High School	651	9.98%
26860	Souhegan Coop High School	787	5.08%
22770	Timberlane Regional High School	1,158	9.84%
28640	Windham High School	918	2.72%
	Total	12,825	6.07%

1.2 Population Calculations

From this same data collection, we are sure that as of the 2017-2018 school year there were 56,032 public high school students in New Hampshire. Moving onto statistics provided from College Board about the state, there were 5,740 students accounted for in grade levels 9-12 in public schools.

Due to this being observed in a census style, we can calculate the true proportion of AP participation rate in NH: 0.10244, this value will be defined as y .

After accounting for all of the conditions, as stated in methodology 1.1, 12,825 students qualify for the study. Using the proportion (y) we can estimate that, out of our 12,825 qualifying students, an estimated 1313 can be expected to be AP students at the 13 defined schools. To check the reliability of this estimate, a one-proportion z-interval can be used in a faux-fashion by pretending 1313 was our estimate. Assuming that all of the conditions were met in this fictitious sample, we can be 99% certain that the true proportion of all students in the state of NH taking part in the AP process falls between 0.09548 and 0.10927. Considering the actual proportion falls within this interval, we can be certain that the estimate of 1313 students participation out of the 13 qualified schools is reasonable, regardless of the variance within the above range. Our estimate allows a variance of 177 students.

We chose 10% of that total sample size of 1313 for the population of this study. (131 students). This should sufficiently allow for conditions to be met for chi-square test for homogeneity. From here, the data collected from each school should be proportional to their size. To do this, I calculated the percentage that each school contributes to the total qualified student body of 12,825. This percentage (shown as a proportion) was then multiplied by 131 to calculate the number of students that would be required from each school. This number was then rounded down to fit within the 10% limit set.

Table 4: School Sample Calculations

ID	School Name	Proportion of school population contributing to the 12,825 total	Number of students polled from each school (estimated)	Number of whole students to be polled (rounded to exact)
285 55	Bedford High School	0.1162573099	15.2297076	15
273 75	Bow High School	0.05122807018	6.710877193	6
208 20	Hanover High School	0.05645224172	7.395243665	7
206 00	Exeter High School	0.131539961	17.23173489	17
218 10	Hollis-Brookline High School	0.0628460039	8.232826511	8
277 15	Campbell High School	0.03571150097	4.678206628	4
204 90	Londonderry Senior High School	0.1165692008	15.2705653	15
210 40	Merrimack High School	0.09356725146	12.25730994	12
228 00	Oyster River High School	0.06183235867	8.100038986	8
211 05	Pelham High School	0.05076023392	6.649590643	6
268 60	Souhegan Coop High School	0.06136452242	8.038752437	8
227 70	Timberlane Regional High School	0.09029239766	11.82830409	11
286 40	Windham High School	0.07157894737	9.376842105	9

Totals	1.0	131	126
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Methodology for NH Schools
eProtocol 18-03-1066 University of Southern Maine

Introduction/materials: This document will serve as each school's guide to distributing the survey in a safe, mindful, and uniform way to their students. While it is recommended that the school's administrative staff, curriculum director, or department heads/dean of students is the primary study distributor, it appears that a member of the school guidance/counselor department may be in a better position to do so. In order to distribute the survey, the following materials are required:

- T.I 84 Calculator or related models
- A complete list of *Advanced Placement* student names and the total number of them on the list. It helps if the list is numbered.
 - Note: it will take much less time to select potential participants if one comprehensive list is accessible.
- Student/Parent Consent and information packet containing:
 - Parent Letter (one page)
 - Parent Consent form (four pages)
 - Copy of shortened survey (three pages)
 - This contains the AP questions and information about the UCLA Loneliness Scale ver. III regarding its validity, as well as a link to the full survey found online.

Methods (with examples)

1. Gather all materials
2. Determine how many AP students are enrolled during the 2017-2018 school year. For this example we will assume that there are 100 AP students enrolled at your school for simplicity.
3. Grab your T.I 84 calculator and turn it on by locating the ON button in the far bottom left corner (column 1 out of 5)
4. In that same column as the ON button (the reason I mentioned it), travel up the row until you find the button labeled "MATH." This should be the third button from the top, not counting the function buttons (y=, window, zoom, trace, graph). Press the MATH button.
5. There should be four column tabs on this page: MATH, NUM, CPX, and PRB. Press the Left Arrow pad once or the Right Arrow pad three times. (Note: the arrows can be found in the top right corner of the calculator keypad). The tab PRB (probability) should be highlighted in black.
6. Once on this tab, hit the Down Arrow seven times and hit enter OR click the number 8 on the number keypad. You are looking for the program called "randIntNoRep("
7. From here, you will be entering your arguments to determine the order in which we will select our students. However many students you have enrolled in AP is important, as it is one of our

arguments. In this example we will be using 100, but where we input the 100 is where you will enter your total number.

8. Type 1, 100 close parenthesis, with the comma. It should look like this:

randIntNoRep(1,100)

- a. On some models, you will be prompted with a different input screen that will be labeled “lower” “upper” and n=
 - b. In this case, lower should be 1, upper should be 100, and n should be set equal to the number found in table 1 at the bottom of this page.
9. From here hit enter and a list of numbers should generate; you will not be able to see all of them in most cases. The list should look like this for example: {35 7 77 72 90 ->
 10. Once the list is generated, we want to store it. To do this, hit the “sto->” button right above the ON button previously discussed. The words: “Ans->” should pop up in the terminal. Now, we want to store this as List one. To do this, travel to the very top button in the ON column that says “2nd” and click it. Now, hit the 1 button.
 - a. The function should now read as “Ans->L₁”
 11. Hit enter. We can now easily access our list by clicking on the button called “STAT” which is located in the second row (ignoring the top grey buttons), third column right next to the arrow keypads. Once clicking STAT, hit enter. Our list should be in the first column.
 12. We now need to reference table 1 for the number of students to select from this list (this does not apply to those who already used the value of n for their school). For this example I am going to make up an n value for a fake school.

a.

Name of school	Number of students participating from each school
Random School Name High School (GO GENERIC SPORTS TEAM)	5

- b. Our n value is 5, which means we want to take the first five numbers off of the list and write them down on a piece of paper.
 - c. An example generated list is the following: {35 7 77 72 90 21 3 10 99 47 31...}
 - i. While we have more than enough numbers, we want to select only the first 5 numbers on our list: {35 7 77 72 90 21 3 10 99 47 31...} We now have the “ID” of our students. KEEP THIS NUMBER LIST FOR FUTURE USE.
13. Using these numbers, we head back to our complete list of AP students and select these students off of the list. The numbers generated represent the order in which the students fall on the page. (i.e, the 35th student from the top, the 7th student from the top, the 77th student from the top... and so on are the study participants and will be the ones receiving the letters)
 - a. For example if our selected students were 1, 3, 7, and 9 out of 10 students on a list we would select the following (the highlighted get the information pack)

- i. Tim
- ii. Jack
- iii. Cyan
- iv. Sarah
- v. Abrianna
- vi. Angel
- vii. Zina
- viii. Anderson
- ix. David
- x. Elizabeth

14. These students on the list that were selected should receive the parent and student information pack described in the introduction. They have ONE WEEK to return the consent forms or it will be assumed that they do not consent to taking the study. If a student does not turn in the consent forms THIS IS OKAY, their participation is entirely voluntary. The sample size was determined to account for having a good amount of students not participate in the study. If your school is “expected” to have 9 participants, you just select the next number of students out of the List 1 that we generated until 9 randomly selected students voluntarily consent to the study, which is very realistic. While I understand greatly that distributing this study is not in your job description, I am entirely relying on you to work with your student body as I am prevented from doing so due to APA and IRB ethics.
15. Once a student returns a consent form they may enter the link on their consent form into the internet to take the survey. They may also find it on www.voversum.org/rectify OR if possible on your school website. While a file of the exact survey can be seen in these locations, they will not be able to submit a valid response until they have the valid password: “**Consented.**” Students who receive this universal password should not share it.
16. They are then all set to fill out their response and they are done with the process.
17. Once the study itself starts (you are distributing the information packet to selected students) the next time we communicate should only be to confirm that you have the correct number of consent forms for your school (i.e 9 students, 9 forms). I CANNOT KNOW WHO THESE STUDENTS ARE, WHEN THEY SUBMITTED A RESPONSE, OR ANY OTHER INFORMATION REGARDING THE PARTICIPANT. THIS INFORMATION SHOULD NOT BE DISCLOSED TO ANYONE.

Storing Consent forms

The reason we are having parents submit consent forms and students check their assent question on the survey is to emphasize that, while the parents have consented, at the time of taking the survey the student is still actively assenting to the process (because assent/consent is an ongoing process). It is also following New Hampshire law from 2017 that requires a non-academic survey to be

opted in on and not opted out of. Consent forms, as each school already contains sensitive information regarding each student, should be kept with their typical student files SAFELY as you would with any piece of sensitive data. This obviously will not be part of their permanent record, but should be kept until the time allotted in each respective school’s policy on disposing sensitive information, but must keep the information at least until the end of the study is complete. It is important to note that this is ONLY the consent form that will be stored. It will be impossible for anyone, even the person distributing the information packets, to access individual responses and to pair those responses with an identifiable student. This protection is being done to completely minimize risk to effectively zero, while still having a comprehensive process that ensures parent/student consent.

Table 1: School Sample Calculations

ID	School Name	Number of whole students to be polled (rounded to exact)
285 55	Bedford High School	15
273 75	Bow High School	6
208 20	Hanover High School	7
206 00	Exeter High School	17
218 10	Hollis-Brookline High School	8
277 15	Campbell High School	4
204 90	Londonderry Senior High School	15
210 40	Merrimack High School	12
228 00	Oyster River High School	8
211 05	Pelham High School	6
268 60	Souhegan Coop High School	8
227 70	Timberlane Regional High School	11
286 40	Windham High School	9
	Totals	126

Note: the calculations in this table have been removed for ease of use.

Information Regarding Survey
(copy of questions)

Introduction: Enclosed in this file are the questions your son or daughter can expect to find on the survey. While the entire survey is 11 pages, most of the pages have been ignored on this copy because they contain the same information found on the parent/participant consent form. A full copy of this survey can be found online at www.voversum.org/rectify or you may ask your school administrator if this document can be found on your school website. Responses will be found in *italics* where questions will be found in **bold**.

Assent Statement (for student)

I understand the above description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey I agree to take part in this research and do so voluntarily and I also understand that at any point in the survey I can retract my assent (agreement).

I assent to take part in this research and confirm that my parents/legal guardians have read this form and give consent to the researchers.

Directions: It is vital that all of your answers are believed to be true to the best of your ability, these results may have an influence on public policy within the state of New Hampshire.

What is your expected high school graduating class?

2018

2019

2020

2021

2022

I prefer not to say

How many Advanced Placement Courses are you currently enrolled in during the 2017-2018 academic year?

Students will select a number from *1 to 10 +*

Doing the best you can, which of the following best describes your high school class schedule?

Block Schedule

Period schedule

Other

I don't know

Please select all of the AP courses you are taking only during the 2017-2018 academic year.

Note: 2017 Summer courses do not count

Students are presented with an entire list of every AP course that *College Board* distributes each year. They have been excepted from this shortened info sheet for your reading ease, but can be found on the *AP College Board* website, Voversum & Co's website, or in any number of online resources.

How many non-Advanced Placement courses are you currently taking only during the 2017-2018 academic year?

Students will select a number from *1 to 10 +*

Looking at your AP schedule reported above (and taking into account all previous Advanced Placement course experience) which one of the following categories would you use to describe your AP high school course load?

Note: Do not take any future courses you plan to take into account.

- 1) Science, Technology, Engineering, Mathematics (STEM)
- 2) Humanities (includes social sciences as well)
- 3) Both

STEM (I take or have taken more AP STEM courses in my high school career)

Humanities (I take or have taken more AP Humanities courses in my high school career)

Both (I have taken the exact same amount of AP STEM and AP Humanities courses)

UCLA Loneliness Scale ver. 3

A picture of this scale can be found attached in your packet. There is some complex language used in describing why it is a valuable form of measure for loneliness, but for simplicity it can be called a valid and reliable test. In psychometrics, the term valid means that it measures what it is supposed to and reliable means that it produces a consistent result over large periods of time.

“Loneliness” does not describe the way we use the word colloquially (casually), such as not being in the presence of another person, missing someone, or being sad or vulnerable. Loneliness or social isolation describes “the unpleasant experience that occurs when a person's network of social relations is deficient in some important way.”

Throughout all of these documents I have been using the words loneliness and social isolation interchangeably to help define the idea, but in the psychological, sociological, and neurobiological world they are very distinct words. Loneliness is subjective or self experienced, whereas social isolation is not physically being around your friends, family, or others you care about. It makes sense that they would go hand and hand, but this is not always the case. What we are exploring in this study is what would be called “transient loneliness,” which we believe would be a product of an unbalanced lifestyle for students going through adolescence, but this set of emotions can be found in any age for any reason. Transient loneliness essentially means that there is a temporary disruption in your support network or how you connect with people. ***This is not a mental illness or a health condition***, it is simply a set of characteristics that describe a set of emotions that can lead to adverse health effects. If you are interested in the specific merits of the test, you may request a full copy of the research supporting the test through your school, who will then receive it from me.

Scale:

INSTRUCTIONS: Indicate how often each of the statements below is descriptive of you.

Statement	Never	Rarely	Sometimes	Often
*1. How often do you feel that you are "in tune" with the people around you?	1	2	3	4
2. How often do you feel that you lack companionship?	1	2	3	4
3. How often do you feel that there is no one you can turn to?	1	2	3	4
4. How often do you feel alone?	1	2	3	4
*5. How often do you feel part of a group of friends?	1	2	3	4
*6. How often do you feel that you have a lot in common with the people around you?	1	2	3	4
7. How often do you feel that you are no longer close to anyone?	1	2	3	4
8. How often do you feel that your interests and ideas are not shared by those around you?	1	2	3	4
*9. How often do you feel outgoing and friendly?	1	2	3	4
*10. How often do you feel close to people?	1	2	3	4
11. How often do you feel left out?	1	2	3	4
12. How often do you feel that your relationships with others are not meaningful?	1	2	3	4
13. How often do you feel that no one really knows you well?	1	2	3	4
14. How often do you feel isolated from others?	1	2	3	4
*15. How often do you feel you can find companionship when you want it?	1	2	3	4
*16. How often do you feel that there are people who really understand you?	1	2	3	4
17. How often do you feel shy?	1	2	3	4
18. How often do you feel that people are around you but not with you?	1	2	3	4
*19. How often do you feel that there are people you can talk to?	1	2	3	4
*20. How often do you feel that there are people you can turn to?	1	2	3	4

English (US) ▼

Informed Consent

University of Southern Maine

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: *Homogeneity of Social Isolation Markers Between Stratified Enrollment in Advanced Placement Courses*

Principal Investigators:

Patrick F. Bloniasz

Undergraduate

Bowdoin College, Voversum & Co, Hollis Brookline High School

patrick.bloniasz@voversum.org

Judith McDaniel, B.S, M.Ed.

Mathematics Department

Hollis Brookline High School

judith.mcdaniel@sau41.org

Introduction:


You are being asked to participate in an anonymous survey research project that looks to learn more about student life, which is being conducted by Patrick F. Bloniasz, a current high school senior. This study will tie over into his tenure as an undergraduate at Bowdoin College. Your participation is completely voluntary.

Duration: *5 minutes*

Why is this study being done? What is being studied?

This study is looking to explore the effects of the College Board's Advanced Placement (AP) program on the health of high school students.

This will be the first study to do so and its result will either open or close future opportunities of research on the matter. This study does not receive funding from any outside organizations and is being conducted as basic research within Voversum & Co's "Project Rectify." This project exists to comprehensively look at the outcomes of the AP program in different student circumstances (ex: mental health, economic situation, college readiness). More information can be found [here](#).



Who will be in this study?

You have been invited to participate in the study due to you being an advanced placement student in one of the screened high schools in New Hampshire. In order for a high school to be selected, they were required to be/have the following:

Public high school

More than 200 students

Have a free or reduced lunch rate of less than 10% of the student population

This criterion was picked because the investigators felt that these schools would have higher AP participation rates and more AP courses, therefore having more students who would be able to participate in the study. You were chosen at complete random out of this population. With your voluntary completion of this survey, you will be joined by approximately 134 of your peers in the state of New Hampshire.

Note: A full list of participating schools can be found at <https://www.voversum.org/rectify>

What will I be asked to do?

By voluntarily participating in this study, you will be asked to fill out this survey truthfully and to the best of your ability. The survey will ask about the nature of your academic schedule during the 2017-2018 school year, including the courses you have taken from a list, and your *non-sensitive* friendship/social habits. Non-sensitive means that none of the questions asked are a danger to you or your anonymous response. This information is being recorded in order to understand the relationship between college level course schedules and high school sociability.

The survey itself takes on average five (5) minutes. The survey is a combination of designed questions by the principal investigator and a valid, clinical psychometric* tool from University of California, Los Angeles. Your school principal has agreed to organize the person who will “administer” this survey (i.e who is sending you this survey). The person administering the survey will not have a line of communication with the principle investigator.

*A Psychometric Tool is usually a survey that has gone through stringent research, vetting, and evaluation. A psychometric tool measures a psychological process using the mathematics similar to fields such as physics, chemistry, etc.



What are the possible risks of taking part in this study?

The researchers have gone to great lengths in order to secure your privacy as a participant. With the completion of this survey, your responses will be safely and anonymously combined with the responses of your peers to assist in our research efforts to learn more about student life. No personal information that can identify you as an individual will be collected or saved, you will remain completely anonymous throughout this process, including from the researcher. Data that will **not** be recorded or accessible at any time are the following:

Name

Age

IP Address School (while your school was conducted regarding the research, no responses identify which school they came from)

Contact Information

While there are no reasonable, foreseeable risks, it is possible that some of the questions from the UCLA tool may cause slight emotional discomfort, but have been determined to not go beyond the realm of mild discomfort. The investigators want to emphasize to you that no one in your school, school's administration, friends/family, or the researchers themselves will be able to connect your responses to you as a person. In order for your participation to have value, you must answer truthfully.

What are the possible benefits of taking part in this study?

While your participation in this study and its results will not directly benefit you as a student, the results of this study will look to improve school counselor knowledge on how to recommend students for enrollment in advanced placement courses. Further, it will help to compare certain aspects of the program to school curriculum alternatives (such as the International Baccalaureate (IB) Diploma Program).

What will it cost me?

There is no cost other than five (5) minutes of time.

How will my privacy be protected?

Your identity will be kept anonymous during the entirety of this research project. Anonymous means that no one (including the researcher) can link data to you. It is impossible to promise complete anonymity due to the uncertainty of the internet, but your responses will be encrypted using Transport Layer Security (TLS) and HTTP Referer Verification. Each individual response from each participant like you is secured in trusted data centers that are independently audited using the industry standard SSAE-16 method.

While we have taken your privacy into great consideration, we ask that you make no effort to identify yourself in this study, as your response will be terminated.

At the conclusion of the survey, all responses will be destroyed properly and will not be recoverable.

As a participant, you have the right to know specifically where the results of this paper will land. The investigator has the intention to publish the findings in a journal article both on Voversum & Co's website and in a vetted, peer-reviewed journal.

What are my rights as a research participant?

Your participation is voluntary.

If you choose not to participate, it will not affect your current or future relations with the University of Southern Maine, Bowdoin College, Voversum & Co, or your current high school.

You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive indirectly. If you choose not to participate there is no penalty to you.

The Institutional Review Board (IRB) for the Protection of Human Subjects at the University of Southern Maine has reviewed the use of human subjects in this research. The IRB is responsible for protecting the rights and welfare of people involved in research.

What other options do I have?

By not filling out a response and submitting it, you have given the sufficient response to decline participation and the survey will expire at its predetermined date.

Whom may I contact with questions?

The researchers conducting this study are Patrick F. Bloniasz (principal investigator) and Judith McDaniel. For questions or more information concerning this research, you may contact Patrick F. Bloniasz at patrick.bloniasz@voversum.org or at (603) 945-0671. The advisor can be contacted at judith.mcdaniel@sau41.org.

If you have any questions or concerns about your rights as a research subject, you may call the USM Human Protections Administrator at (207) 228-8434 and/or email usmorio@maine.edu.

Will I receive a copy of this consent form?

You may print/keep a copy of this consent form.



I understand the above description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey I agree to take part in this research and do so voluntarily.

- I assent to take part in this research and confirm that my parents/legal guardians have read this form and give consent to the researchers.

Block 3

It is **vital** that all of your answers are believed to be true to the best of your ability, these results may have an influence on public policy within the state of New Hampshire.

What is your expected high school graduating class?

- 2018
- 2019
- 2020
- 2021
- 2022
- I prefer not to say

How many Advanced Placement Courses are you currently enrolled in during the 2017-2018 academic year?

1 2 3 4 5 6 6 7 8 9 10

number of classes

Doing the best you can, which of the following best describes your high school class schedule?

- Block Schedule
- Period schedule
- Other
- I don't know

Please select all of the AP courses you are taking *only* during the 2017-2018 academic year.

Note: 2017 Summer courses do not count

- Art History
- Biology
- Calculus (AB & BC)
- Chemistry
- Chinese Language and Culture
- Comparative Government & Politics
- Computer Science A
- Computer Science Principles
- English Language & Composition
- English Literature & Composition
- Environmental Science
- European History
- French Language and Culture
- German Language and Culture
- Human Geography
- Italian Language and Culture
- Japanese Language and Culture
- Latin
- Macroeconomics
- Microeconomics
- Music Theory

- Physics 1: Algebra-based
- Physics 2: Algebra-based
- Physics C: Mechanics
- Physics C: Electricity and Magnetism
- Psychology
- Research (Second part of AP Capstone program)
- Seminar (First part of AP Capstone program)
- Spanish Language and Culture
- Spanish Literature and Culture
- Statistics
- Studio Art (2-D, 3-D, & Drawing)
- U.S. History
- U.S. Government & Politics
- World History

How many non-Advanced Placement courses are you currently taking *only* during the 2017-2018 academic year?

0 1 2 3 4 5 6 7 8 9 10

number of classes

Looking at your AP schedule reported above (and taking into account all previous *Advanced Placement* course experience) which one of the following categories would you use to describe your AP high school courseload?

Note: Do not take any future courses you plan to take into account.

1) Science, Technology, Engineering, Mathematics (STEM)

2) Humanities (includes social sciences as well)

3) Both

- STEM (I take or have taken more AP STEM courses in my high school career)
- Humanities (I take or have taken more AP Humanities courses in my high school career)
- Both (I have taken the exact same amount of AP STEM and AP Humanities courses)

Block 3

Indicate how often each of the statements below is descriptive of you.

	Never	Rarely	Sometimes	Often
1. How often do you feel that you are "in tune" with the people around?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How often do you feel that you lack companionship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often do you feel that there is no one you can turn to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How often do you feel alone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How often do you feel part of a group of friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How often do you feel that you have a lot in common with the people around you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How often do you feel that you are no longer close to anyone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How often do you feel that your interests and ideas are not shared by those around you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Rarely	Sometimes	Often
9. How often do you feel outgoing and friendly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. How often do you feel close to people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How often do you feel left out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. How often do you feel that your relationships with others are not meaningful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. How often do you feel that no one really knows you well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. How often do you feel isolated from others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. How often do you feel you can find companionship when you want it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. How often do you feel that there are people who really understand you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. How often do you feel shy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. How often do you feel that people are around you but not with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. How often do you feel that there are people you can talk to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. How often do you feel that there are people you can turn to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Spring 2018

Dear Parent/Legal Guardian:

The unincorporated non-profit Voversum & Co, partnering with the University of Southern Maine's institutional review board, is conducting a research project as part of a Senior Thesis at Hollis Brookline High School. It is called "Homogeneity of Social Isolation Markers Between Stratified Enrollment in Advanced Placement Courses," but simply put, the study looks to measure the quality of student lifestyle while enrolled in the AP program. Your child, who was chosen entirely at random, has qualified for this study by being an *Advanced Placement* student at one of 13 selected schools in New Hampshire. These schools were selected based on population size, free/reduced lunch rates, and having public school status. Your identity as well as your child's are and will remain entirely anonymous to the researchers, Voversum & Co, and the University of Southern Maine. The purpose of this study is to explore specific, non-invasive markers of health in students enrolled in *Advanced Placement* courses. If you and your child decide to voluntarily participate, your child will be asked to fill out an online survey that is attached below and can be found online at www.voversum.org/rectify and on your student's school website.

As part of our research, I would like your consent for your child to fill out the survey. His or her responses will be used to inform school curriculum design in the state of New Hampshire. **Your child does not have to participate.** If s/he does participate, his/her information will be kept completely private and will be encrypted using industry standard security measures. To emphasize, your child will remain identifiable by their responses. Please take a few moments to read the enclosed information statement; I hope you are as excited about this project as I am.

Sincerely,

Patrick F. Bloniasz
Principal Investigator
Affiliate of the American Psychological Association
Bowdoin College/Hollis Brookline High School
Voversum & Co--Founder
E&GJ Press--Assistant to the Editor

University of Southern Maine

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: *Homogeneity of Social Isolation Markers Between Stratified Enrollment in Advanced Placement Courses*

Principal Investigators:

Patrick F. Bloniasz

Undergraduate

Bowdoin College, Voversum & Co, Hollis Brookline High School

patrick.bloniasz@voversum.org

Judith McDaniel, B.A, MBA.

Mathematics Department

Hollis Brookline High School

judith.mcdaniel@sau41.org

Introduction:

You are being asked to participate in an anonymous survey research project that looks to learn more about student life, which is being conducted by Patrick F. Bloniasz, a current high school senior. This study will tie over into his tenure as an undergraduate at Bowdoin College. Your participation is completely voluntary.

Duration: *5 minutes*

Why is this study being done? What is being studied?

This study is looking to explore the effects of the College Board's Advanced Placement (AP) program on the health of high school students.

This will be the first study to do so and its result will either open or close future opportunities of research on the matter. This study does not receive funding from any outside organizations and is being conducted as basic research within Voversum & Co's "Project Rectify." This project exists to comprehensively look at the outcomes of the AP program in different student circumstances (ex: mental health, economic situation, college readiness). More information can be found [here](#).

Who will be in this study?

You have been invited to participate in the study due to you being an advanced placement student in one of the screened high schools in New Hampshire. In order for a high school to be selected, they were required to be/have the following:

- Public high school

- More than 300 students
- Have a free or reduced lunch rate of less than 10% of the student population.

This criteria was picked because the investigators felt that these schools would have higher AP participation rates and more AP courses, therefore having more students who would be able to participate in the study. You were chosen at complete random out of this population. With your voluntary completion of this survey, you will be joined by approximately 134 of your peers in the state of New Hampshire.

Note: A full list of participating schools can be found at <https://www.voversum.org/rectify>

What will I be asked to do?

By voluntarily participating in this study, you will be asked to fill out this survey truthfully and to the best of your ability. The survey will ask about the nature of your academic schedule during the 2017-2018 school year, including the courses you have taken from a list, and your *non-sensitive* friendship/social habits. Non-sensitive means that none of the questions asked are a danger to you or your anonymous response. This information is being recorded in order to understand the relationship between college level course schedules and high school sociability.

The survey itself takes on average five (5) minutes. The survey is a combination of designed questions by the principal investigator and a valid, clinical psychometric* tool from University of California, Los Angeles. Your school principal has agreed to organize the person who will “administer” this survey (i.e who is sending you this survey). The person administering the survey will not have a line of communication with the principle investigator.

*A Psychometric Tool is usually a survey that has gone through stringent research, vetting, and evaluation. A psychometric tool measures a psychological process using the mathematics similar to fields such as physics, chemistry, etc.

What are the possible risks of taking part in this study?

The researchers have gone to great lengths in order to secure your privacy as a participant. With the completion of this survey, your responses will be safely and anonymously combined with the responses of your peers to assist in our research efforts to learn more about student life. No personal information that can identify you as an individual will be collected or saved, you will remain completely anonymous throughout this process, including from the researcher. Data that will **not** be recorded or accessible at any time are the following:

- Name
- Age
- IP Address
- School (while your school was conducted regarding the research, no responses identify which school they came from)
- Contact Information

While there is no reasonable, foreseeable risks, it is possible that some of the questions from the UCLA tool may cause slight emotional discomfort, but have been determined to not go beyond the realm of mild discomfort. The investigators want to emphasize to you that no one in your school, school's administration, friends/family, or the researchers themselves will be able to connect your responses to you as a person. In order for your participation to have value, you must answer truthfully.

What are the possible benefits of taking part in this study?

While your participation in this study and its results will not directly benefit you as student, the results of this study will look to improve school counselor knowledge on how to recommend students for enrollment in advanced placement courses. Further, it will help to compare certain aspects of the program to school curriculum alternatives (such as the International Baccalaureate (IB) Diploma Program).

What will it cost me?

There is no cost other than five (5) minutes of time.

How will my privacy be protected?

Your identity will be kept anonymous during the entirety of this research project. Anonymous means that no one (including the researcher) can link data to you. It is impossible to promise complete anonymity due to uncertainty of the internet, but your responses will be encrypted using Transport Layer Security (TLS) and HTTP Referer Verification. Each individual response from each participant like you is secured in trusted data centers that are independently audited using the industry standard SSAE-16 method.

While we have taken your privacy into great consideration, we ask that you make no effort to identify yourself in this study, as your response will be terminated.

At the conclusion of the survey, all responses will be destroyed properly and will not be recoverable.

As a participant, you have the right to know specifically where the results of this paper will land. The investigator has the intention to publish the findings as a journal article both on Voversum & Co's website and in a vetted, peer-reviewed journal.

What are my rights as a research participant?

Your participation is voluntary.

If you choose not to participate, it will not affect your current or future relations with the University of Southern Maine, Bowdoin College, Voversum & Co, or your current high school.

You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive indirectly. If you choose not to participate there is no penalty to you.

The Institutional Review Board (IRB) for the Protection of Human Subjects at the University of Southern Maine has reviewed the use of human subjects in this research. The IRB is responsible for protecting the rights and welfare of people involved in research.

What other options do I have?

By not filling out a response and submitting it, you have given the sufficient response to decline participation and the survey will expire at its predetermined date.

Whom may I contact with questions?

The researchers conducting this study are Patrick F. Bloniasz (principal investigator) and Judith McDaniel. For questions or more information concerning this research you may contact Patrick F. Bloniasz at patrick.bloniasz@voversum.org or at (603) 945-0671. The advisor can be contacted at judith.mcdaniel@sau41.org.

If you have any questions or concerns about your rights as a research subject, you may call the USM Human Protections Administrator at (207) 228-8434 and/or email usmorio@maine.edu.

Will I receive a copy of this consent form?

You may print/keep a copy of this consent form and it will be hosted both online at your school's website and at www.voversum.org/rectify

By signing below, I, the legal guardian of the participating student, understand the above description of the research being conducted and the potential risks and benefits associated with his/her participation as a subject. I understand that by signing below, I give consent for my child to take part in this research and do so voluntarily. I also recognize that by signing below, I may retract this consent at any time. I also understand that my child will need to give their assent to participate on the survey itself.

Parent/Legal Guardian Name (printed)

Date

Parent/Legal Guardian Signature

Date

Name	Amount	Last Name	First Name
Band director	\$ 4,250	Umstead	Dave
Chemistry Club	\$ 400	Flamino	Yolanda
Chess	\$ 400	Heaton	Christine
Choral Director	\$ 1,600	Barbosa	Matt
choral orch director	\$ 2,350	Barbosa	Matt
Choreography	\$ 1,200	Pare	Claire
Climbing Club	\$ 400	Balfour	Becky
Community of Caring 1 of 3	\$ 300	Hancock	Candice
Community of Caring 2 of 3	\$ 300	DelSignore	Bonnie
Community of Caring 3 of 3	\$ 300	Balfour	Becky
Dance Team	\$ 600	Girolimon	Lauren
Debate	\$ 1,200	Henderson	Katherine
Dept Chair-English	\$ 3,150.56	Foster	Heidi
Dept Chair-Math	\$ 3,150.56	Plummer	Stacey
Dept Chair-Science	\$ 3,150.56	Clark	Rod
Dept Chair-Social Studies	\$ 3,150.56	Staub	Jennifer
Dept Chair-Perf Arts, Music, FACS	\$ 3,150.56	Umstead	David
Dept Chair-World language	\$ 3,150.56	Roy-Faucher	Annie
Dept Chair Special Ed	\$ 3,150.00	TBD	TBD
Dept Chair of Guidance	\$ 3,150.00	TBD	TBD
fall play director 1 of 2	\$ 1,175	Barbosa	Matt
fall play director 2 of 2	\$ 1,175	Parker	Greg
first robotics	\$ 1,250	Hay	Sue
first robotics	\$ 1,250	Robey	Josh
French Club	\$ 600	Roy Faucher	Annie
Freshman Class Advisor 1 of 2	\$ 900	Deegan	Heather
Freshman Class Advisor 2 of 2	\$ 900	Ellis	Christina
Gay Straight Alliance	\$ 400	Staub	Jennifer
Granite State Challenge 1 of 2	\$ 450	Wilcox	Adam
Granite State Challenge 2 of 2	\$ 450	McDaniel	Judith
Green Group	\$ 400	Haynes	Linda
Guitar Night	\$ 400	Perry	Eric
HB The Change 1 of 2	\$ 400	Danis	Lisa
HB The Change 2 of 2	\$ 400	Melim	Anni
Home front heroes	\$ 400	Duval	Trevor
Junior Class Advisor 1 of 2	\$ 1,200	Henderson	Katherine
Junior Class Advisor 2 of 2	\$ 1,200	Girolimon	Lauren
Life of a Cavalier	\$ 900	Pepper	Lina
Math Team 1 of 2	\$ 800	Plummer	Stacey
Math Team 2 of 2	\$ 800	Mooers	Susan
Musical director 1 of 2	\$ 1,750	Barbosa	Matt
Musical director 2 of 2	\$ 1,750	TBD	TBD
Natl Honor Society	\$ 1,600	McCormick	Eilssa
Newspaper Cav Chron 1 of 2	\$ 1,175	TBD	TBD

Newspaper Cav Chron 2 of 2	\$ 1,175	Deegan	Heather
Red Cross	\$ 1,200	Foster	Heidi
Science Olympiad	\$ 600	Collard	Catherine
Senior Class Advisor 1 of 2	\$ 1,600	Gray	Tracy
Senior Class Advisor 2 of 2	\$ 1,600	Thompson	Trudi
Ski & Snowboard Club	\$ 900	Roy Faucher	Annie
Sophomore class advisor 1 of 2	\$ 900	Millette	Tori
Sophomore class advisor 2 of 2	\$ 900	Pare	Claire
Spanish Club 1 of 2	\$ 300	Basbas	Alex
Spanish Club 2 of 2	\$ 300	Roy	Kristen
Spring play director 1 of 2	\$ 1,175	Barbosa	Matt
Spring play director 2 of 2	\$ 1,175	TBD	TBD
Student Council	\$ 1,600	Given	Jennifer
Theater Tech Crew Advisor	\$ 1,200	Wilcox	Adam
Thespian Society	\$ 400	Parker	Greg
Tri-M	\$ 400	Barbosa	Matt
Webmaster	\$ 1,200	Tyler	Carol
Yearbook 2 of 3	\$ 1,750.00	Deegan	Heather
Yearbook 3 of 3	\$ 1,750.00	Millette	Tori
Young Writer's Club	\$ 400	Millette	Tori
	\$ 80,753		

DNR

DNR

Split

New
Increase by 200
Increase by 200

Changes to Come

HBHS - CBA ATHLETIC STIPENDS FY19 - EXISTING POSITIONS

SEASON	POSITION	LAST	FIRST	AMOUNT
Fall	Cross Country - Asst.	Gadbois	Gerry	\$1,600
Fall	Cross Country - Asst.	Mason	Wilson	\$1,600
Fall	Cross Country - Head	Boggis	Don	\$3,875
Fall	Fall Spirit - Asst.	TBA	TBA	\$1,600
Fall	Fall Spirit - Head	Marsh	Carrie	\$2,350
Fall	Field Hockey - JV	Thorp	Tracie	\$2,700
Fall	Field Hockey - V	Klauber-Macleod	Jenn	\$3,875
Fall	Football - Asst.	Aubut	Shawn	\$2,350
Fall	Football - Asst.	Miller	Ken	\$2,350
Fall	Football - Asst.	Tomer	Ian	\$2,350
Fall	Football - JV	Boivin	Rob	\$3,500
Fall	Football - V	Lones	Chris	\$4,250
Fall	Golf - Head	TBA	TBA	\$2,700
Fall	Socccer - Boys V	Martus	Stephen	\$3,875
Fall	Soccer - Boys FR	TBA	TBA	\$1,600
Fall	Soccer - Boys JV	Vieira	Marcos	\$2,700
Fall	Soccer - Girls JV	TBA	TBA	\$2,700
Fall	Soccer - Girls V	Clarke	Peter	\$3,875
Fall	Unified Soccer - Asst.	TBA	TBA	\$900
Fall	Unified Soccer - Head	TBA	TBA	\$1,600
Fall	Volleyball - Girls FR	D'Attilio	Matt	\$1,600
Fall	Volleyball - Girls JV	Leonard	Ed	\$2,700
Fall	Volleyball - Girls V	Balfour	Becky	\$3,875
Spring	Baseball - JV	Sartell	Jay	\$2,350
Spring	Baseball - V	Loftus	Rich	\$3,500
Spring	Lacrosse - Boys Asst.	Hengeveld	Tom	\$1,600
Spring	Lacrosse - Boys JV	Nutting	Joe	\$2,350
Spring	Lacrosse - Boys V	MacDonough	Rich	\$3,500
Spring	Lacrosse - Girls Asst.	Eliopoulos	Genevieve	\$1,600
Spring	Lacrosse - Girls JV	Hasychack	Lara	\$2,350
Spring	Lacrosse - Girls V	Maxwell	Jim	\$3,500
Spring	Softball - JV	Sargent	Ginny	\$2,350
Spring	Softball - Varsity	Bumpus	Brian	\$3,500
Spring	Tennis - Boys Head	McCann	Jim	\$2,700
Spring	Tennis - Girls Head	Salamone	Marie	\$2,700
Spring	Track - Spring Associate (B&G)	Boggis	Don	\$2,700
Spring	Track - Spring Boys Asst.	TBA	TBA	\$1,600
Spring	Track - Spring Boys Head	MacFarline	Matt	\$3,500
Spring	Track - Spring Girls Asst.	TBA	TBA	\$1,600
Spring	Track - Spring Girls Head	Roy-Faucher	Annie	\$3,500
Spring	Unified Track - Asst.	Smith	Kim	\$900
Spring	Unified Track - Head	Bagtaz	Becca	\$1,600
Spring	Volleyball - Boys Asst.	Gray	Tracy	\$1,600
Spring	Volleyball - Boys JV	D'Attilio	Matt	\$2,350
Spring	Volleyball - Boys V	Leonard	Ed	\$3,500

Winter	Basketball - Boys FR	Haight	Matt	\$1,600
Winter	Basketball - Boys JV	Wallin	Keith	\$2,700
Winter	Basketball - Boys V	Etten	Cole	\$4,250
Winter	Basketball - Girls FR	Roberts	Justin	\$1,600
Winter	Basketball - Girls JV	Goldenberg	Tara	\$2,700
Winter	Basketball - Girls V	Murphy	Bob	\$4,250
Winter	Bowling - Head	Robbins	Erin	\$2,350
Winter	Faculty Manager	Bumpus	Brian	\$2,350
Winter	Gymnastics - Head	Williamson	Tom	\$1,600
Winter	Ice Hockey - Asst.	D'Attilio	Matt	\$1,600
Winter	Ice Hockey - Head	TBA	TBA	\$3,875
Winter	Ski Team - Asst.	Farwell	Tim	\$800
Winter	Ski Team - Asst.	Menard	Jules	\$800
Winter	Ski Team - Head	MacNeilage	Reed	\$2,700
Winter	Swimming - Head	Ouellette	Bob	\$2,700
Winter	Track - Indoor Asst.	Boggis	Don	\$2,350
Winter	Track - Indoor Head	Mason	Wilson	\$3,500
Winter	Unified Basketball - Asst.	Roy-Faucher	Annie	\$900
Winter	Unified Basketball - Head	Robinson	Milton	\$1,600
Winter	Winter Spirit - Head	Marsh	Carrie	\$3,500
Winter	Wrestling - Asst.	Quinn	Casey	\$1,600
Winter	Wrestling - Head	Bumpus	Brian	\$4,250
			TOTAL:	\$168,950

POSITIONS	
FIRST	AMOUNT
Ginny	\$1,600
TBA	\$1,600
Stuart	\$1,600
TBA	\$600
TBA	\$900
TBA	\$900
TBA	\$900
Justin	\$1,600
Tracy	\$1,600
Matt	\$1,600
Elissa	\$1,600
TBA	\$1,600
Jenn	\$600
TOTAL:	\$16,700

(as noted in existing positions)



WHAT IS YOUR

passion?

WHAT DO YOU

do well?

WHAT MAKES YOU

proud?

SHOW US!

We want to see your passion, your hard work, and what you are proud of in and outside of the classroom.

HOLLIS BROOKLINE HIGH SCHOOL

Student Showcase

THURSDAY, MAY 24, 2018 HBHS 4-6PM

Contact any of your teachers by MAY 11 to participate

Hollis Brookline Cooperative School District

FY18 Revenue and Expense Report

Expenses as of 5/8/18				
Description	Budget	YTD Expense	Encumbered	Balance
Regular Education	\$5,733,483	\$4,134,331	\$1,392,793	\$206,358
Special Education	\$3,578,048	\$2,660,957	\$832,034	\$85,057
Vocational Program	\$35,840	\$13,990	\$18,790	\$3,060
Co-curricular Program	\$703,292	\$538,977	\$159,065	\$5,250
Student Support Services	\$1,361,926	\$956,139	\$352,515	\$53,271
Instructional Staff Support	\$659,239	\$364,504	\$188,136	\$106,599
School Board/SAU Assessment	\$933,532	\$779,592	\$81,929	\$72,011
School Administration	\$940,038	\$807,961	\$117,158	\$14,919
Facilities	\$1,179,600	\$1,003,681	\$171,441	\$4,479
Transportation	\$1,247,354	\$880,416	\$295,473	\$71,465
Benefits	\$4,518,467	\$3,646,362	\$864,530	\$7,575
Architectural Fees	\$0	\$5,098	\$0	(\$5,098)
Bonds	\$597,367	\$597,367	\$0	\$0
Transfers	\$848,000	\$187,000	\$661,000	\$0
TOTAL FY18 EXPENSES	\$22,336,186	\$16,576,374	\$5,134,866	\$624,946
FY17 Expense Carryover	\$155,833	\$125,521	\$7,573	\$22,739
TOTAL FY18 + FY17 Expenses	\$22,492,019	\$16,701,895	\$5,142,439	\$647,685

Revenue as of 5/8/18

Description	Budget	YTD Revenue	Expected	Balance
Local Property Tax	\$ 16,427,665	\$ 14,525,000	\$ 1,902,665	\$ -
Adequacy Aid Grant/Tax	\$ 3,168,920	\$ 3,168,920	\$ -	\$ 0
Impact Fees	\$ 15,600	\$ 23,996	\$ -	\$ 8,396
State				
Special Education Aid	\$ 580,387	\$ 577,615		\$ (2,772)
Building Aid	\$ 173,362	\$ 173,362		\$ -
Food Service	\$ 3,700	\$ 3,156	\$ 544	\$ -
Other State Aid		\$ 1,916		\$ 1,916
Federal				
Grants	\$ 245,000	\$ 106,464	\$ 138,536	\$ -
Food Service	\$ 38,000	\$ 23,728	\$ 14,272	\$ -
Medicaid	\$ 202,000	\$ 130,156	\$ 71,844	\$ -
Local				
Tuition	\$ -	\$ -		\$ -
Food Service Sales	\$ 374,300	\$ 278,933	\$ 95,367	\$ -
Other	\$ 62,000	\$ 88,219		\$ 26,219
Contingency & Trusts	\$ 287,000		\$ 287,000	\$ -
Unreserved Fund Balance	\$ 900,252		\$ 900,252	\$ 0
Less Retained Fund Balance	\$ (142,000)		\$ (142,000)	\$ -
TOTAL REVENUE	\$ 22,336,186	\$ 19,101,465	\$ 3,268,480	\$ 33,759

Total Expense Balance	\$647,685
Total Revenue Balance	\$33,759
Unreserved Fund Balance	\$681,445

Anticipated Reductions to Unreserved Fund Balance

Contingency	\$ (100,000)
Athletic Trust	\$ (70,000)
Maint. Trust	\$ (40,000)
Spec Ed Trust	\$ (50,000)
Retained Fund Balance	\$ (142,000)
Total	\$ (402,000)

Unreserved Fund Balance After Reductions	\$279,445
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Potential Expenses: Repairs/Replacements

HBHS Fire Panel Replacement	\$ (78,000)
HBMS Underground Tank Repair	\$ (20,000)
HBMS Leaking Pipe Repair	\$ (3,500)
Total	\$ (101,500)

Unreserved Fund Balance after Reductions and Expenses	\$177,945
--	------------------

5/8/2018

Explanation of budget balances on current expense report

Function	Description	Current Balance	Notes
1100	Regular Education	\$206,358	Hiring savings; Pro-rated lane changes happening later in year
1200	Special Education	\$85,057	Para-educator unfilled positions; contracted services savings
1300	Vocational Program	\$3,060	Lower tuition
1400	Co-curricular Program	\$5,250	
2100	Student Support Services	\$53,271	Did not replace student assistance coordinator
2200	Instructional Staff Support	\$106,599	Professional staff development lower than expected
2300	School Board/Assessment	\$72,011	Legal fees and negotiation expenses higher than expected
2400	School Administration	\$14,919	Support contracts lower than expected
2600	Facilities	\$4,479	
2700	Transportation	\$71,465	Reduced encumbrance for spec. ed. Trans.; lower gas/fuel costs
2900	Benefits	\$7,575	Final health rates less than GMR
4300	Architectural Fees	(\$5,098)	New account; no budget
5100	Bonds	\$0	
5200	Transfers	\$0	
	Total Expenses	\$624,946	

General explanation of what is included in each account category

Function	Description	Includes
1100	Regular Education	Teacher salaries and teaching materials
1200	Special Education	Teacher salaries, teaching materials, ESY, out-of-district tuition
1300	Vocational Program	Vocational ed. Tuition
1400	Co-curricular Program	Athletic program and other co-curricular activities
2100	Student Support Services	Guidance, nurse, psychologist, OT, teaching/testing supplies, contracted services
2200	Instructional Staff Support	Professional development, librarian, library supplies, computer equipment
2300	School Board/Assessment	Assessment, school board expense, annual meeting expense, legal expense
2400	School Administration	Administrator & secretarial salaries, copiers, telephone, hardware/software support contracts, site licensing, consulting, network services, office supplies
2600	Facilities	Custodial/maintenance salaries, snow plowing, mowing, building repairs, heating oil, electric, janitorial supplies, property/liability insurance
2700	Transportation	Bus transportation, fuel
2900	Benefits	Health and dental insurance, taxes, NHRS, Life/LTD, workers comp & unemployment
5100	Bonds	
5200	Transfers	

Proposed Coop District Meeting 2018 Review

When/Where

- Weekday evening?
- Weekend?
- Location

Who

- Board members
- Administrators?
- Budget Committee?
- Moderator?
- Community?

Agenda

- What worked, what didn't
 - Observations and Real-Time Feedback receive
 - Format
 - Content
 - Presentation
 - Interdependencies (what else impacted the success of the meeting)
- Potential changes and improvements
 - Format
 - Presentation
 - Communications and community engagement
 - Schedule
- Actions

APPENDIX C
STIPENDS

Middle School

Tier:	Tier 1	Tier 2	Tier 3
Wages:	\$400	\$600	\$1,000
	Archery Club	Art Club	Jazz Band
	Chess Club	Climbing Club	Student Council (1)
	Costume/Make-up/Drama	Intramurals	Student Council (2)
	Mountain Biking Club	Math Counts	
	Sound/Stage/Drama	Pianist/Drama	
	Track Stats	Props/Drama	
	Mentor Coach	Summer Art Enrichment Club	
		Webmaster	
		Yearbook (1)	
		Yearbook (2)	
		Robotics	
		Debate	
		National History Day Club	
		U-Knighted for All	
		Newspaper Club	
Tier 4	Tier 5	Tier 6	Tier 7
\$2,350	\$2,700	\$3,875	\$4,250
After School Study	Athletic Director (Fall)	Drama Club	
Baseball	Athletic Director (Spring)		
Cross Country (1)	Basketball (G)		
Cross Country (2)	Basketball (B)		
Field Hockey	Wrestling		
Play-off			
Soccer			
Softball			
Track & Field (1)			
Track & Field (2)			
Track & Field (3)			
Volleyball			

High School

Tier:	Tier 1	Tier 2	Tier 3
Wages:	\$400	\$600	\$900
	Chemistry Club	Dance Team	Community of Caring
	Chess Club	French Club	Freshman Class Advisor (1)
	Climbing Club	Science Olympiad	Freshman Class Advisor (2)
	Gay-Straight Alliance	Spanish Club	Granite State Challenge Quiz Bowl
	Home Front Heros		Ski & Snowboard Club
	Tri-M		SOPE
	Young Writer's Club		Sophomore Class Advisor (1)
	Thespians Society		Sophomore Class Advisor (2)
Tier 4	Tier 5	Tier 6	Tier 7
\$1,200	\$1,600	\$2,350	\$2,700
Choreography	Choral Director	Newspaper "Cav Chron"	Basketball - JV Boys
Debate Team	Math Team	Fall Play Director	Basketball - JV Girls
Junior Class Advisor (1)	National Honor Society	Spring Play Director	Field Hockey - JV
Junior Class Advisor (2)	Senior Class Advisor (1)	Choral/Orchestra Director	Golf
Red Cross Club	Senior Class Advisor (2)	for Musical	
Theater Tech Crew Advisor	Student Council	Faculty Manager - Winter	Ski - Varsity
Webmaster	Basketball - Fr Boys	Baseball - JV	Soccer - JV Boys
	Basketball - Fr Girls	Bowling - Varsity	Soccer - JV Girls
	Cross Country - Asst. Boys	Fall Spirit - Varsity	Swimming-Varsity
	Cross Country - Asst. Girls	Football - Fr	Tennis - Boys
	Fall Spirit - Assistant	Football - Var Assistant	Tennis - Girls
	Gymnastics - Varsity	Football - Var Assistant	Volleyball - JV Girls
	Ice Hockey - Assistant	Indoor Track - Assistant	
	Lacrosse - Fr Girls	Lacrosse - JV Boys	
	Lacrosse - Fr Asst. Boys	Lacrosse - JV Girls	
	Ski - Assistant	Softball - JV	
	Soccer - Fr Boys	Volleyball - JV Boys	
	Spring Track - Asst. Boys		
	Spring Track - Asst. Girls		
	Volleyball - Asst. Boys		
	Volleyball - Fr Girls		
	Wrestling - Asst.		
Tier 8	Tier 9	Tier 10	
\$3,500	\$3,875	\$4,250	
FIRST Robotics	Cross Country - Varsity	Band Director	
Musical Director	Field Hockey - Varsity	Basketball - Varsity Boys	

Tier 8	Tier 9	Tier 10	
\$3,500	\$3,875	\$4,250	
Yearbook	Ice Hockey - Varsity	Basketball - Varsity Girls	
Baseball - Varsity	Soccer - Varsity Boys	Football - Varsity	
Football - JV	Soccer - Varsity Girls	Wrestling - Varsity	
Indoor Track - Varsity	Volleyball - Varsity Girls		
Lacrosse - Var Boys			
Lacrosse - Var Girls			
Softball - Varsity			
Spring Track - Var Boys			
Spring Track - Var Girls			
Volleyball - Var Boys			
Winter Spirit - Varsity			

HBHS-ATHLETIC STIPENDS FY18			HBHS- Extra Curricular and Perf Arts STIPENDS FY18			HBMS- STIPENDS FY18			
Name	Amount	Employee	Name	Amount	Account Description	Name	Amount	Description	Employee
Baseball - Asst.	\$ 1,600	no	fall play director 1 of 2	\$ 1,175	Performing Arts	Summer Math Coach	\$ 2,350	Extra Curricular	yes
Baseball - JV	\$ 2,350	no	fall play director 2 of 2	\$ 1,175	Performing Arts	Art Club	\$ 600	Extra Curricular	yes
Baseball - V	\$ 3,500	no	Band director	\$ 4,250	Performing Arts	Athletic Director fall	\$ 2,700	Athletic	yes
Basketball - Boys FR	\$ 1,600	no	Chemistry Club	\$ 400	Extra Curricular	Athletic Director spring	\$ 2,700	Athletic	yes
Basketball - Boys JV	\$ 2,700	no	Chess	\$ 400	Extra Curricular	Chess Club	\$ 400	Extra Curricular	yes
Basketball - Boys V	\$ 4,250	yes	Choral Director	\$ 1,600	Performing Arts	Climbing Club	\$ 600	Extra Curricular	yes
Basketball - Girls JV	\$ 2,700	no	Climbing Club	\$ 400	Extra Curricular	Debate	\$ 600	Extra Curricular	yes
Basketball - Girls V	\$ 4,250	no	Community of Caring 1 of 3	\$ 300	Extra Curricular	Drama club	\$ 3,875	Performing Arts	yes
Bowling - Asst.	\$ 1,600	yes	Community of Caring 2 of 3	\$ 300	Extra Curricular	Garden Club	\$ 2,350	Extra Curricular	yes
Bowling - Head	\$ 2,350	yes	Community of Caring 3 of 3	\$ 300	Extra Curricular	Jazz Band	\$ 1,000	Performing Arts	yes
Cross Country - Asst.	\$ 1,600	yes	Dance Team	\$ 600	Performing Arts	Mentor Coach	\$ 400	Extra Curricular	yes
Cross Country - Asst.	\$ 1,600	yes	Debate	\$ 1,200	Extra Curricular	Mnt Biking	\$ 400	Extra Curricular	yes
Cross Country - Head	\$ 3,875	yes	French Club	\$ 600	Extra Curricular	Natl History Day Club 1 of 2	\$ 300	Extra Curricular	yes
Faculty Manager	\$ 2,350	yes	Freshman Class Advisor 1 of 2	\$ 900	Extra Curricular	Natl History Day Club 2 of 2	\$ 300	Extra Curricular	yes
Fall Spirit Asst.	\$ 1,600		Freshman Class Advisor 2 of 2	\$ 900	Extra Curricular	Newspaper Club 1 of 2	\$ 300	Extra Curricular	yes
Field Hockey - JV	\$ 2,700	no	Gay Straight Alliance	\$ 400	Extra Curricular	Newspaper Club 2 of 2	\$ 300	Extra Curricular	yes
Field Hockey - V	\$ 3,875	yes	Granite State Challenge 1 of 2	\$ 450	Extra Curricular	Robotics 1 of 2	\$ 1,350	Extra Curricular	no
Football - Asst.	\$ 2,350	no	Granite State Challenge 2 of 2	\$ 450	Extra Curricular	Sound/ Stage/Drama	\$ 400	Performing Arts	
Football - Asst.	\$ 2,350	no	Home front heroes	\$ 400	Extra Curricular	Student Council 1 of 2	\$ 1,000	Extra Curricular	yes
Football - Asst.	\$ 2,350	yes	Junior Class Advisor 1 of 2	\$ 1,200	Extra Curricular	Student Council 2 of 2	\$ 1,000	Extra Curricular	yes
Football - JV	\$ 3,500	yes	Junior Class Advisor 2 of 2	\$ 1,200	Extra Curricular	Uknighthed for all 1 of 2	\$ 600	Extra Curricular	yes
Football - V	\$ 4,250	no	Math Team 1 of 2	\$ 800	Extra Curricular	Uknighthed for all 2 of 2	\$ 600	Extra Curricular	yes
Golf - Head	\$ 2,700	no	Math Team 2 of 2	\$ 800	Extra Curricular	Webmaster	\$ 600	Extra Curricular	yes
Gymnastics - Head	\$ 1,600	yes	Natl Honor Society	\$ 1,600	Extra Curricular	Yearbook 1	\$ 600	Extra Curricular	yes
Ice Hockey - Head	\$ 3,875	no	Newspaper Cav Chron 1 of 2	\$ 1,175	Extra Curricular	Yearbook 2	\$ 600	Extra Curricular	yes
Lacrosse - Boys Asst.	\$ 1,600	no	Newspaper Cav Chron 2 of 2	\$ 1,175	Extra Curricular	Props/Drama 1 of 2	\$ 300	Performing Arts	yes
Lacrosse - Boys JV	\$ 2,350	no	Red Cross	\$ 1,200	Extra Curricular	Props/Drama 2 of 2	\$ 300	Performing Arts	yes
Lacrosse - Boys V	\$ 3,500	no	Science Olympiad	\$ 600	Extra Curricular	After School Study	\$ 2,350	Extra Curricular	yes
Lacrosse - Girls Asst.	\$ 1,600	no	Senior Class Advisor 1 of 2	\$ 1,600	Extra Curricular	Costume/Makeup/Drama	\$ 400	Performing Arts	
Lacrosse - Girls JV	\$ 2,350	yes	Senior Class Advisor 2 of 2	\$ 1,600	Extra Curricular	Robotics 2 of 2	\$ 1,350	Extra Curricular	
Lacrosse - Girls V	\$ 3,500	no	Sophomore class advisor 1 of 2	\$ 900	Extra Curricular	Summer Art Enrich	\$ 1,000	Extra Curricular	yes
Ski Team Chaperone	\$ 600	no	Sophomore class advisor 2 of 2	\$ 900	Extra Curricular	Cross Country 1 of 2	\$ 2,350	Athletic	yes
Ski Team - Asst.	\$ 800	no	Spanish Club 1 of 2	\$ 300	Extra Curricular	Cross Country 2 of 2	\$ 2,350	Athletic	yes
Ski Team - Asst.	\$ 800	no	Spanish Club 2 of 2	\$ 300	Extra Curricular	Field Hockey	\$ 2,350	Athletic	yes
Ski Team - Head	\$ 2,700	no	Student Council	\$ 1,600	Extra Curricular	Soccer- boys 1 of 2	\$ 1,175	Athletic	no
Socccer - Boys V	\$ 3,875	yes	Theater Tech Crew Advisor	\$ 1,200	Performing Arts	Soccer- boys 2 of 2	\$ 1,175	Athletic	no
Socccer - Boys FR	\$ 1,600		Thespan Society	\$ 400	Performing Arts	Soccer- girls	\$ 2,350	Athletic	yes
Soccer - Boys JV	\$ 2,700	no	Tri-M	\$ 400	Performing Arts	Volleyball	\$ 2,350	Athletic	no
Soccer - Girls JV	\$ 2,700	yes	Webmaster	\$ 1,200	Extra Curricular	Play offs- Fall 1 of 4	\$ 120	Athletic	no
Soccer - Girls V	\$ 3,875	no	Yearbook 1 of 3	\$1,750.00	Extra Curricular	Play offs -Fall 3 of 4	\$ 100	Athletic	no
Softball - JV	\$ 2,350	no-- she is sub	Yearbook 2 of 3	\$ 875.00	Extra Curricular	Play offs -Fall 4 of 4	\$ 100	Athletic	no

Softball- Assistant	\$ 1,600	
Swimming - Head	\$ 2,700	yes
Tennis - Boys Head	\$ 2,700	no
Tennis - Girls Head	\$ 2,700	yes
Track - Indoor Asst.	\$ 2,350	yes
Track - Indoor Head	\$ 3,500	yes
Track - Spring Associate (B&G)	\$ 2,700	
Track - Spring Boys Asst.	\$ 1,600	
Track - Spring Boys Head	\$ 3,500	
Track - Spring Girls Asst.	\$ 1,600	
Track - Spring Girls Head	\$ 3,500	
Unified Basketball - Asst.	\$ 900	yes
Unified Basketball - Head	\$ 1,600	yes
Unified Soccer - Asst.	\$ 900	yes
Unified Soccer - Head	\$ 1,600	yes
Unified Track - Asst.	\$ 900	
Unified Track - Head	\$ 1,600	
Volleyball - Boys JV	\$ 2,350	yes
Volleyball - Boys V	\$ 3,500	no
Volleyball - Girls FR	\$ 1,600	yes
Volleyball - Girls JV	\$ 2,700	no
Volleyball - Girls V	\$ 3,875	yes
Wrestling - Asst.	\$ 1,600	yes
Total	\$155,950	

Paid with salaries

Softball - Varsity	\$ 3,500
Wrestling - Head	\$ 4,250
Fall Spirit - Head	\$ 2,350
Winter Spirit - Head	\$ 3,500

Yearbook 3 of 3	\$ 875.00	Extra Curricular	Play offs-Fall 2 of 4	\$ 400	Athletic	yes
First Robotics (1 of 2)	\$ 1,750	Extra Curricular	Basketball Boys	\$ 2,700	Athletic	no
Green Group	\$ 400	Extra Curricular	Basketball Girls	\$ 2,700	Athletic	no
Young Writer's Club	\$ 400	Extra Curricular	Playoffs- winter	\$ 500	Athletic	
Ski & Snowboard Club	\$ 900	Extra Curricular	Wrestling	\$ 2,700	Athletic	no
Life of a Cavalier (1 of 2)	\$ 450	Extra Curricular	Floor Hockey	\$ 400	Athletic	
choral orch director	\$ 2,350	Performing Arts	Math Counts	\$ 600	Extra Curricular	yes
Musical director 1 of 2	\$ 1,750	Performing Arts	Baseball	\$ 2,350	Athletic	
Choreography	\$ 1,200	Performing Arts	Softball- girls 1 of 2	\$ 1,175	Athletic	yes
Musical director 2 of 2	\$ 1,750	Performing Arts	Softball- girls 2 of 2	\$ 1,175	Athletic	no
Spring play director 1 of 2	\$ 1,175	Performing Arts	Archery	\$ 400	Athletic	yes
Spring play director 2 of 2	\$ 1,175	Performing Arts	Intramurals	\$ 600	Athletic	yes
First Robotics (2 of 2)	\$ 1,750	Extra Curricular	Track and Field 1 of 3	\$ 2,350	Athletic	yes
Life of a Cavalier (2 of 2)	\$ 450	Extra Curricular	Track and Field 2 of 3	\$ 2,350	Athletic	yes
SOPE	\$ 900	Extra Curricular	Track and Field 3 of 3	\$ 2,350	Athletic	yes
HB the Change (1 of 2)	\$ 200	Extra Curricular	Track Stats	\$ 400	Athletic	
HB the Change (2 of 2)	\$ 200	Extra Curricular	Pianist/Drama	\$ 600	Performing Arts	
Total	\$ 56,650		Spring Playoffs	\$ 815	Athletic	
To pay through accounts payable						
Perf Arts Services	\$ 5,950	Performing Arts	Total	\$70,610		

May 9, 2018

To: Coop School Board

From: Andy Corey, Superintendent

Re: Athletic Reorganization Discussion

I am proposing the following reorganization of our athletic staff to further enhance our ability to offer day to day support while allocating greater personnel resources for strategic/long range planning. Over the past several years our athletic department has worked hard to address policies and procedures to make our operations more efficient. During this time they have also increased their focus on the development of long range planning with regard to equipment and uniform purchases. They have coordinated with our Business Administrator to enhance our budgeting process while also developing a capital improvements plan. Rhon and Brian have also begun the process of working with our maintenance employee to address our athletic facilities and fields. Combining the voter's approval of a new field with the on-going need to formalize a long range plan for all our fields and facilities I believe the time has arrived to move to a new athletic leadership model. The new model that I am proposing will further address our strategic vision while providing greater oversight to our athletic programs.

I am recommending the following model:

Swap our present Assistant Athletic Director's position, at the high school, to become the Athletic Coordinator for the Cooperative School District grades 7-12. By swapping this position to become a COOP level administrator, we establish one individual who has responsibility for the overarching district priorities. Division of tasks would be based first on whether the resource or need was shared or building specific. The second criteria would be skill/proficiency level to determine responsibility. Brian Bumpus would be responsible for our strategic objectives while maintaining some of his current high school responsibilities.

BRIAN BUMPUS - Athletic Coordinator – Cooperative School District -7-12

Reports to: Superintendent of School

- Serve as the athletic liaison to the various Boards across the Cooperative District with an eventual goal of assisting with the coordination of all gyms/fields across the SAU
- High School/Middle School Field Maintenance
- Management of HS/MS fields and facilities schedules
- Coordinate HS/MS Athlete registrations
- Revise and review coaches' handbook annually
- Coaches Professional Development in Coordination with our Assistant Superintendent
- Maintain High School/Middle School Budgets
- Schedule High School/Middle School officials, transportation, and games
- Maintain High School/Middle School Uniform Purchase Cycle
- Athletic Booster Club point of contact
- SAU Business Office point of contact
- High School/Middle School game coverage when needed

RHON RUPP -High School Athletic Director

Reports to: High School Principal

- High School contact person for parents, athletes, and staff
- Distribute, collect, and maintain High School uniform inventory
- High school coaches hiring, evaluations, and meetings
- High school coaches eligibility
- High school athlete eligibility checks
- Coordinates the Athletic Trainers schedule and responsibilities
- High School coaches training and professional development
- NHIAA contact person
- High School/Middle School game day prep
- High School/Middle School game coverage
- Coordinate pre-season athletes, parents and coaches meetings
- Coordinate High School athletic banquets

Middle School - Athletic Director (stipend based position)

Reports to: Middle School Principal

- Middle School contact person for parents, athletes, and staff
- Distribute, collect and maintain Middle School uniform inventory
- Middle School coaches hiring, evaluations, and meetings
- Middle School coaches training and professional development
- Middle School coaches eligibility
- Middle School athlete eligibility checks
- High School/Middle School game coverage
- Tri-County contact person
- Coordinate Middle School athletic banquets

This model will provide us the structure to address both short term objectives while also providing a renewed focus on long term planning. I would highlight the following examples of how this proposal will benefit the Cooperative District.

- The proposal creates joint ownership within the coop district – we want to share resources and maximize opportunities for our students
- The proposal creates a natural structure to divest responsibilities overtime, potentially elevating one person upon retirement if appropriate and desired.
- The proposal provides two parallel growth paths to develop leadership from within our district. The cultivation of internal leaders is something that will pay dividends in the foreseeable future
- The proposal provides us a structure that ensures a succession plan should we have to fill any one of the positions due to overload, illness, or unexpected departure

Over time some shifting of the proposed responsibilities might be required or desired. We will use the upcoming school year to implement this model and reflect upon its structural components next spring. As part of the implementation we would schedule Brian to provide regular updates to the Board either in person or through memos submitted as part of our Board agendas.

JULY

M	T	W	TH	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

AUGUST

M	T	W	TH	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	All staff return on Aug. 27
20	21	22	23	24	Aug 29 - Grade 7 and 9 Orientation
27	28	29	30	31	Aug 31 - School Begins 7-12

SEPTEMBER (19 days)

M	T	W	TH	F	
XX	4	5	6	7	Sept 3 - Labor Day
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

OCTOBER (22 days)

M	T	W	TH	F	
1	2	3	4	5	
XX	9	10	11	12	Oct 8 - No School Columbus Day
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

NOVEMBER (17 days)

M	T	W	TH	F	
			1	2	
5	X	7	8	9	Nov 6 - Professional Day
XX	13	14	15	16	Nov 12 - No School Veterans Day
19	20	XX	XX	XX	Nov 21 - 23 Thanksgiving Recess
26	27	28	29	30	

DECEMBER (15 days)

M	T	W	TH	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
XX	XX	XX	XX	XX	Dec 24 - Jan 1 Holiday Vacation
XX					

JANUARY (21 days)

M	T	W	TH	F	
	XX	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
XX	22	23	24	25	Jan 21 - Martin Luther King Jr. Day
28	29	30	31		

School Board Meeting Calendar 2018-2019

Legend:

X - No School for Students
XX - No School for Students & Staff

- Brookline Board Meeting
- HB COOP Board Meeting
- Hollis Board Meeting
- Governing Board
- Hollis Budget Committee
- COOP Budget Committee

FEBRUARY (16 days)

M	T	W	TH	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
XX	XX	XX	XX		Feb 25 - Mar 1 Winter Vacation

MARCH (19 days)

M	T	W	TH	F	
				XX	
4	5	6	7	8	
11	X	13	14	15	Mar 12 - Professional Day
18	19	20	21	22	
25	26	27	28	29	

APRIL (17 days)

M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
XX	XX	XX	XX	XX	Apr 22 - Apr 26 Spring Vacation
29	30				

MAY (22 days)

M	T	W	TH	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
XX	28	29	30	31	May 27 - Memorial Day

JUNE (*8 days)

M	T	W	TH	F	
3	4	5	6	7	June 7 - Last Day of Preschool
10	11	12	13	14	*June 19 - Last Day of School
17	18	19	20	21	June 20 - Last Day for Teachers
24	25	26	27	28	

Total student days 178
*All last days include five snow days

Legend:

X - No School for Students
XX - No School for Students & Staff

8/22	9/26	10/24	11/28	12/19	1/23	2/20	3/27	4/17	5/22	6/26	
7/25	8/15	9/12	10/17	11/14	12/12	1/16	2/13	3/20	4/10	5/15	6/19
	8/1	9/5	10/3	11/7	12/5	1/2	2/6	3/6	4/3	5/1	6/5
9/18-19 Yom Kippur											
		10/11			12/13		2/7		5/9		
		Brookline			Hollis		Hollis		Brookline		

Hi Bob,

On January 3, 2018 a cell phone charger ignited in a student's hand on the upper floor of the High School. The student dropped the charger while it burned on the floor emitting quite a large amount of toxic smoke, setting off the internal fire alarm system but failed to transmit to the fire department. The students evacuated the building in below freezing temperatures, waiting for a long delayed response from the Fire Department as we only found out about the alarm when the school Resource Officer called about the fire, approximately five to ten minutes after the alarm. Fortunately this did not result in a tragedy, although many students were frozen as they could not enter until the smoke had been cleared.

After consulting with the Alarm Company it appears that because of the alarm systems age parts are not available to fix (only "band aid") the existing system until it can be replaced. It was agreed that we would continue the rest of the school year on condition that any time the alarm system activated during school hours the office will call immediately to assure the fire department is responding, after school hours will depend on the maintenance dept. calling to verify. Unfortunately when the school is not occupied the alarm may not transmit, as it sits a distance from the road the school will burn for hours before being noticed.

As the school is not able to operate without a fully functioning fire alarm that meets code, please advise me as soon as you have selected a vendor so that we can review the plans for approval. The alarm system shall be installed and functioning no later than the start of the new school year, September 2018.

Rick Towne
Fire Chief

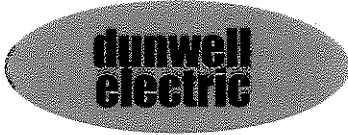
Hi John,

After reviewing Dunwell Electric's proposal for your fire alarm system, it seems as though he has included everything that is required by code.

We have never had any problems with any commercial fire alarm installation that Dunwell has installed, the Town itself has had Dunwell install or repair the work of others on town buildings. Mr. Armstrong is very easy to work with and Hollis Dispatch has his contact numbers where he can be reached any time. I would be very confident in recommending Dunwell Electric for the installation of the Hollis Brookline High School.

Rick Towne
Fire Chief

ELECTRICAL CONTRACTOR



3 Clinton Drive
Hollis, New Hampshire 03049
Fax# 603-881-5364
603-881-3006

RESIDENTIAL-COMMERCIAL-INDUSTRIAL

April 4, 2018

John Gray
Hollis Brookline High School
4 Lund Lane
PO Box 1588
Hollis, NH 03049

E-Mail: John.gray@sau41.org
Fax #: 603-465-2485

PROPOSAL

John,

Thank you for the opportunity to provide this proposal for the electrical work at the Hollis Brookline High School.

Fire Alarm System Consisting Of:

Control Panel & Accessories:

- 1 Notifier two loop addressable fire – voice evacuation control panel w/battery backup.
- 1 Universal digital alarm communicator transmitter
- 2 Digital amplifier 75W, 25V, 120 VAC

Remote Amplifiers and Power Boosters:

- 2 Digital amplifier, 50W, 25V, 120 VAC
- 3 8.0AMPS, 120VAC remote charger power supply. Includes main printed circuit board, transformers and installation instructions. Red
- 3 Class A (Style Z) NAC option module; for use with FCPS-2406 and FCPS-2408.
- 3 Addressable control module with flashcan; configured for one Class A or Class B NAC.

Remote Microphone (Gym Area)

- 1 Remote cabinet, red color.
- 1 Microphone assembly for mounting in a CAB-RM-CABINET,

Initiating Devices & Accessories:

- 55 Addressable NBG-12L pull station; with flashcan.
- 55 CAT-30 lockset for NBG-12LX
- 111 Intelligent addressable photo detector; with flashscan.
- 11 Intelligent addressable 135 degree thermal detector with flashscan; black
- 122 Conventional flanged mounting base
- 7 Addressable relay module with flashscan; provides two Form-C dry contacts.
- 15 Innovairflex intelligent duct detector, non-relay, does not include head.
- 15 Innovairflex sampling tube, steel, 3' with holes
- 15 Remote test capable intelligent photo detector with flashscan; for use with DNR (W) duct detector housing; black
- 15 Remote test station; with switch, alarm and power LED's.
- 15 Addressable relay module with flashscan; provides two Form-C dry contacts that switch together.
- 22 Addressable monitor module; with flashscan; supervises either a Class A or Class B circuit of dry-contact input devices.

Indicating Devices & Accessories:

- 120 Strobe red wall
- 189 Speaker strobe red wall
- 14 Wall, red, speaker only

Seventy-Eight Thousand Five Hundred Dollars and 00/100

\$ 78,500.00

John, please feel free to call with any questions.

As electronic equipment becomes more sophisticated, it becomes more sensitive to abnormalities in voltage and current. It is the customer's responsibility to unplug all electronic equipment such as; computers, printers, fax machines, microwave ovens, telephone systems, entertainment system components and alike to prevent damage.

Payment to be made as follows: Net 30

ACCEPTED The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

CONDITIONS In the event of default of the foregoing paragraphs, I or we agree to pay the maximum legal rate of interest or service charge at a rate of and not exceeding one and half percent (1.5%) per month on all unpaid and delinquent accounts and together with all reasonable attorney fees for the collection and enforcement of all delinquent and unpaid accounts.

Respectfully Submitted:
DUNWELL ELECTRIC

Date of Acceptance

PAUL ARMSTRONG

By: Paul Armstrong

By: John Gray

Note: This proposal may be withdrawn by us if not accepted within 30 days.



TRI STATE

FIRE PROTECTION, LLC

From Tri State Fire
Protection, LLC
26 HAMPSHIRE DRIVE
HUDSON NH 03051
603-293-7531

Quote No. 0427768
Type Installation
Prepared By Cliff Rieth
Created On 01/17/2018
Valid Until 02/19/2018

Quote For HOLLIS BROOKLINE
SCHOOL
HOLLIS BROOKLINE
HIGH SCHOOL
22 CAVALIER CT
HOLLIS NH 03049
465-2269 X172

Description of Work

Proposal CR012018-002

Tri State Fire Protection is pleased to offer this proposal to complete the following scope of work:

Non- Proprietary Addressable Fire Alarm System Installation and Programming. Tri State Fire Protection looks forward to the opportunity to have a long time business relationship with Hollis High School. However, this upgrade from an obsolete PROPRIETARY alarm system to an up to date NON-proprietary fire alarm system will give Hollis High School the flexibility to have service provided by most locally licensed providers. In addition, switching to a NON-proprietary fire alarm system lowers future costs for parts replacement and service.

Installation of a non proprietary addressable fire alarm system, including the following:

- One (1) - Addressable Fire Alarm Control Panel with secondary data loop card (with new backup batteries)
- One (1)- Voice Evacuation Panel with necessary extenders and amplifiers to connect existing notification appliances (with new backup batteries)
- Seven (7) Strobe circuit booster panels (each with new backup batteries)
- One Hundred Ten (110) Addressable Smoke Detectors
- Eleven (11) Addressable 135 degree Fixed Temp. Heat Detectors
- Fifteen (15) Addressable Duct Detectors with Remote Test Stations, Sampling Tubes, and shutdown relays
- Seven (7) Programmable Addressable Relays (elevator recall, door control, sound control)
- Twenty two (22) Addressable Monitor Modules for monitoring water flow switches, tamper switches etc.
- Fifty five (55) Addressable Pull Stations
- One Hundred Thirty Four (134) Speaker Strobes (to replace original EST devices to match other existing Wheelock devices)
- Ninety (90) Strobe Only (to replace original EST devices to match other existing Wheelock devices)
- Fourteen (14) Speaker Only (to replace original EST devices to match other existing Wheelock devices)
- Misc Relays, Modules, Boxes, Electric Wiring and Supplies

1. Plan and review with fire department (doesn't cover any additions made by the fire department or any AHJ)
 2. Fire Alarm and wiring permits
 3. Programming of system with labels on initiating devices
 4. Final inspection with the fire department
 5. Provide, upon completion, NFPA 72 Record of Completion and NFPA test reports.
 6. Provide project management for installation period.
 7. Provide 2 year warranty on material and workmanship.
- **Note - Quote does not include any changes or modifications required by the Fire Dept. during the permit review process. Any changes or modifications will be forwarded to the customer in a separate proposal.**
 - **Note - This proposal does not include any fire watch costs that may be incurred during the panel/system conversion. Fire watch may be needed for 1-3 days but no more than 3 days.**
 - **Note - Property to allow TSFP the use of the onsite lift for access to gymnasium duct detectors (otherwise lift rental costs shall be forwarded to the customer).**
 - **Note - ALL work to be completed by Tri State Fire Protection employees. NO subcontractors will be used on this project.**

Scope of Work Exclusions:

1. Quote does not include overtime or holiday rates. a. These rates can be quoted at customers request.
2. Quote assumes we will be using existing wire and device location. If new wire or device relocation is required, this will be an additional cost for labor and materials.
3. Quote does not include removal, replacement or patching of ceiling tiles, sheetrock, or other building fixtures or any painting.
4. Any change to the "Scope of Work Inclusions" as noted above will need written approval prior to work beginning and is not included in the above quote.
5. Price is good for 60 days from the date of the quote.
6. Sales Tax is not included in this price and will be added at the time of invoicing.
7. Quote doesn't include Engineered Prints, Risers, As Built, or Drawings Unless Specified in Scope. If required pricing will be supplied.

IMPORTANT NOTICE TO CUSTOMER:

Payment Terms: 1/2 Down Balance: Progressive NET 30 DAYS

In approving this quote, Customer acknowledges they have reviewed and agree to the terms and conditions below or in the attachment/link

Services to be completed

[Alarm Systems] Location - Building

Change out obsolete proprietary fire alarm system with new non-proprietary fire alarm system.

GRAND TOTAL \$78,717.00

Terms and Conditions

1. LIMITATION OF COMPANY'S LIABILITY. TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, IF COMPANY IS FOUND LIABLE FOR ANY LOSS OR DAMAGE DUE TO BREACH OF CONTRACT OR WARRANTY, ANY DEGREE OF NEGLIGENCE OF COMPANY, STRICT PRODUCT LIABILITY, SUBROGATION, INDEMNIFICATION OR CONTRIBUTION, OR ANY OTHER THEORY OF LIABILITY (EXCEPT FOR INTENTIONAL MISCONDUCT) ARISING FROM OR RELATING TO THIS QUOTE, PROPOSAL OR

AGREEMENT, THE DESIGN, INSTALLATION, INSPECTION, TESTING, MONITORING, REPAIR, SERVICE, OPERATION OR NON-OPERATION OF THE SYSTEM OR EQUIPMENT, IN ANY RESPECT AT ALL, THE MAXIMUM LIABILITY OF THE COMPANY WILL BE LIMITED TO A SUM NEVER TO EXCEED FIVE THOUSAND DOLLARS (\$5000.00), AND THIS LIABILITY SHALL BE EXCLUSIVE. THE COMPANY IS DEFINED IN THESE GENERAL TERMS AND CONDITIONS TO INCLUDE THE COMPANYS EMPLOYEES, AGENTS AND SUBCONTRACTORS. THIS LIMITATION OF LIABILITY SPECIFICALLY COVERS LIABILITY FOR, AMONG OTHER THINGS, LOST PROFITS; BUSINESS INTERRUPTION; LOSS OF PROPERTY, DAMAGED PROPERTY OR LOSS OF USE OF PROPERTY; PERSONAL INJURIES AND DEATH; CROSS-CLAIMS AND CLAIMS FOR INDEMNITY AND CONTRIBUTION; AND THE CLAIMS OF THIRD PARTIES. ALSO COVERED BY THIS LIMITATION ARE, AMONG OTHERS, THE FOLLOWING TYPES OF DAMAGES: DIRECT, INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL AND PUNITIVE.

2. WAIVER OF SUBROGATION. Customer understands that COMPANY IS NOT AN INSURER. Customer is responsible for obtaining all insurance Customer believes is necessary. To the fullest extent permitted by applicable law, Customer and Customers insurance company release Company from any liability for any loss, event or condition covered by Customers insurance.

3. INDEMNIFICATION. TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, CUSTOMER SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS COMPANY FROM ANY AND ALL LIABILITY (EXCEPT INTENTIONAL MISCONDUCT) AGAINST ALL THIRD PARTY CLAIMS OR LOSSES (INCLUDING PAYMENT OF COMPANYS ATTORNEYS FEES AND COSTS) BROUGHT AGAINST COMPANY ARISING FROM OR RELATING TO THIS QUOTE, PROPOSAL OR AGREEMENT, THE DESIGN, INSTALLATION, INSPECTION, TESTING, MONITORING, REPAIRING, SERVICING, OPERATION OR NON-OPERATION OF THE SYSTEM OR EQUIPMENT, IN ANY RESPECT AT ALL, BUT (a) ONLY TO THE EXTENT CAUSED, IN WHOLE OR IN PART, BY THE NEGLIGENT ACTS OR OMISSIONS OF THE CUSTOMER OR ANY THIRD PARTY, AND (b) FROM THE COMPANYS OWN NEGLIGENCE OF ANY KIND OR DEGREE. NOTHING CONTAINED HEREIN, INCLUDING (b) ABOVE, SHALL BE CONSTRUED TO REQUIRE ANY INDEMNIFICATION WHICH WOULD RENDER OR MAKE THIS CLAUSE, IN WHOLE OR IN PART, VOID AND/OR UNENFORCEABLE UNDER APPLICABLE LAW.

4. LIMITED WARRANTY. For ninety (90) days from the date that the Company sells and installs any part, component or system subject to this Quote, Proposal or Agreement, Company warrants that if any such part, component or system does not work because of a defect in material or workmanship, Company will repair or replace that part or component at no charge to Customer. This Limited Warranty does not cover batteries, nor does it apply if the part, component or system has been damaged by Customer, accidents, power surges, misuse, vandalism, lack of proper maintenance, or unauthorized changes, or acts of God (such as fires, earthquakes, floods, tomadoes, etc.). This Limited Warranty is the only warranty Company makes, and takes the place of all other warranties whether express or implied. THE COMPANY MAKES NO IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, ANY AND ALL SUCH WARRANTIES BEING EXPRESSLY WAIVED.

5. CUSTOMERS AGREEMENTS. Unless Customer has contracted in writing with the Company to do so, it is the sole and exclusive responsibility of Customer to test, inspect, maintain, repair, clean and service (collectively the Service) all security alarm and fire protection equipment and systems at the Customers premises, including without limitation, any and all burglar alarm equipment and systems, fire alarm and suppression systems and equipment, fire extinguishers, fire sprinkler systems, kitchen suppression systems, and kitchen exhaust hoods and related duct work. If the Customer has contracted with the Company for any Service, Company assumes no liability for, and is in no way responsible for, any damage or loss which may occur between any contracted-for Service.

6. FUTURE WORK AND SERVICES. ANY WORK OR SERVICES THAT THE COMPANY PROVIDES TO THE CUSTOMER IN THE FUTURE IS SUBJECT TO ALL OF THE ABOVE TERMS (TERMS 1 THROUGH 5) OF THIS WORK ORDER, UNLESS OTHERWISE AGREED TO BETWEEN THE CUSTOMER AND THE COMPANY IN WRITING.

By my signature below, I authorize work to begin and agree to pay the Grand Total according to the terms and conditions of this agreement.

Name: _____ Date: _____

Signature: _____



NE 1-800-258-7264
FAX (603) 964-8885

R.B. Allen
Co., Inc.
P.O. Box 770
131 Lafayette Rd.
No. Hampton, NH 03862
(603) 964-8140

January 24, 2018

Hollis Brookline Co-Op
24 Cavalier Court
Hollis N.H.

Regarding: Hollis High School Fire Alarm

Attn : John Gray

We are pleased to submit the following quotation for your consideration:

SCOPE:

Replace Existing IRC3 Factory Non Supported Panel with new EST3 Control Panels
Interface Existing Dialer
Test System

MATERIAL:

- 1 EST3 Fire Alarm Control Panel with Page Microphone
- 1 EST3 Fire Alarm Remote Control Panel
- 7 EST Booster Panels
- 1 Upgrade system batteries.

Technician time to program existing UL listed devices to the new EST3 and test.

Electrician to assist with installation of the equipment has been included.

TOTAL PRICE \$47,900.00

EXCLUSIONS:

Cutting, patching or painting from the installation of the new control panel.
Our intent is to surface mount this control panel if it will not fit in the block wall.
Repair of faulty field wiring, telephone, data, or signaling wiring. Permit, Overtime work.

If you have any questions please call Mark Gemas at 603-502-8110.

Mark Gemas
RB Allen Co.
Sales Representative

~~IHCD/LEB – DUAL ENROLLMENT FOR CCSNH ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES~~

(Download policy)

See also IMBC

Category: Priority/Require by Law

~~Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, or a private school, through distance education courses, or other suitable means.~~

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

High School and Career Technical Education Center students ~~in grades 11 and 12~~ may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in a course designated by the Community College System of New Hampshire ("CCSNH") as part of the dual and concurrent enrollment program. The Superintendent shall designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection,

maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;

9. Requires annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

RSA 188-E:25 through RSA 188-E:28
Ed 306.141(a)(6), Advanced Course Work

1st Reading: May 16, 2018

NHSBA note, September 2017: ~~This sample policy is updated to incorporate the Dual and Concurrent Enrollment Program established by Senate Bill 101, Laws of 2017, Chapter 210, which requires the District to adopt a policy permitting qualified students to participate in the program.~~

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See also [IHBH](#), [IHCD](#), [IKF](#), [IKFA](#), [IMBA](#), & [IHCD](#)

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. The granting of credit shall be based upon the following criteria. The criteria may include; the course, the program, the activity in which the student wishes to participate, seat time, the level of instructional rigor, and the details of the option.

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

The Alternative Credit Application 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.

Alternative credit options in combination with online/virtual courses and extended learning opportunities are limited to two per year school year and **eight** maximum in a high school career. Appeals for situations falling outside of the rules can be brought to the Academic Review Committee and will require principal approval.

Students taking approved alternative credit options must be enrolled in the district. Students may take classes during the regular school day with pre-approval by the principal. Administration may grant approval for outside of school learning based on special circumstances. A reduced day form shall accompany this request if the student falls below the 6.0 credit requirement.

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, grade assignments, and supervise testing. This provision will reflect special circumstances, and require supporting documentation and principal pre-approval. A teacher may supervise no more than ten students participating in online/internet-based courses.

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/Dual Credit under the provisions of Policy IHCD
- Early Graduation

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

1st Reading: August 8, 2007

Adopted: May 21, 2008

Amended/Re-adopted: February 15, 2012

Amended May 21, 2014

Amended, 1st Reading: May 16, 2018

DUAL AND CONCURRENT ENROLLMENT AGREEMENT
BETWEEN
COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
AND
SCHOOL DISTRICT

The COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE (CCSNH) and _____ Hollis Brookline Cooperative _____ SCHOOL DISTRICT (School District), in conjunction with the New Hampshire Department of Education (Department), hereby enter into this Dual and Concurrent Enrollment Agreement (Agreement), as established in RSA 188-E:26-188-E:29, to establish the applicable standards to develop, implement, and administer the participation of New Hampshire high school students in the Community College (College) dual and concurrent enrollment program for STEM (science, technology, engineering, and mathematics) and STEM-related courses which are fundamental for success in postsecondary education and to meet New Hampshire’s emerging workforce needs.

Applicable Definitions:

“**Concurrent Enrollment,**” as defined by RSA 188-E:25, I, means courses taught at the high school by high school teachers approved by the community college system of New Hampshire (CCSNH) in which high school students earn both high school and college or university credit while students are still attending high school or a career technical education center.

“**Dual Enrollment,**” as defined by RSA 188-E:25, II, means college courses taught by instructors from the community college system of New Hampshire (CCSNH) in which high school students earn college credit while students are still enrolled in high school or a career technical education center.

General Program Provisions:

1. Participation in the Dual and Concurrent Enrollment program is offered to high school students and career technical education center students in grades 11 and 12 in STEM (science, technology, engineering, and mathematics) and STEM-related courses as designated by CCSNH.
2. Prior to the start of the fall semester, CCSNH will provide the School District and the Department with a list of designated STEM and STEM-related courses on an annual basis.
3. The School District shall provide annual notification to their students and parents of the dual and concurrent enrollment opportunities and the courses which have been specifically designated as being eligible for reimbursement under this Program.
4. Applicable academic policies and regulations as set forth in the College catalogue will apply to all dual and concurrent enrollment courses, including prerequisite skills

and course requirements, class attendance and accommodations provided to students with disabilities.

5. The School District will be responsible for informing students, parents and School District employees that dual and concurrent enrollment courses are college level courses and students enrolling should expect a level of academic rigor higher than that usually associated with a high school level course.
6. The School District shall provide a designated individual to serve as the point of contact on matters related to the Program, including, but not limited to, student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses.
7. Requests for accommodation by students with disabilities must be processed through the College Disabilities Coordinator and approved by the College department head. The School District should make students aware that accommodations that may be available under an IEP for high school may not meet the standards applicable to college courses. Dual and concurrent enrollment for high school and college credit is not permitted where a student utilizes modifications or accommodations that are not appropriate for college courses.
8. Students in the Program shall be eligible for funding for enrollment in no more than two (2) dual or concurrent enrollment courses taken in grade 11 and no more than two (2) dual or concurrent enrollment courses taken in grade 12. Eligible student who complete a Program course with a grade of a C or better shall be deemed to have successfully completed the course and shall be fully reimbursed by CCSNH for the course tuition as stated above. A student may take more than two (2) dual or concurrent enrollment courses per year at his or her own expense.
9. Students must register and pay for a dual or concurrent enrollment course by the deadline as designated by CCSNH. Retroactive registration will not be permitted.
10. At the completion of every semester, CCSNH shall provide the School District with grades for all students enrolled in a dual enrollment course and the School District shall provide CCSNH with grades for all students enrolled in a concurrent enrollment course.
11. This Agreement shall become effective the date that it is signed by all relevant parties, and shall continue in force for a period of one (1) year. Upon expiration, this agreement shall continue in force until either party notifies the other party in writing as specified in this agreement of its intent to terminate this agreement in which case it shall terminate sixty (60) days from the date of the notice.

CCSNH Standards for Dual and Concurrent Enrollment Courses:

1. The curriculum in the dual and concurrent enrollment course shall be the same as that offered by the College, including College department approved texts, course outlines, exams and the CCSNH grading system (*i.e.*, A-F or equivalent system). The grades earned will be awarded dual credit as deemed appropriate for the grade earned—for high school and college. For dual enrollment courses, high school transcripts will reflect course credit the same as that of comparable high school courses. For dual enrollment courses, CCSNH college faculty will report grades earned to the individual designated by the high school to serve as the point of contact on matters related to the program.
2. CCSNH assumes full responsibility for the development, implementation and administration of dual enrollment courses. CCSNH assumes full responsibility for the development, implementation, administration and supervision for concurrent enrollment courses. CCSNH further reserves the right to determine and periodically revise the conditions under which college courses in the concurrent enrollment program may be offered for college credit.
3. Dual enrollment courses will be taught over a time period which is determined by CCSNH. Concurrent enrollment courses will be taught over a time period that is comparable to that offered by CCSNH or a time period which is otherwise approved by the CCSNH.

Concurrent Enrollment Only:

4. Concurrent enrollment instructors must provide the College a resume and transcript(s) demonstrating that they meet the same educational and experiential standards specified for Adjunct faculty. The College will assess credentials based upon the College departmental credentialing standards as well as standards established by the College's accrediting body, the Commission for Institutions of Higher Education. The College Vice President of Academic Affairs has final authority to determine whether a proposed instructor meets specified standards.
5. The high school instructor will be provided a College faculty partner. Through the College faculty partner, the high school instructor will be provided an orientation, which will include a review of applicable college policies, course design, teaching materials, methodology and other dimensions for facilitating adaptation of the college-designed courses to the high school setting. The College faculty partner will also provide classroom visitation, assistance in review of student performance when requested, and coordination with College staff as needed including the College Running Start Coordinator and Disabilities Coordinator.

For CCSNH:

Chancellor

Date

For SCHOOL DISTRICT:

Chair School Board

Superintendent

Date