

Hollis Brookline Cooperative School Board
Wednesday, July 20, 2016
Hollis Brookline Middle School Library
6:00

All times are estimates and subject to change without notice

- 6:00 Call to Order
- 6:05 Appointment of a process observer
Agenda adjustments
- 6:10 Approve meeting minutes
- 6:15 Nomination/ resignations/correspondence
- 6:20 Public Input
- 6:30 Cooperative Board Interviews for the open Brookline Board seat
- 6:50 Principal Reports
- 7:20 Deliberation
- To see what action the Board will take regarding policy EBBB – Indoor Air Quality (First and Final Read)
 - To see what action the Board will take regarding policy GBEC – Drug Free Workplace/Drug Free Schools (first reading)
 - To see what action the Board will take regarding GBED and JICG - Tobacco Products Ban Use and Possession in and on School Facilities and Grounds (first reading)
 - To see what action the Board will take regarding the social studies pilot discussed at last month's meeting (Economic and Civics)
 - To see what action the Board will take regarding the recommendation by Principal Thompson regarding PLC Friday's
 - To see what action the Board will take regarding the recommendation regarding the Cooperative School District's athletic training position
 - To see what action the Board will take regarding the recommendation by Principal Barnes regarding parking and the associated fee
- 8:00 Discussion
- Update on start time committee
 - Board member input regarding the development of the FY 18 Cooperative School District budget
 - Follow up discussion regarding the athletic participation fee
- 8:45 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
- 9:15 Motion to Adjourn

TO: Andrew Corey, Superintendent
FROM: Rick Barnes, Principal
RE: July Board Report
DATE:

Action Items:

- Parking

End of Year: The 2015-16 school year culminated in a wonderful graduation ceremony as noted by many community members. One of the highlights was first year physics teacher Eric Perry's address to the graduating class. As discussed at the board meeting in June, 2015-16 was a highly successful year for HBHS punctuated by our NEASC accreditation and the gains made in the areas of climate and community. We look forward with great anticipation to carrying this momentum forward into the 2016-17 year school year.

Follow-Up on Concussion Procedures: In response to the questions that came up at our June meeting I am proposing the following as it pertains to concussion procedures at the high school:

- Athletics
 - Mandatory Impact testing for all students who participate in athletics to include club sports such as Crew. There would be an opt-out waiver for parents who do not want their son/daughter to participate.
- Academics
 - Voluntary Impact Testing for any student who does not play a sport affiliated with the high school. Parents and families are best equipped to make this decision.
 - Implementation of the building level procedures that were submitted in my June board report. While two weeks is a good beginning benchmark, I do not think we should ever supersede the recommendation of a medical provider. While this could always change, we have yet to have a single issue rise beyond the building level on this topic. Implementing written procedures will enable us to more formally educate the entire HBHS community on the topic and provide increased consistency for staff, students, families, and providers.

Traffic and Parking Fee Proposal: (See Attached)

Social Studies Curriculum: We are proposing that the contract for level option in Economics and Civics currently listed in the Program of Studies be done as a pilot for the 2016-17 academic year. Prior to the vertical realignment, students took U.S. History in grade 11 or AP U.S. History. This provided all grade 11 students access to a weighted offering in social studies. Adding a contract for level option in the required Economics and Civics courses allows that access to continue. Attached you will find a draft of the contract for honors credit that will be provided to students. While there may be some slight changes to these drafts, all students will sign the same contract regardless of which section they are enrolled.

2015-16 Merit Pay List for Staff(See Attached)

Respectfully Submitted,

Rick Barnes

Principal

To: Hollis Brookline Cooperative School Board
From: Bob Thompson, Principal HBMS
Re: Principal's Report
Date: July 20, 2016



Information Only

HBMS Early Act - The HBMS Early Act Club, a community service-based collaboration between HBMS and the HB Rotary, continues to serve in the community despite the end of the school year. The Hollis Brookline Journal did a feature article on the group that can be found at:

<http://www.cabinet.com/hollisbrooklinejournal/hollisnews/1082802-308/earlyact-club-members-help-with-brookline-july.html>

3M Young Scientist Challenge Award - HBMS 8th grader, Hannah Bazemore, has been named a state merit winner in the Discovery Education 3M Young Scientist Challenge. The annual Discovery Education 3M Young Scientist Challenge invites students in grades 5-8 nationwide to submit videos describing a new innovation or solution that could solve or impact an everyday problem. A link to her video can be found at: <https://youtu.be/FdxUKxL8DU4>.

Registration Day - On August 24th from 8:00 am to 5:00 pm HBMS will be hosting a registration day for all of our incoming 7th and 8th grade students. The purpose of registration day is for students to be able to come to school in advance of the first day of school to receive their schedule and locker number. In addition, students will also have their school picture taken, hearing and vision screening completed, and will have the opportunity to get acquainted with the building.

ESY - The Extended School Year Program at HBMS is broken up into three sessions (June 27th to June 30th, July 11th to August 11th and August 22nd to August 25th). The students in the life skills program will be going on two field trips this summer. On July 20th they will be going to the Pheasant Lane Mall and on August 8th they will be going to Max's Mini Golf in Tyngsboro. The programs during ESY focus on direct instruction and interventions in Math and Reading Skills. Supplemental instruction in Social Skills and Social Pragmatic Language are also included. Collaboration with the High School ESY program was facilitated as students were offered the opportunity to access off-site locations to practice skills learned in the classroom.

Boy's Soccer Coach - HBMS is still in the process of hiring a coach for boy's soccer for the fall 2016 season. Any interested candidates should contact Bob Thompson: bob.thompson@sau41.org.

Please be sure to follow us on Twitter: @HBmiddleschool

Important Dates:

HBMS Registration Day - August 24th

7th Grade Orientation Day - August 31st

First Day of School for 7th and 8th grade - September 1st

EBBD - INDOOR AIR QUALITY

(Download policy)

Category: Priority/Required by Law

In order to ensure that all school buildings have adequate indoor air quality, the Board directs the Superintendent to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent may delegate the implementation of these methods to building principals. The Board encourages the Superintendent to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the Superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

Legal References:

RSA 200:11-a, Investigation of Air Quality

RSA 200:48, Air Quality in Schools

NH Code of Administrative Rules, Section Ed. 306.04(a)(24), Air Quality in School Buildings

NH Code of Administrative Rules, Section 306.07(a)(4), School Facilities

Revised: May 2014

Revised: May 2012

New policy: September 2010

NHSBA Note, May 2014: Only changes are to Legal References. Content of policy is unchanged.

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GBEC - DRUG-FREE WORKPLACE/DRUG-FREE SCHOOLS

(Download policy)

Category: Priority/Required By Law

See also ADB, ADC, GBED, JICG, & JICH

The School District will provide a drug-free workplace in accordance with the Drug-Free Schools and Communities Act of 1988 and Amendments of 1989 and the Drug-free workplace requirements for Federal contractors, 41 U.S.C. §701. In compliance with these requirements, the District will:

1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the District's workplace and that any violation is subject to disciplinary action. Notification will be accomplished by distribution of this policy to all employees.
2. Provide a drug-free awareness program to inform employees about:
 - a. The dangers of illicit drugs in the workplace;
 - b. The District's policy of maintaining a drug-free workplace;
 - c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs; and
 - d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.
3. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.
4. Establish the following as grounds for disciplinary action:
 - a. Working under the influence of alcohol or illegal drugs, no matter where consumed.
 - b. Having an unsealed container of alcohol or consuming alcohol on School property. (Any employee who finds any type of container of alcohol on School property should report it to the administration as soon as possible.)
 - c. Possessing or distributing controlled substances on School property.
5. Alert the local law enforcement agency of suspected violations of the policy.
6. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:
 - a. Suspension
 - b. Termination of employment

- c. Satisfactory participation in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health or law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy. In so doing, the District will conduct a biennial review of its programs to determine their effectiveness and to ensure that the disciplinary sanctions are consistently enforced and changes are implemented, if needed.

Legal References:

RSA 193-B, Drug Free School Zones

41 USC Section 701 Et. seq., Drug-free workplace requirements for Federal grant recipients

Public Law 101-226, Drug-Free Schools and Communities Act Amendments of 1989

Revised: April 2010

Revised: February 2004

Revised: July 1998

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GBED - TOBACCO PRODUCTS BAN USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

(Download policy)

Category P

Also ADB, ADC, GBEC & JICG

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

No person shall use any tobacco product in any facility maintained by the School District, nor on any of the grounds of the District.

"Tobacco products" means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage areas.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

It is the responsibility of the building principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students

No student shall purchase, attempt to purchase, possess or use any tobacco product in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of this prohibition shall initially rest with building principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop regulations which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.

Employees

No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. The principal may report violations to the local police department. In accordance with state

law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.

All other persons

No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all School District employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Statutory References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:6, Possession and Use of Tobacco Products by Minors

RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

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JICG - TOBACCO PRODUCTS BAN USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

(Download policy)

Category P

Also ADB, ADC, GBEC, & GBED

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

No person shall use any tobacco product in any facility maintained by the School District, nor on any of the grounds of the District.

Tobacco products means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

It is the responsibility of the building principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students

No student shall purchase, attempt to purchase, possess or use any tobacco product in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of this prohibition shall initially rest with building principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop regulations which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.

Employees

No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. The principal may report violations to the local police department. In accordance with state

law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.

All other persons

No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all school District employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Legal References:

RSA 155:64 – 76, Indoor Smoking Act

RSA 126-K:6, Possession and Use of Tobacco Products by Minors

RSA 126 – K:7, Use of Tobacco Products on Public Educational Facility Grounds Prohibited

Reviewed: October, 2004

Revised: April, 2003

Revised: November, 1999

Revised: July, 1998

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Contract for Honors Credit: Civics and Government

Please carefully review the information, including the project write-up and rubric and other requirements of the Contract for Honors Credit option. If you would like to pursue the Honors Credit option, please return a copy of this contract signed and dated by yourself and a parent or guardian.

Your Task. For the Contract for Honors, you will work individually to create an Informed Citizen's Guide to an issue of your choice. The issue must be interdisciplinary, connecting Civics and Government with another discipline. Sample interdisciplinary issues include:

- Civics and Science: environmental impacts of the Northern Pass proposal
- Civics and Mathematics: the mathematics of electoral voting systems
- Civics and Spanish: the changing role of the Spanish language in political rhetoric
- Civics and English Language Arts: a literary analysis (ex. Feminist, Marxist, post-structural, psychoanalytic) of US Presidential speeches
- Civics and Education: special education policy in New Hampshire
- Civics and American History: The evolution of third party candidates
- Civics and Economics: Tax policies from state to state

In addition to being an interdisciplinary issue, the chosen issue should be of interest to you, broad enough to conduct in-depth research, yet specific enough to you personally.

Your informed citizen's guide will include a variety of components and products. All elements of the project should be available in one central location – a student-created website or blog – to be accessed and assessed by the instructor. Your website or blog should have a landing page introducing and summarizing your issue and project, an "about me" section, and a resource page. The additional required components and products to be included or embedded on the website or blog are described below.

Required Components and Products of your Informed Citizen's Guide:

1. Glossary of "must know" terms related to your chosen issue. The glossary should be self-created (it should not just be definitions from the dictionary), accessible on the final website/blog, and linked to other parts of the website. For example, if you use the term "first-past-the-post voting" in your landing page, it could link to that term in the glossary.
2. A media guide with analysis. Choose X piece of media – newspaper articles, magazine articles, videos from media outlets – and write an analysis about how the issue is represented in the media today as well as how citizens can best understand media related to your chosen issue.
3. A resource guide/works cited page with embedded links where applicable.
4. Student-created infographic related to the issue.
5. Advocacy component (ex. Fundraising effort, voters guide, brochure, photostory, awareness campaign, letter-writing campaign)
6. Marketing component (ex. Poster, television advertisement, radio spot, print media)

7. Communication component (ex. Twitter account, Facebook page, sample e-mails to supporters)
 - o Note: The advocacy, marketing, and communication components should be accompanied by a brief written analysis of your intended audience, purpose, use of techniques (ex. propaganda techniques), tone, etc.
8. Interview with a person in the field related to your chosen discipline (ex. Science, mathematics, language). To prepare for your interview, you must develop interview questions. After you conduct the interview (in person or via Skype), create a written interview analysis.
9. Interview with a local or state elected official about your issue. To prepare for your interview, you must develop interview questions. After you conduct the interview (in person or via Skype), create a written interview analysis.

Process. The Honors Contract requires students to be responsible for their own learning and work independently. Use the following steps in order to successfully complete this project. In addition to these steps as well as the required check-ins, you may want to create additional checklists, set goals, or adhere to benchmarks you create for yourself.

- Choose your issue. Brainstorm ideas, areas of interest, etc. Use this statement to guide you: My topic connects Civics with _____ (another discipline) and explores _____ (specific topic).
- Conduct research, keeping track of sources used
- Create website or blog
- Create all required components and products to be included on the website or blog
- Create works cited page and include it on the website or blog

Resources. Use the following list of resources to help you get started.

- Research: Library databases (ex. Gale, Ebsco, Opposing Issues In Context)
- Website/blog builders: Wix, Weebly, Google Sites, Google Blogger
- Infographic builders: Venngage, Piktochart, Easel.ly
- Sample websites/blogs from HBHS Senior Seminar students: <http://madmaticus.wix.com/connection>, <http://appdevelopment8.wix.com/adaptation>, <http://165647.wix.com/spreadingtheword>

Sources. You must include a minimum of ten high-quality and relevant sources that are documented in a works cited page. Wikipedia and personal experience do not “count” as high-quality sources. Your works cited page must be properly formatted using MLA conventions. You may use websites such as refine.com or easybib.com to help you with the formatting of your works cited page. Your resource page should be included on your website or blog. In addition, add embedded links where applicable.

Grading. You will be graded according to the rubric, below. The rubric evaluates the “4C’s” – Critical Thinking, Creativity, Collaboration, and Communication. Your final project will be graded with this rubric.

Logistics. Please keep in mind the following dates and deadlines regarding this Contract for Honors Credit:

Quarter 1/Quarter 3 Progress Report: Check-in #1

- Students will meet during CavBlock and propose/discuss their research topics as well as ideas for products/components

End of Quarter 1/Quarter 3: Check-in #2

- 3 products/components due at this time

End of Quarter 2/Quarter 4 Progress Report: Check-in #3

- 6 products/components due at this time (an additional 3)

Final deadline: Projects are due on the last day of class prior to Christmas Break (Semester 1) or Memorial Day Weekend (Semester 2).

Additional notes:

- Students who fail to demonstrate progress by each check-in will be removed from the Honors Contract for Credit option.
- Students who have questions about Honors work will need to see their teacher during Cav Block, before or after school, or during the teacher’s prep time, if available. Teachers will not discuss individual projects during class.

.....
Contract for Honors Credit: Civics and Government 2016-2017

By signing this contract, I, _____, testify that I have read, understand and agree to the terms specified regarding the work I must complete and work ethic I must demonstrate in order to receive Honors Credit for Civics and Government.

Student Signature

Date

Parent Signature

Date

Performance Area	1	2	3	4
Critical Thinking	Shows inability to discover, cull, or analyze relevant information to create an informed citizen's guide on chosen issue.	Is able to discover, cull, and analyze relevant information on a basic level in order to create an informed citizen's guide that is limited in support and introspection.	Is proficient at discovering, culling, and analyzing relevant information on a substantial level in order to create an informed citizen's guide that is well-substantiated and introspective.	Shows an impressive ability to discover, cull, and analyze relevant information on a sophisticated level in order to create an informed citizen's guide that is thoroughly substantiated and introspective.
Creativity	Generates few ideas, most of which are not original, unique, imaginative, or authentic; Generates a product that has a vague or incomplete connection to the task.	Generates some ideas, but many are not original, unique, imaginative, or authentic; Somewhat effectively generates a product that is complete and connected to the task.	Generates many ideas, most of which are original, unique, imaginative, and authentic; Effectively generates a product that is complete and connected to the task.	Takes an original, unique, imaginative, and authentic approach to idea generation; Impressively generates a product that is complete and connected to the task.
Collaboration	Focuses on his/her work in isolation; has no evidence of collaborating with or consulting others. Responds to constructive feedback with a negative and/or disengaged attitude Shows inability to reflect on learning as a result of collaboration.	Sometimes shows evidence of collaborating with or consulting others. Shows minimal appreciation for constructive feedback. Some evidence of self critique and reflection as it relates to learning as a result of collaboration, but lacks clarity.	Shows consistent evidence of collaborating with or consulting others. Proactively solicits feedback; accepts and shows appreciation for constructive feedback. Shows consistent evidence of self critique and reflection as it relates to learning as a result of collaboration.	Shows excitement about the task at hand; inspires and motivates collaborators, consultants, and contributors. Shows a high comfort level in receiving feedback; seeks helpful, descriptive feedback. Is highly reflective and shows a strong capacity for self-critique.
Communication	Lacks clarity, organization, substance, and style, which are rarely appropriate to the context, purpose, and audience.	Somewhat clear and accurate, but could be more concise to convey ideas more effectively. Organization, substance, and style are sometimes appropriate to the context, purpose, and audience.	Clear and accurate; able to convey ideas effectively. Organization, substance, and style are consistently appropriate to the context, purpose, and audience.	Discusses presentation topic clearly and with passion and excitement; generates a high level of interest from the audience.

Contract for Honors Credit: Economics

Please carefully review the information, including the project write-up and rubric and other requirements of the Contract for Honors Credit option. If you would like to pursue the Honors Credit option, please return a copy of this contract signed and dated by yourself and a parent or guardian.

Your Task. For the Contract for Honors, you will work individually to become an expert in a topic that connects Economics with another discipline and create a final, stand-alone product that demonstrates understanding, uses original data analysis, and follows the conventions of Economics research. Sample interdisciplinary issues include: the economics of sustainability, an economic investigation of energy efficient cars, economic incentives and academic performance, economic incentives in business, the economics of the sports industry, the economics of the music industry. In addition to being an interdisciplinary issue, the chosen issue should be of interest to you, broad enough to conduct in-depth research, yet specific enough to you personally.

Your Economics project can take most any form, but must be a stand-alone product that can be accessed and assessed without a presentation to go along with it. Sample products include a documentary film, research paper, website, or podcast. No matter the product, you must include the following sections traditionally found in Economics research:

1. Introduction
2. Literature review
3. Data
4. Methodology/Model
5. Results
6. Discussion of Results
7. Conclusion
8. References (MLA works cited page)

Process. The Honors Contract requires students to be responsible for their own learning and work independently. Use the following steps in order to successfully complete this project. In addition to these steps as well as the required check-ins, you may want to create additional checklists, set goals, or adhere to benchmarks you create for yourself.

- Choose your issue. Brainstorm ideas, areas of interest, etc. Use this statement to guide you: My topic connects Economics with _____ (another discipline) and explores _____ (specific topic).
- Conduct research, keeping track of sources used (Introduction, Literature review, References)
- Determine a source of data or collect original data (Data, Methodology/Model)
- Conduct data analysis (Data, Methodology/Model, Results)
- Describe results and discuss (Results, Discussion of Results, Conclusion)
- Decide on the appropriate product to convey your information and research
- Create works cited page (References)

Resources. Use the following list of resources to help you get started.

- Research: Library databases (ex. Gale, Ebsco, Opposing Issues In Context, Learn 360)
- Information on Economic research conventions: <http://www.people.fas.harvard.edu/~pnikolov/resources/writingtips.pdf>, <https://twp.duke.edu/uploads/assets/econ.pdf>, <http://www.dipecodir.it/upload/paperwriting.pdf>

Sources. You must include a minimum of ten high-quality and relevant sources that are documented in a works cited page. Wikipedia and personal experience do not “count” as high-quality sources. Your works cited page must be properly formatted using MLA conventions. You may use websites such as refme.com or easybib.com to help you with the formatting of your works cited page.

Grading. You will be graded according to the rubric, below. The rubric evaluates the “4C’s” – Critical Thinking, Creativity, Collaboration, and Communication. Your final project will be graded with this rubric.

Logistics. Please keep in mind the following dates and deadlines regarding this Contract for Honors Credit:

Quarter 1/Quarter 3 Progress Report: Check-in #1

- Students will meet during CavBlock and propose/discuss their research topics as well as ideas for products

End of Quarter 1/Quarter 3: Check-in #2

- Introduction and Literature review due at this time

End of Quarter 2/Quarter 4 Progress Report: Check-in #3

- Data, Methodology/Model, Results, and Discussion of Results due at this time

Final deadline: Projects are due on the last day of class prior to Christmas Break (Semester 1) or Memorial Day Weekend (Semester 2).

Additional notes:

- Students who fail to demonstrate progress by each check-in will be removed from the Honors Contract for Credit option.
 - Students who have questions about Honors work will need to see their teacher during Cav Block, before or after school, or during the teacher’s prep time, if available. Teachers will not discuss individual projects during class.
-

Contract for Honors Credit: Economics 2016-2017

By signing this contract, I, _____, testify that I have read, understand and agree to the terms specified regarding the work I must complete and work ethic I must demonstrate in order to receive Honors Credit for Economics.

Student Signature

Date

Parent Signature

Date

DRAFT

Performance Area	1	2	3	4
Critical Thinking	Shows inability to discover, cull, or analyze relevant information to create an Economics research project on chosen issue.	Is able to discover, cull, and analyze relevant information on a basic level in order to create an Economics research project that is limited in support and introspection.	Is proficient at discovering, culling, and analyzing relevant information on a substantial level in order to create an Economics research project that is well-substantiated and introspective.	Shows an impressive ability to discover, cull, and analyze relevant information on a sophisticated level in order to create Economics research project that is thoroughly substantiated and introspective.
Creativity	Generates few ideas, most of which are not original, unique, imaginative, or authentic; Generates a product that has a vague or incomplete connection to the task.	Generates some ideas, but many are not original, unique, imaginative, or authentic; Somewhat effectively generates a product that is complete and connected to the task.	Generates many ideas, most of which are original, unique, imaginative, and authentic; Effectively generates a product that is complete and connected to the task.	Takes an original, unique, imaginative, and authentic approach to idea generation; Impressively generates a product that is complete and connected to the task.
Collaboration	Focuses on his/her work in isolation; has no evidence of collaborating with or consulting others. Responds to constructive feedback with a negative and/or disengaged attitude. Shows inability to reflect on learning as a result of collaboration.	Sometimes shows evidence of collaborating with or consulting others. Shows minimal appreciation for constructive feedback. Some evidence of self critique and reflection as it relates to learning as a result of collaboration, but lacks clarity.	Shows consistent evidence of collaborating with or consulting others. Proactively solicits feedback; accepts and shows appreciation for constructive feedback. Shows consistent evidence of self critique and reflection as it relates to learning as a result of collaboration.	Shows excitement about the task at hand; inspires and motivates collaborators, consultants, and contributors. Shows a high comfort level in receiving feedback; seeks helpful, descriptive feedback. Is highly reflective and shows a strong capacity for self-critique.
Communication	Lacks clarity, organization, substance, and style, which are rarely appropriate to the context, purpose, and audience.	Somewhat clear and accurate, but could be more concise to convey ideas more effectively. Organization, substance, and style are sometimes appropriate to the context, purpose, and audience.	Clear and accurate; able to convey ideas effectively. Organization, substance, and style are consistently appropriate to the context, purpose, and audience.	Discusses presentation topic clearly and with passion and excitement; generates a high level of interest from the audience.

HBMS Late Start Friday Proposal

On May 13th, 20th and 27th HBMS piloted a late start model similar to that which is currently in practice at Hollis Brookline High School. The purpose of the late start was to achieve the following outcomes:

- Provide teachers with 55 minutes of uninterrupted collaboration time.
- Free up time in the schedule for teachers to work with students.
- Provide students with more time to sleep, eat breakfast, get exercise and study.
- Allow all professional staff collaboration time.
- Equity of practice amongst professional staff within the Cooperative School District.

During the pilot our professional staff was able to complete the following work:

- Develop common formative and summative assessments aligned to the 4Cs of 21st Century Learning.
- Analyze evidence of student learning and making adjustments to practice.
- Identify students who need remediation/acceleration based on evidence.

At the conclusion of the pilot we were able to collect the following data:

- On average 125 students rode the bus, arriving to school at 7:00 a.m.
- The majority of students arrived via carpool after 7:40 a.m.
- There was a fairly even distribution of students between the MPR, Gym, and Library.
- There were zero disciplinary issues reported.
- The cafeteria saw a significant increase in the number of students purchasing breakfast.
- Through the use of a survey data, teachers reported that they found the time to be productive and were in favor of making this a permanent part of our master schedule.

Addressing Supervision:

- Two para-educators are assigned to provide coverage in each one of the three areas (MPR, Library and Gym).
- All substitute teachers are assigned to provide supplemental support.
- Students must choose a location when they arrive to the building. Students are permitted to leave their location only with permission from an adult providing supervision and with a pass.
- One administrator and one office support staff member supervises the hallways and checks in with the various locations.

July 14, 2016

To: Superintendent Corey; Hollis Brookline Cooperative Board
From: Rhon Rupp; Brian Bumpus
Re: Athletic Trainer

With the recent resignation of our athletic trainer, I have been trying to find a replacement for the 2016-2017 school year and beyond. I have reached out to the local therapy companies and the availability of certified trainers is minimal.

I have reached out to a former athletic trainer here at HBHS, Jessie Hilton, and we are currently in discussions. Jessie holds all the required certifications and served as our interim trainer last fall.

Recommendation: Trainer to be attained for 1200 hours annually at an hourly rate of \$ 30/hr. Trainer would begin on the first day of football practice (8/10/16) and attend practices and home games. Trainer would also be available for other team's games and practices. The trainer's salary would continue to be paid out of the athletic trust for the 2016-2017 year.

I have attached a job description for your review.

Future proposal would be to make the trainer position a permanent position.

HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT- SAU 41

JOB TITLE:	Athletic Trainer
Description Approved By:	Andrew Corey, Superintendent
Position Goal:	To provide for the care and prevention of injuries for all interscholastic athletic teams of Hollis Brookline Cooperative schools
Reports To:	Director of Athletics
Equipment Used:	Computer, telephone, office equipment, training room supplies

Duties and Responsibilities:

1. Prevention of care of athletic injuries sustained at practice sessions and games. The trainer will be available to supervise and handle all sports activities beginning with pre-season practice until the final game of the school year.
2. Responsible to see that proper prevention and safety measures are taken before removal of injured athlete to a physician or to the hospital. Trainer is responsible to see that appropriate transportation is made available for the injured athlete.
3. In the event of an emergency, to directly notify the parents of any athlete taken to a physician or hospital.
4. Responsible for coordination of baseline concussion screenings and post-concussion screenings to help in deciding when an athlete is ready to return to activity.
5. After injury is diagnosed, the trainer will carry out the orders of the physician relating to treatment. No athlete will be allowed to play or practice unless written approval of the physician has been obtained.
6. During practice session or at a game when a physician is not in attendance, the trainer will have the final say as to whether an injured athlete may continue in the practice session and/or game.
7. Responsible to establish and maintain records of all athletic injuries, particularly the date of accident, diagnosis, recommended treatment, and the physician's recommendation concerning the date of return to the athletic team.
8. Trainer will be available for all scheduled home games.
9. Establish and maintain an inventory control of all training room supplies, all containers to be properly labeled and marked, and the training room areas to be kept clean at all times.
10. Prepare a list of supplies needed for coming fiscal year during budget time.
11. Assist coaches in setting up strength and conditioning programs for all teams.
12. Assist coach with proper fitting and maintenance of equipment.

Traffic and Parking Fee Proposal

In an effort to address issues associated with traffic volume and safety at the high school, we are proposing the following changes to take place at the beginning of the 2016-17 school year:

- Remove the larger of the two lower lots (across from the baseball field) as a designated parking area during the school day. The lot will re-open after the regular school day.
- A parking fee will be charged to park in the lower lot next to the baseball field during the school day.
- If available, allow a small number of students to pay to park in the unpaved staff lot that is next to the lacrosse/field hockey field.
- Install No Parking signage along Jeff Smith Lane to prevent parking during the regular school day. This is needed to prevent simply pushing the existing issues further away from where they currently reside.
- Add/Increase the fee to park in **all** lots from \$40 to \$70. Given that Souhegan charges \$100, Bedford \$110, Milford \$0, and Oyster River is \$50, we feel \$70 is a reasonable place to start.

Removing one of the lower lots during the day while increasing the use of the back parking lot and the unpaved lower lot for staff will result in less cars being able to be park while school is in session. However, any student who is unable to park could choose to carpool or take the bus.

This year we issued 200 permits to park in the back lot and took in \$7698 some of which was prorated based on when they made the purchase. If we fill all 250 student spaces at the new rate we could take in approximately \$17,500. The addition of a fee to park in the other two lots would result raising even more than \$17,500. The increase in funds would be used for ongoing maintenance and supervision of all parking areas. For example, we would like to pave and line all of the dirt lots on the property and add and replace cameras in all parking areas. In time, these funds could be used to fund a 0.5 FTE campus monitor which would increase safety during some of our peak activity hours.

This proposal allows us to address the issues raised over the years around traffic volume, safety, and ongoing maintenance while shifting the cost to the primary user versus all taxpayers.

Respectfully Submitted,

Rick Barnes
Principal