Hollis Brookline Cooperative School Board
Wednesday, August 17, 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

6:40 ROTC presentation

7:00 Principal Reports

7:15 Presentation(s)

- Strategic Plan – Assistant Superintendent - Gina Bergskaug
- Technology Plan update – Information and Technology Director – Richard Raymond

8:00 Deliberation

- To see what action the Board will take regarding policy GBEC – Drug Free Workplace/Drug Free Schools (second and final 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 (second and final reading)
- To see what action the Board will take regarding the request from Athletic Director Rupp to purchase a 40ft. storage container
- To see what action the Board will take regarding Smarter Balanced Assessment tests

8:20 Discussion

- Update on start time committee
- Referral of Job Description policy to the policy committee

8:30 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
8:35 Motion to Adjourn

# AIR FORCE JUNIOR ROTC POINT PAPER

August 2016

## What is Junior ROTC?

- Congressionally mandated program of citizenship, character development, and wellness
- Mission Statement: "To develop citizens of character dedicated to serving their nation and community."
- NOT a military recruiting tool—no obligation whatsoever for any student to join military

## JROTC Curriculum

- Academic mix of 40% Aerospace Science, 40% Leadership Education, and 20% Wellness
- Aerospace Science topics include Aviation History, The Science of Flight, Exploring Space, Global Awareness, Survival, Honors FAA Ground School, and Management of Cadet Group
- Leadership Education topics include Foundations of Citizenship, Communications and Leadership, Life Skills, and Principles of Management. Drill and ceremonies practice and the weekly wearing of the uniform are included in the Leadership Education curriculum.
- Wellness includes academics, physical exercise, team-building activities, and periodic testing in accordance with the President's Council on Physical Fitness standards.

## Support from the Air Force

- National-level certification and training of instructor cadre
- Advertising vacant positions worldwide
- Air Force provides all curriculum materials, textbooks, Classroom Performance System (clickers), uniforms, replica rifles for drill, computers, projector, and printer
- Modest annual budget for uniform cleaning and alterations, buying replacement uniforms, and cadet meals, transportation, and lodging while on curriculum-in-action trips
- Air Force reimburses half of "Minimum Instructor Pay" for officer and NCO
- Periodic visits from Headquarters Staff to ensure contract compliance and best practices among all JROTC units

## Support from the School District

- Ensure that the course receives core or elective academic credit and that all students have the opportunity to participate regardless of race, religion, color, ethnicity, gender, or national origin.
- Agree to hire one retired USAF Officer and one Non-Commissioned Officer as cadre
- Employ the instructor cadre for a minimum of a 10-month contract and agree to pay at least "Minimum Instructor Pay," defined as the difference between an instructor's retired pay and the pay they would received if recalled to active duty. Depending upon rank of instructors, school district liability will be $20-$25K for NCO and $30-$35K for Officer.
- Provide appropriate classroom and office space for the Program
- Provide 2500 square feet of area to practice drill. This area can be outside, but indoor areas should be considered in the event of inclement weather or during winter months
- Provide 400 square feet of storage space solely for JROTC use configured to house uniform and equipment items
- Provide access to gymnasium facilities for the Health and Wellness Program
- Maintain minimum enrollment numbers after three years equal to 10% of enrollment for 999 students or less

## Benefits for the Student

- Exceptional character education with the opportunity to develop leadership skills
- Guidance for competing for service academy and college ROTC scholarships
- Students who complete two or more years of JROTC enlist in any branch of the service at higher pay grade
- Academics from JROTC complement other subjects in normal school curriculum

## Other New Hampshire Air Force JROTC units

- Alvirne, Nashua North (and South), Salem, and Spaulding High Schools, and Pinkerton Academy
- Units compete in New Hampshire Drill League
- Units attend NH AFJROTC Military Ball in the spring
- Units participate in joint summer "Cadet Leadership Courses"
- Other units with experienced cadets and cadre help new units get on the right path

## Application process for AF JROTC and questions

- For more information, see the following website: http://www.au.af.mil/au/holmcenter/AFJROTC/index.asp
- To ask specific questions about waiting lists and timelines, call 334-953-7743

# Holm Center





# Air Force JROTC

## Introduction and Information Brief



Colonel Bobby C. Woods, Jr.
Director, Air Force JROTC
Maxwell Air Force Base, Alabama

As of: 15 April 2016



# Overview

- Background Information
- Program Components
- Program Benefits
- Roles and Responsibilities
- Keys to Success
- Starting a New Unit

# AFJROTC Mission

Mission: Develop Citizens of Character Dedicated to Serving Their Nation and Community

Goals:

Instill Values Of Citizenship, Service To The United States,

Personal Responsibility and Sense Of Accomplishment

(AFJROTC is NOT a USAF Recruiting or Accessions Program)

# AFJROTC History

- 1911 – Founded by US Army (Non-compulsory cadet corps)
- 1916 – National Defense Act (Formally established JROTC)
- 1964 – ROTC Vitalization Act
  - All services directed to establish program; USAF: 20 units by 1966
- 1991 – Congressional expansion; USAF: 609 units
- 1999 – Congressional expansion; USAF: 955 units by 2014
- 2003 – Expansion held at 744 units – AETC - "Strategic Pause"
- 2005 – CSAF SII restores funding – 125 units added in 05'- 06'
- 2007 – AETC halts further expansion at 869
- 2007 – FY07 NDAA – Congress tells services to add JROTC units
  - AF to add 10 units to 945 goal – new target becomes 955 by 2020
- 2008 – PBD cuts restored – program adds 10 units in 08'-09'
- 2010 – JR adds 5 units with AETC permission – 884 units
- 2011 – 2012 Funding below sustainment – drops to 867 units
- 2012 – OSD P&R establishes minimum of 870 units by 2014
- 2014 – AF accepts OSD "open & sustain" mandate - 870 units by FY15

# AFJROTC

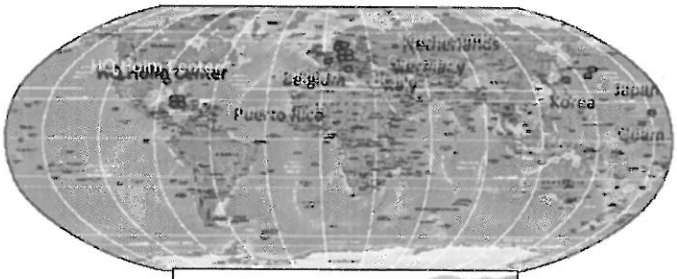
Mission: Develop citizens of character dedicated to serving their nation and community



- Title 10 USC Congressionally mandated program
- Currently 878 units with 121,000 cadets (AY15-16)
  - Total of 892 units including 14 NDCCs
  - 14 overseas units
  - OSD-approved floor 870 units
  - OSD-directed expansion to 1,100+ units on hold
- AFJROTC Successes
  - Huge Congressional / Community / School support
  - Community Service! Over 4.8 Million hours over past 3 years
    - 2013 - 1,559,000 hours; 2014 -- 1,521,178 hours; 2015 – 1,604,929 hours!
  - Diversity: 58% Minority - 38% Female / 62% Male
  - Generates goodwill for the USAF and promotes positive service image
  - Gives USAF "presence" in many areas that are not near USAF or other military bases
  - Lives saved! Lives, schools, & communities changed -- very positive national impact!

# AFJROTC
## Snap Shot (FY16)

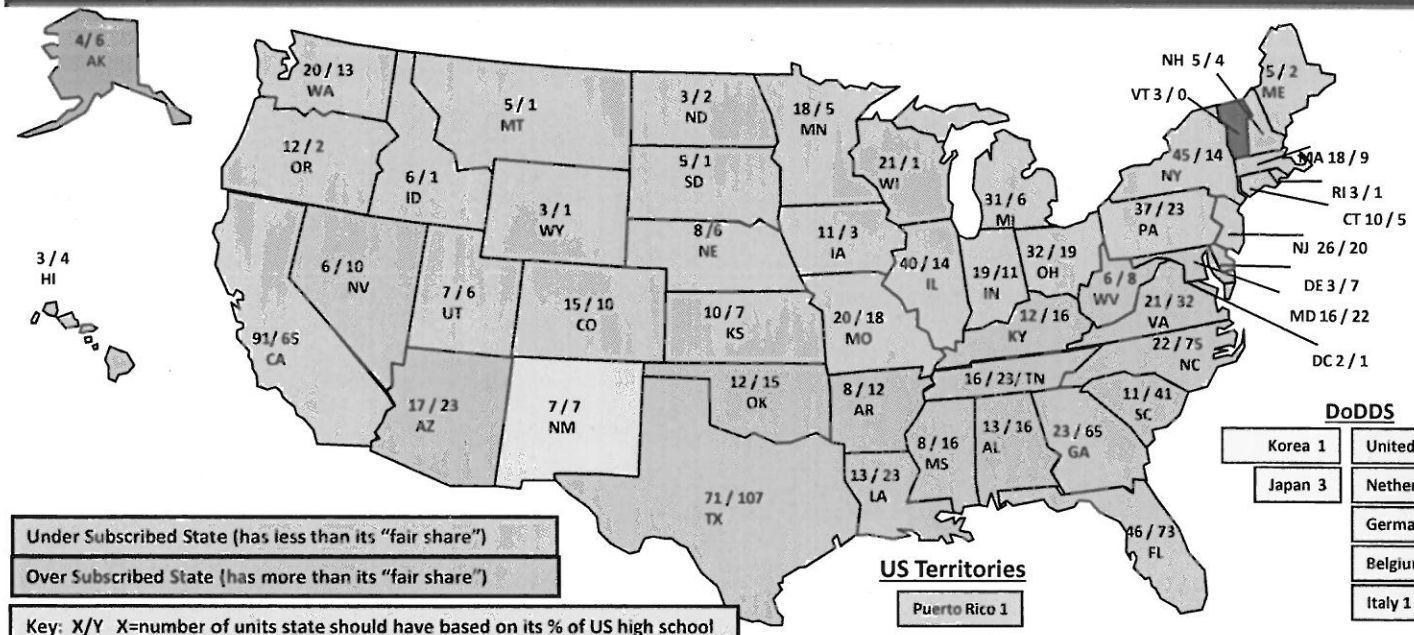
- HQ AFJROTC, Maxwell AFB, AL
  - 31 Authorized staff billets
  - 29 Assigned personnel
- Oversight Responsibilities
  - 878 AFJROTC Units Spanning the Globe
    - 858 CONUS & 14 Overseas
    - Plus 14 additional NDCC Units (892 total)
    - ~1,950 Instructors
    - ~121,000 High School Cadets
- AFJROTC Program Partners
  - 49 State Boards of Education
  - 668 School Districts
  - 892 High School Principals






**Typical Unit: 1 Officer Instructor, 1 NCO Instructor, 135 Students**

# AFJROTC Unit Distribution




**DoDDS**

| | |
|---|---|
| Korea 1 | United Kingdom 2 |
| Japan 3 | Netherlands 1 |
| | Germany 3 |
| | Belgium 1 |
| | Italy 1 |

**US Territories**

- Puerto Rico 1
- Guam 1

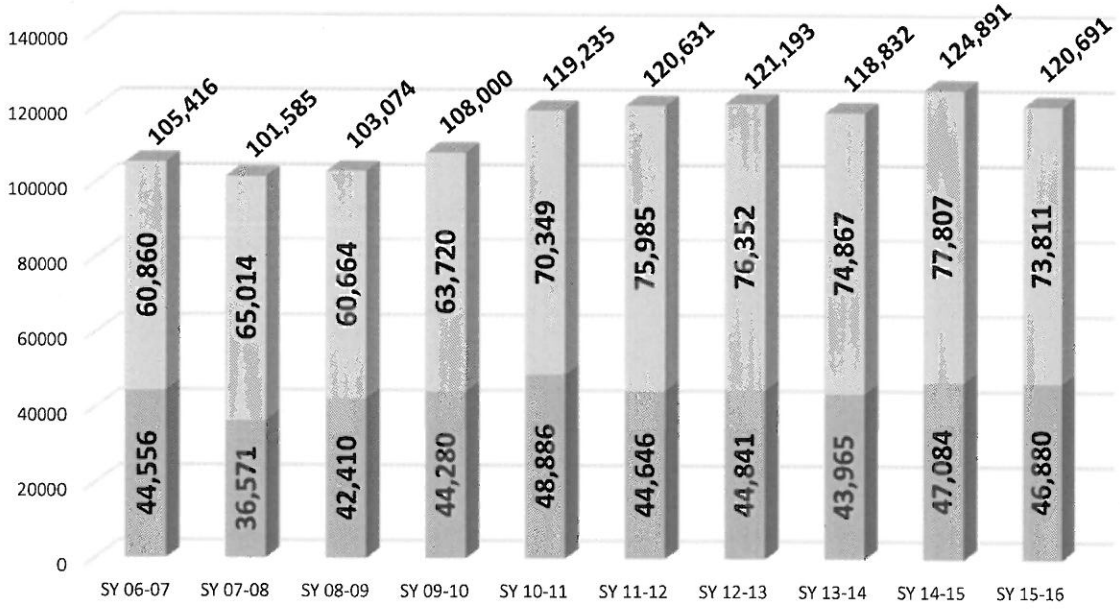
Under Subscribed State (has less than its "fair share")

Over Subscribed State (has more than its "fair share")

Key: X/Y X=number of units state should have based on its % of US high school student population (its "fair share"); Y=number of units state currently has

As of: 9 Feb 16

# AFJROTC Enrollment

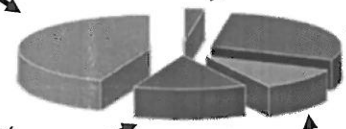



**As of 11 Feb 16**

# AFJROTC Diversity

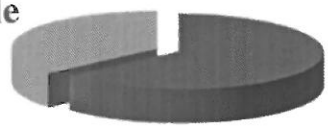
**Title 1 Schools:**
**47.5%**

## 58% Minority Program



- **Caucasian 42%**
  - Male – 71%
  - Female – 29%
- **Asian 3%**
  - Male – 66%
  - Female – 34%
- **Af-Am 27%**
  - Male – 50%
  - Female – 50%
- **Hispanic 10%**
  - Male – 58%
  - Female – 42%
- **Multiracial 15%**
  - Male – 60%
  - Female – 40%
- **Other 3%**
  - Male – 64%
  - Female – 36%

## Gender



- **Female 38%**
- **Male 62%**

| | National HS Diversity | AFJROTC |
|---|---|---|
| Caucasian | 58% | 42% |
| African American | 16% | 27% |
| Hispanic | 20% | 10% |
| Asian | 4% | 3% |
| Other | 2% | 3% |
| Multiracial | -- | 15% |

AFJROTC Data: May 2015
Nat'l HS Data: 2010 Census



# Program Components

- Background Information
- Program Components
- Program Benefits
- Roles and Responsibilities
- Keys to Success
- Starting a New Unit

# HQ AFJROTC
# Objectives (Guiding Principles)

**Objective:** Develop, Man, Train, & Equip Successful AFJROTC Units

## 3 Tiered Focus:

- Instructor Force
  - Quality, Experienced, Dedicated Professional Cadre who meet USAF & School Requirements
  - Leaders, Teachers, Mentors, & Guides who care about making a positive impact on our cadets
  - Instructor Training - Junior Instructor Certification Course (JICC) (Title 10 Requirement)
- Quality Curriculum
  - World Class, fully accredited program - Leadership, Culture, Air Force History, Wellness, Life Skills
  - Along with fun and challenging Immersive Learning Co-curricular Activities
  - Produces Well Rounded Cadets, Prepared for the Future
- Cadet Programs
  - Co-curricular activities help teach Citizenship, Leadership, Teamwork, and the value of Hard Work
  - Community Service / Character Development - gives sense of accomplishment & belonging
  - Inclusive program – open to all

# Instructors

- Instructors are certified and decertified by HQ AFJROTC

- All JROTC instructors are school district employees & work directly for the school principal
  - Must ensure AFJROTC program & compliance standards maintained
  - Must meet USAF standards for fitness & professionalism
  - Must meet Principal standards for teacher performance

- Senior Aerospace Science Instructor (SASI)
  - Officer – AFJROTC Department Head, reports directly to principal
  - Responsible for and manages the overall operation the unit

- Aerospace Science Instructor (ASI)
  - Usually Enlisted, but may be an Officer – works for the SASI
  - Normally teaches the Leadership curriculum

# AFJROTC Instructor Pay

- Each unit starts with 2 instructors – 1 officer / 1 enlisted
- Additional instructors authorized with increased enrollment
- Up to 150 = 2 instructors // 151 to 250 = 3 instructors // 251 to 350 = 4 instructors
- Minimum Instructor Pay (MIP) governed by U.S.C. Title 10 Law
- Contract obligation to pay school ½ the difference between the member's retired pay and what their pay plus allowances would be if still on active duty
- Minimum contract length 10 months - instructor negotiates contract length with school
- Estimated 75% of instructors receive salary in excess of MIP

Example:

| | |
|---|---|
| AD Pay & Allowances for E-8 w/20+ years: | $6,500 month |
| Retired Pay for E-8 w/ 20+ yrs: | $2,500 month |
| Difference between AD & Retired pay: | $4,000 month MIP x 10 month contract = $40,000 |
| AF reimburses one half of MIP to school district: | $20,000 |
| School district responsible for other half of MIP: | $20,000 |

# AFJROTC Curriculum & Accreditation

- AFJROTC & our Curriculum is fully accredited by AdvancED! (last accredited in Dec 2015)

- 3 or 4-year program with minimum 120 contact hours per year
- "Turn-key" support including technology, books, & lesson plans for instructors
- Schools must teach AF provided curriculum
- 40/40/20 combination of Aerospace Science (AS), Leadership Education (LE), & Wellness and Life Skills
- Schools granting core credit other than elective credit may switch ratio to 60/40- so 20% Wellness would not be required



# Co-curricular Activities



- Community Service Projects
- Color Guard and Drill Teams
- Marksmanship
- Academic Bowl (SAT/ACT prep)
- Curriculum In Action Trips (Field Trips)
- Kitty Hawk Air Society (Honors Students)
- Orienteering
- Model Rocketry & Radio Controlled Aircraft Clubs
- Civil Air Patrol (CAP) Incentive flights in civilians & cadets
- Cyber Patriot: Air Force Association sponsored on-line network-defense competition

*All programs are optional & require principal approval

# Co-curricular Activities

- New! Remote Controlled (RC) Multi-copters
- Flight Simulators in Classrooms
- Aviation Ground School
- Survival Training
- STEM kits
- Fitness competitions
- Newsletters/website/AV squad
- After-school tutoring/study groups
- Mentoring/outreach to middle schools



*All programs are optional & require principal approval

# Optional Summer Programs

- Summer Cadet Leadership Courses (CLCs)
  - Unit-hosted camps typically held for 1 week during summer
    - Not a "boot camp" – they are a reward and an immersive learning tool
  - Teaches team building, instills self-confidence, provides a sense of accomplishment
  - Locally-determined focus: Drill, STEM, Leadership, Academics, & more
  - Units may attend a CLC hosted by another unit with school permission
  - Partially / totally funded by the Air Force
- Interaction with other service JROTC & Civil Air Patrol (CAP) Camps

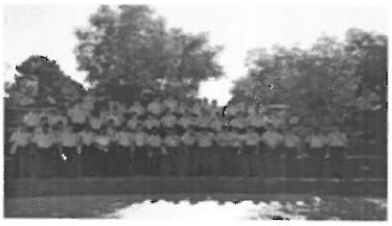
*All programs are optional & require principal approval

# Why AFJROTC Works

- The military model: clear expectations, training, mentorship, & accountability produces self-discipline & achievement
- Cadets belong to something bigger than themselves
- Strong emphasis on service to school, community, & nation
- High quality, experience, & dedication of our instructor force
- Instructors are long-term role models, leaders, & mentors
- Program is inclusive, provides a place for every student
- Sense of belonging for the cadets - "like a family"
- Many incentives to work hard and excel
- Provides valuable life lessons in high school







# Program Benefits

- Background Information
- Program Components
- Program Benefits
- Roles and Responsibilities
- Keys to Success
- Starting a New Unit

# AFJROTC Benefits

- Students: Platform for Success
  - Gain confidence, self-discipline, sense of belonging, and leadership skills
  - Develop sound work / life skills
  - Resume builder for college
  - If they choose a military career may enlist at higher rank
  - Can compete for Scholarships & Service Academy appointments
- Schools: Force for Good
  - Leadership partner for your mission
  - Increased community presence and engagement
- Engaged Citizens in Local Communities & Nation
  - Over 1.5 million hours of community service performed in AY 2013-2014

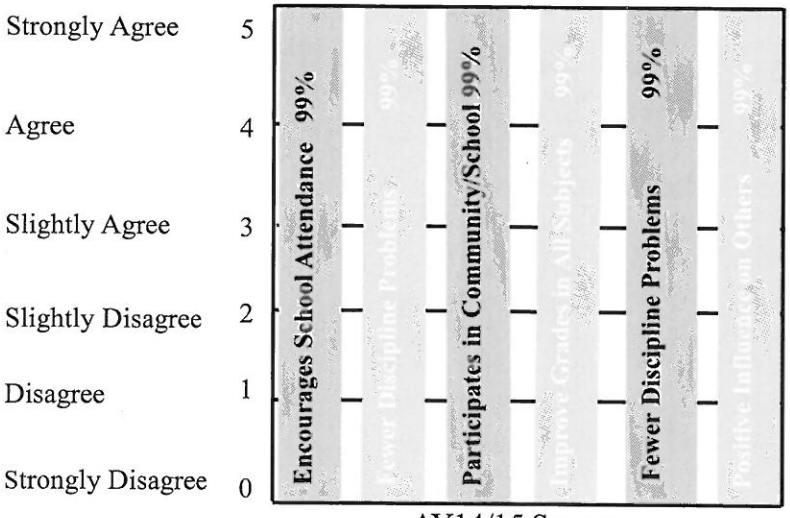




**Only 4% of USAF Basic Military Trainee's were AFJROTC cadets but 100% of cadets can reap the benefits!**

# AFJROTC
# Principal Survey (AY14-15)

Principals say AFJROTC encourages students to:




AY14/15 Survey

| Survey Item | Agreement |
|---|---|
| Produces Better Citizens | 99% |
| Instills Values of Service | 99% |
| Instills Personal Responsibility | 99% |
| Better School Attendance | 99% |
| More Likely to Graduate | 97% |
| Higher Grades | 99% |
| Active Community Participation | 99% |
| Increased Community Pride | 99% |
| Lower Suspension Rates | 98% |
| Results in Fewer Discipline Problems | 99% |
| Reduces Substance Abuse & Poor Behavior | 98% |
| Curriculum Contributes to Prgm Objectives | 98% |
| Promotes Positive Relationships w/ AF | 99% |
| Cadets Are Positive Influence on Others | 99% |

Note: AY14/15 Survey of 891 Principals yielded 332 respondents or 37% = 95% Confidence Level

# Roles and Responsibilities

- Background Information
- Program Components
- Program Benefits
- **Roles and Responsibilities**
- Keys to Success
- Starting a New Unit

# AFJROTC Responsibilities

- HQ will screen, approve, certify, & decertify instructors
- Pay operating costs and co-pay instructor salaries
- Provide AV/IT equipment, supplies, & uniforms
- Provide 120 hours of curriculum: texts, instructor guides, & student workbooks
- Establish standards for unit operations & performance
- Assess unit performance & contract adherence
- Provide advice and support to instructors & school leaders

# School Responsibilities

- Adhere to all HQ AFJROTC policies & procedures
  - USAF/School contract (Memorandum of Agreement) is signed by district superintendent & Holm Center Commander
- Grant academic credit toward graduation
- Conduct the program without discrimination
- Provide & maintain classroom, office, drill & storage facilities
- Hire AF-certified instructors
  (min of 1 officer & 1 NCO)
- Our instructors will teach provided curriculum
- Cost-share instructor salaries
- Maintain required minimum enrollment
- Assist in & support unit recruiting efforts



# School Responsibilities

- Safeguard USAF provided uniforms, supplies, & equipment
  - Perform any required improvements to facilitate above
  - All provided items remain USAF property
- Afford AFJROTC instructors same privileges as other faculty
- Allow use of school's LAN system, or provide internet access
- Allow only 9th-12th grade students into the program
- Teach AFJROTC only at contractually identified school



# Keys to Success

- Background Information
- Program Components
- Program Benefits
- Roles and Responsibilities
- Keys to Success
- Starting a New Unit

# School Keys to Success

- Strong Principal & School Administration Support
- Get school board, PTA, & the community excited about AFJROTC
- Everyone is a recruiter - help advertise the positive impact of your program
- Established good rapport between instructors, administrators, faculty, guidance counselors, school budget manager, community leaders
- Be visible to the cadets & in community and assist with feeder school access
- Quickly identify any negative trends or issues affecting unit health – let us know!
- Ensure Senior Instructor is a "Department Head" & held accountable for outcomes
- Hire & support engaged instructors
  - Provide feedback, professional development, & mentoring to instructors
  - Ask HQ for help when an instructor doesn't meet expectations or standards

# Unit Keys to Success

- Student / Cadet led program
- Strong unit goals
  - Recruiting & retention
  - Academic achievement
  - School & Community Service
  - Graduation, Discipline, Attendance, Tardiness
- Offer lots of activities: field trips, CLCs, co-curricular options
- Support unit's AFJROTC Booster Club
- Encourage parent support & involvement
- Visit & partner w/other AFJROTC units, ROTC units, Air Force units, College ROTC units, & bases for support and ideas






# Overview

- Background Information
- Program Components
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# New Unit Time-Line

- By 10 April - Apply via internet at: http://www.au.af.mil/au/holmcenter/AFJROTC/documents/UnitApplication.pdf
- Air Force JROTC will schedule and conduct site surveys after applications are submitted
- 15 June - Schools scored, ranked, & the "School Candidate List" is forwarded to Secretary of the Air Force for approval
- Fall - Advance notification of likely unit selection
- Spring - Formal notification of unit selection
- Spring/Summer - Instructors hired and trained
- July - Unit activated

* There is currently a waiting list for schools seeking to have an AFJROTC program

# HQ AFJROTC
## Points of Contact

| | |
|---|---|
| Director, HQ AFJROTC: | Colonel Bobby C. Woods, Jr.<br>DSN 493-7513 / (334) 953-7513<br>HQ-Director@AFJROTC.com |
| Deputy Director: | Colonel (Ret) Pete Gray<br>DSN 473-7513 / (334) 953-7513<br>HQ-Deputy@AFJROTC.com |
| Chief, Operations: | Major David "Bob" Dawson<br>DSN 493-1597 / (334) 953-1597<br>HQ-DirOps@AFJROTC.com |
| Chief, Instructor Management: | Colonel (Ret) Scotty Lewis<br>DSN 493-7742 / (334) 953-7742<br>HQ-InstructorMgmt@AFJROTC.com |

For more information go to http://www.AFJROTC.com

You can also call HQ AFJROTC toll free at: 1-866-235-7682

# AFJROTC
# Shaping Our Future









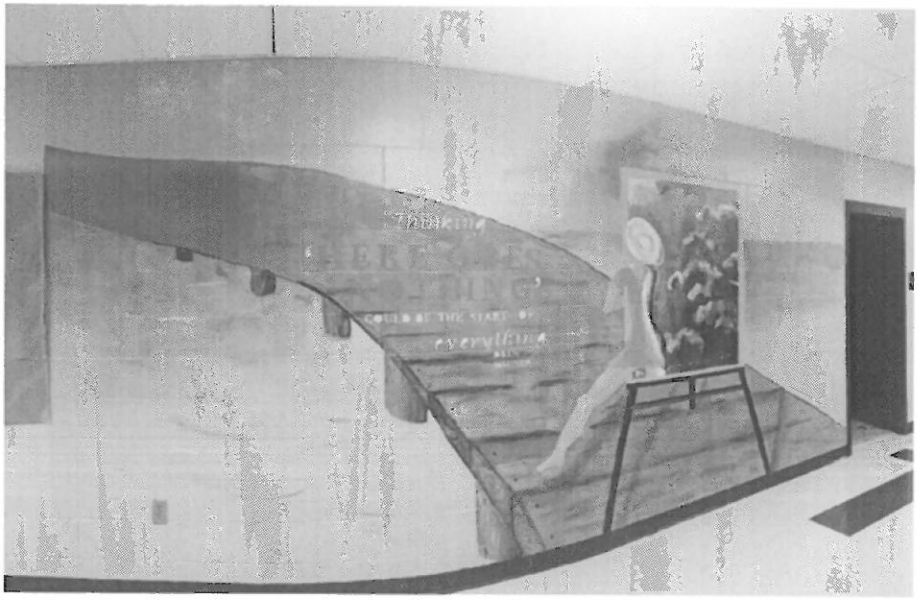




## The "face" of the Air Force in our communities!

The Intellectual and Leadership Center of the Air Force

To: Hollis Brookline Cooperative School Board
From: Bob Thompson, Principal HBMS
Re: Principal's Report
Date: August 17, 2016



## Information Only

**Ready For A Great School Year!** – The schedules have been completed. The supplies have arrived. The building is in pristine condition. It is now time to welcome back our students for the 2016-2017 school year. The first day of school for 7th graders is Wednesday, August 31st. Dismissal is at 12:00 pm. Lunch will be served. The first full day of school for both 7th and 8th grade is on Thursday, September 1st with dismissal at 2:15. We are excited for the upcoming school year!

**Math Intervention Program** – HBMS has purchased a new intervention program for students who struggle in math. Number Worlds is a research-based math intervention. The intervention helps struggling learners achieve math success by quickly bringing them up to grade level by targeting important standards. It is adaptive and personalized to best meet student's needs. In addition, there is an online component that provides teachers with detailed progress reports and the ability to monitor student progress. The program will be administered by our special education staff. More information on the program can be found at: http://www.mheducation.com/prek-12/explore/number-worlds.html

**Merit Bonuses** – The following HBMS staff members received merit bonuses for the 2015-2016 school year:

<u>Collaboration:</u>
Dot Ball - $500
Jennifer Christman - $1,000
Karen Coutu - $1,000
Sue Doyle - $1,000

Leadership:
Steve Capraro - $1,000
June Cloutier - $1,000
Pam Griffith - $1,000
Lynne Ouellette - $1,000
Paul Picariello - $1,000
Patricia Smith - $1,000

Innovation:
Susan Connelly - $1,000
Pat Marquette - $1,000
Erin White - $1,000

**Summer Art Enrichment Program** – This summer HBMS 8th graders, soon to be 9th graders, were busy creating works of art as part of our summer art enrichment program. The following students participated in the program: Arianna Olsen, Carolyn Dolfini, Hannah Bazemore, Lauren Ingraham, Morgan Sattler, Olivia DiPrizio, Paige Kipp, Sarah Scott and Morgan Sattler. This year the students completed a total of 6 works of art including several large scale murals. The murals greatly enhance the overall appearance of the building and are a source of pride for the faculty and students.

**Enrollment Numbers** – This summer we have had a total of 13 new enrollments. This includes 6 eighth grade students and 7 seventh grade students. As of August 11th we have a total student population of 414. Last year at this same time our student population was at 413.

**Security Grant** – The work identified in our Homeland Security Grant has been completed by OneSource Security. HBMS has controlled access on all 12 of our exterior doors. Teachers will be issued key fobs when they return on August 29th. Additionally, we upgraded our video DVR system and software. This will enable us in the future to move from an analog video surveillance to an IP video surveillance system.

**Boy's Soccer** – HBMS is still in need of a boys' soccer coach for the fall sports season. Anyone who thinks they might be interested should contact me directly bob.thompson@sau41.org

**Action Items:**

To see what action the board will take in regard to accepting a $1,000 dollar Seed Grant from the New England Grassroots Environmental Fund toward the HBMS/Community Greenhouse Project.

To see what action the board will take in regard to accepting a $1,000 dollar donation from Kerk Motion Products of Hollis toward the HBMS/Community Greenhouse Project.

Important Dates:

Registration Day – August 24th
Teachers Return – August 29th
7th Grade Orientation Day – August 31st
First full day of school – September 1st
First day of athletics – September 1st

August 11, 2016

To: Andrew Corey

From: Rick Barnes

RE: August Board Report

*Action Items*

- Storage Unit (See Attached)
- Guidance Director Stipend (See Attached)

*Informational:*

**Parking/Lot Update:** Repairs and sealing of the parking lot are complete. Ameriseal did an outstanding job. Currently, 193 out of approximately 285 spots have been reserved for the 2016-17 school year. We will also be adding four additional visitors' spots to the front of the building.

**Science Room Update**: The rough wiring is complete and we anticipate that the rough plumbing will be complete by the end of next week. The production facility utilized by School Furnishings is having a production issue which will result in the delay of the delivery of the cabinets. We anticipate they will be shipped the week of August 29th. Once the cabinets are in, we expect it to take 2-3 days to install and connect the plumbing and wiring. We anticipate that we will receive the cabinets by September 2nd have them installed for use by September 9th. However, once we have an exact shipping date we will know more.

**Merit Pay:** (See attached)

Respectfully Submitted,

Rick Barnes

Principal

**Proposal to Increase Guidance Director Stipend**

**Current Amount:** $3119.36

**Proposed Increase:** $5380.64

**New Amount:** $8500

**Rationale:** The role of the Director of Guidance has changed dramatically over the last ten years, perhaps more than any other in public education. This is particularly true at HBHS. The Guidance department is responsible for partnering with families to chart an academic pathway for students while also ensuring their emotional and physical well-being. Please refer to the attached index of department responsibilities to see how the role of school counselor touches into every area of a student's life in high school.

Moreover, recent changes to the organizational structure at HBHS have added even more responsibilities to the director's position. Those changes include:

- 2015-16 RIF of the .5 FTE School to Career counselor and the unfilled .5 FTE school (guidance) counselor position that resulted from the RIF. Both FTE's previously combined into a full time position.
- Conversion/restructure of the Student Database Specialist beginning 2016-17 resulting in a reduction of .20 FTE in 16-17 at the high school ending at a .50 FTE in 17-18.

The best way for us to continue the same high quality of services with the reductions above, in an environment of increasing responsibilities and accountability, is to move forward as follows:

- Reduce the caseload of the director to approximately sixty students while simultaneously adding the bulk of the responsibilities that have been increasingly shared among all counselors.
- Increase the stipend to compensate for the increased accountability and responsibility for the many evening meetings and afterschool hours.
- The increased caseload of the other counselors will be offset by the decreased responsibilities of nights and after school hours.

The increase in the position can come from the fund 23 account line (transcript fees) for guidance which has a current balance of $12.287.71. The auditors have been requesting that this line be spent down to zero. This is the best way to invest this money back into serving all students. We will also stop charging former students for transcripts going forward as the requests have become infrequent which should remove the need for this line altogether.

Respectfully Submitted,

Rick Barnes

Principal

DRAFT

## *Index of Guidance Responsibilities by month:*

August

- Emergency/Comprehensive Crisis Plan
- Transfer Student Summer Luncheon
- Freshmen Orientation

September

- Freshman Transition
- Senior College Night
- Senior Small Groups
- Senior Individual Meetings (CAVBlock event)
- Senior Common App (CAVBlock event)
- College Admissions Visits
- PSAT Class Presentation
- CTE Coordination
- Work Study/Internship

October

- Freshmen Naviance Activity
- School Profile
- College Admission Visits (cont'd)
- National Merit Program
- PSAT Introduction/Overview CAVBlock event)
- PSAT Exam
- Drug Prevention (CAVBlock event)

November

- St. Paul's Advanced Studies Program
- College Admissions Visits (cont'd)
- Transfer Student Lunch

December

- PSAT Individual Meeting
- College Admission Visits
- Financial Aid Presentation
- Program of Studies

January

- PSAT Individual Meeting (cont'd)
- Course Registration – Parents
- Course Registration – High School
- College Handbook
- Mid-term Exam Tips for Freshmen
- Program of Studies (cont'd)
- Work Study/Internship

February

- Junior College Night
- AP Information
- Course Registration – Middle School
- Course Registration – Middle School Parents

March

- GPA Presentation – 10th
- Boys/Girls State
- CTE Coordination
- AP Registration

April

- Individual Junior College Meetings
- Junior Small Groups
- Award Letter Presentation
- Career Symposium – 10th
- Junior Book Awards

May

- AP Exams
- NH Scholars
- College 101 Night – 10th

June

- Senior Awards
- Freshmen Orientation

Monthly

- Newsletter
- Transfer Group Monthly Luncheon
- Student Athlete NHHEAF Regional Presentation
- Scholarships

Revised on an Ongoing Basis:

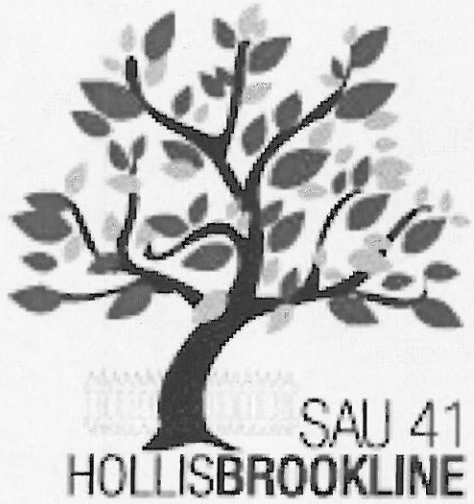
- Crises Plan
- DCYF regulations
- Program of Studies
- College Handbook
- School Profile with Carol
- Registration/residency issues with SAU Director of Student Services, District Database Specialist, & Principal
- Co-organize drug, mental health, bullying presentations
- Course Registration setup (will move from Carol)
- Development and Implementation of Master Schedule with District Database Specialist, & Principal
- Naviance setup (will move from Carol)
- Work Study/Internships

| Name | Amount | |
|---|---|---|
| Kathleen Maynard | 4000 | Leadership |
| Stacey Plummer | 2000 | Collaboration,Leadership |
| Kristen Roy | 2000 | Collaboration,Leadership |
| Heidi Foster | 1750 | Collaboration,Leadership |
| Mathew Barbosa | 1000 | Innovation |
| Rod Clark | 1000 | Leadership |
| Yolanda Flamino | 1000 | Leadership |
| Jennifer Given | 1000 | Collaboration,Leadership |
| David Umstead | 1000 | Leadership |
| Adam Wilcox | 1000 | Collaboration |
| Sue Hay | 750 | Innovation |
| Maria St. Pierre | 700 | Innovation |
| Mike Fox- | 500 | Leadership |
| Lauren Girolomin | 500 | Innovation |
| Elissa Johanson | 500 | Leadership |
| Susan Mooers | 500 | Collaboration |
| Eric Perry | 500 | Instruction |
| Maryanne Rotelli | 500 | Leadership |
| Marie Salamone | 500 | Collaboration |
| Annie Roy-Foucher | 300 | Leadership |
| Clare Pare | 250 | Leadership |
| | 21250 | |

# SAU 41

Mission → Vision

# SAU 41 Mission



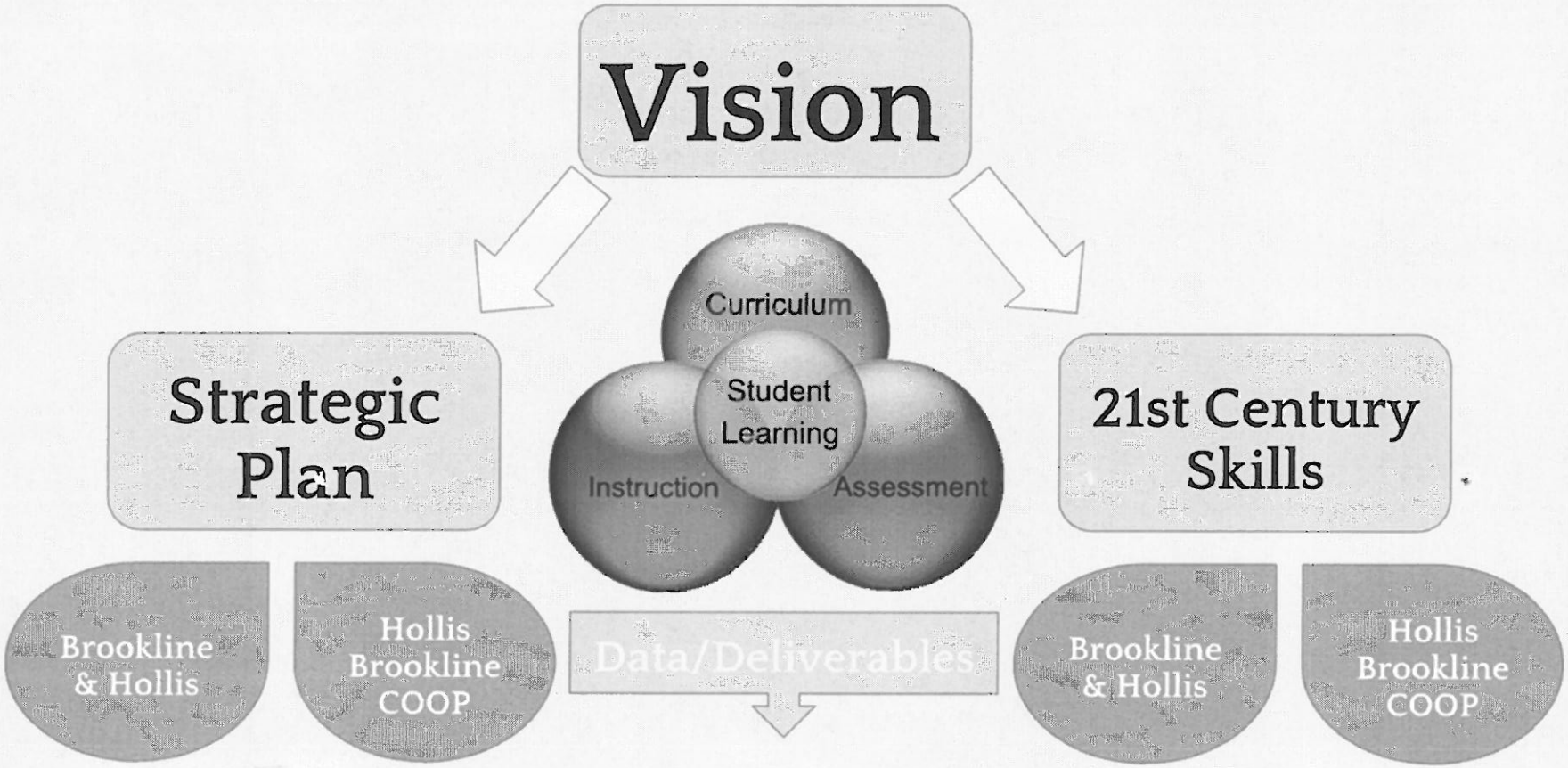

- To ensure a strong, supportive learning environment focused on academic excellence



# HB

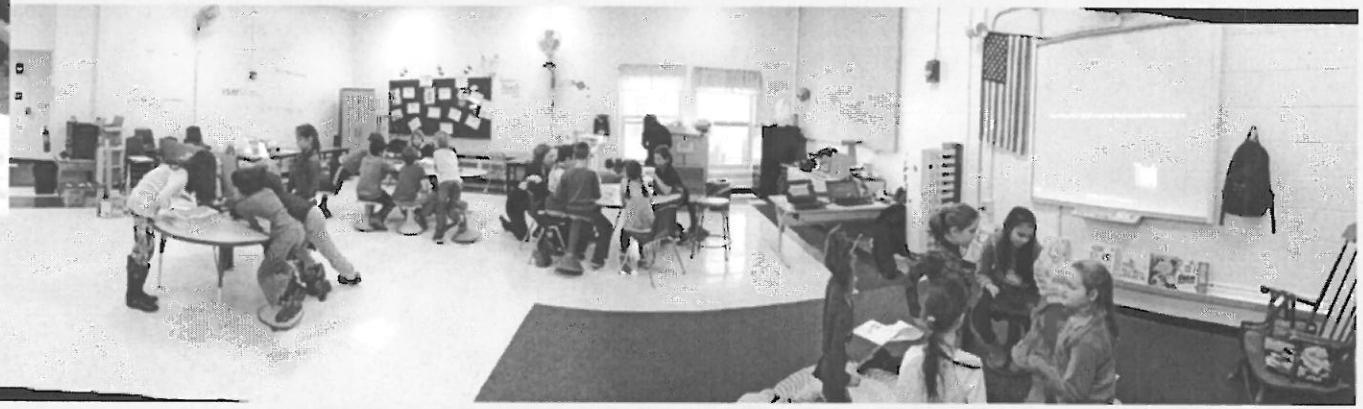
graduate

# How do we get there?



# SAU 41 Vision





- 4 Cs
  - critical thinking
  - collaboration
  - creativity
  - communication



The final Product
Our Igloo!









# SAU 41 Vision

- Critical & original thinker across all content areas and from all angles



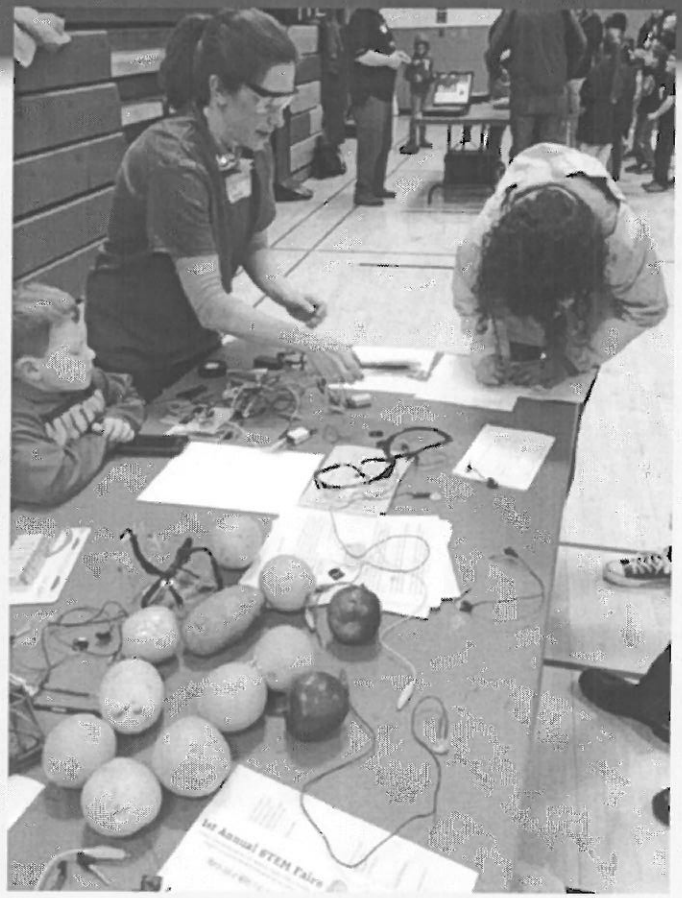


# SAU 41 Vision

- Community Partnerships



Ron Christie, owner of Living Earth Farm in Brookline, assisting with Life Skills at HBHS



STEM Fair hosted at HBMS brought in a wide variety of community members

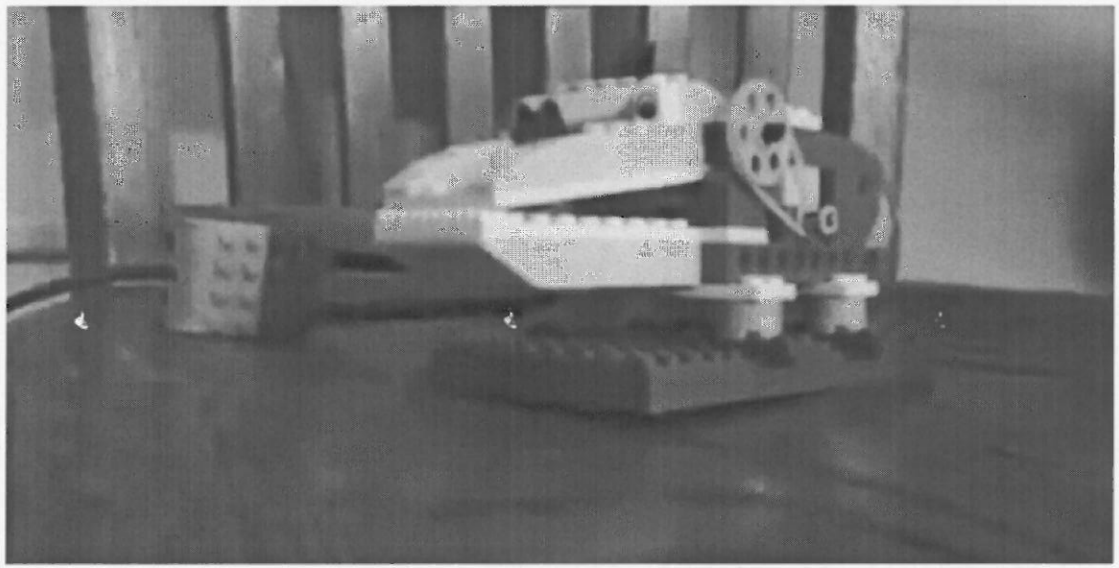
# SAU 41 Vision

- To be able to apply and make use of all the information available at our fingertips



# SAU 41 Vision

- Perseverance: to cope with failure and move forward



# SAU 41 Vision

- Student Leadership Group



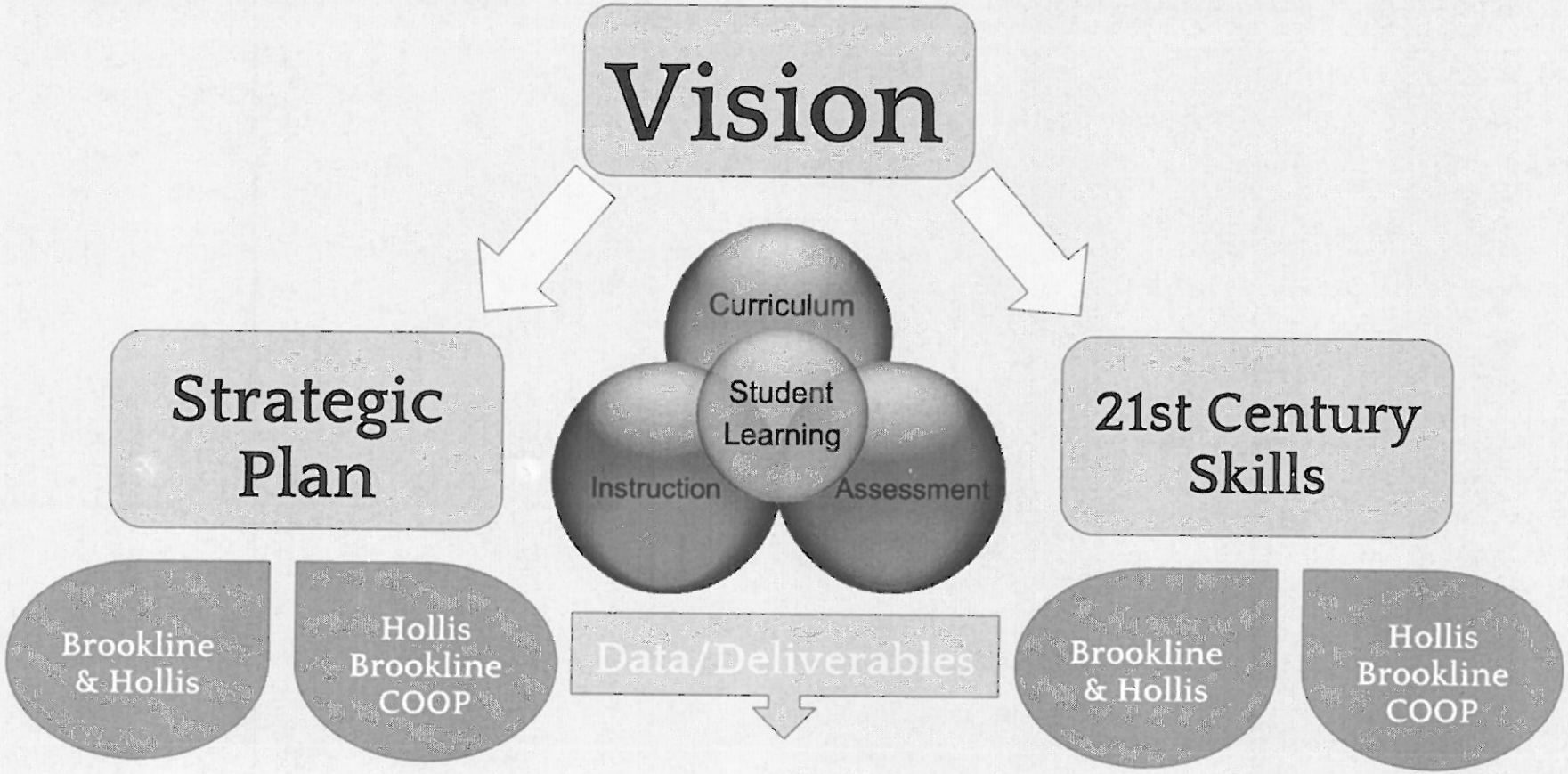


# SAU 41 Vision

- College & career ready



# How do we get there?



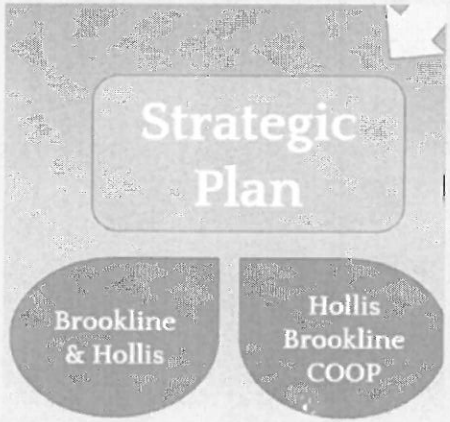
# SAU 41 Professional Development

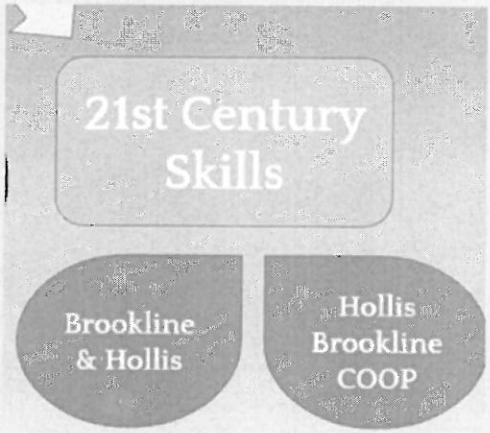
- Providing meaningful & engaging Professional Development in house



# Curriculum & Instruction

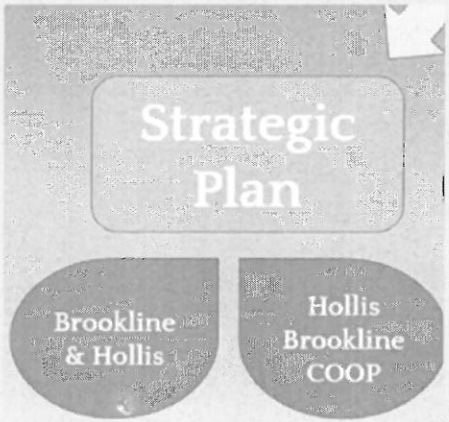
- Strategic Plan Goal 1
  - District will ensure CIA are designed and delivered to enable diverse learners to achieve/exceed standards
  - District will base curriculum development on best practice research
  - District will continuously raise the level of student achievement

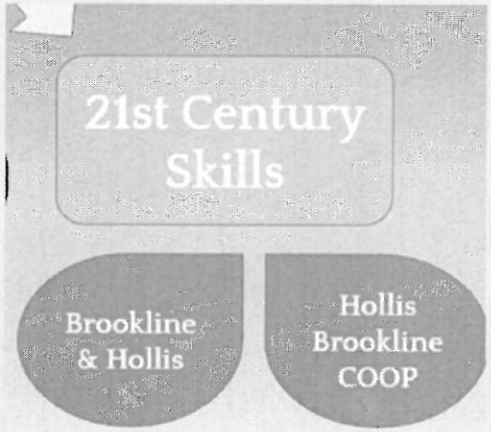


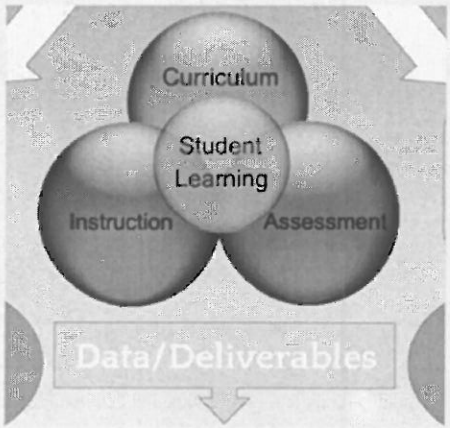
# Curriculum & Instruction

- 21st Century Plan Goals
  - District will ensure infrastructure supports 21st C teaching & learning
  - District will build professional capacity and provide support
  - District will integrate/embed 21st C teaching & learning into core subjects
  - District will support innovative ideas for improvement



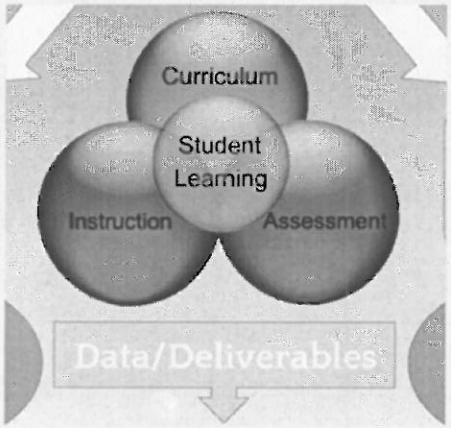



# Tying it all together...




- Well-written & available curriculum
  - Ensure horizontal alignment
  - Assessments that represent the standards
- Core Curriculum Steering Committees
  - Review PreK → 12 vertical alignment to reflect logical progressions
  - Identify strengths, needs, & concerns and recommend appropriate revisions
- PLCs
  - Using assessment data to *inform* curricular decisions

# The outcome...




- Improved **student learning**
- Graduates equipped with 21st Century skills
- Community participation in process

# SAU 41

## COOP Network and Technology Report

## 2016

**SAU41 Technology Staff**

**SAU Central Office**
Network Administrator - Richard Raymond (1FTE)

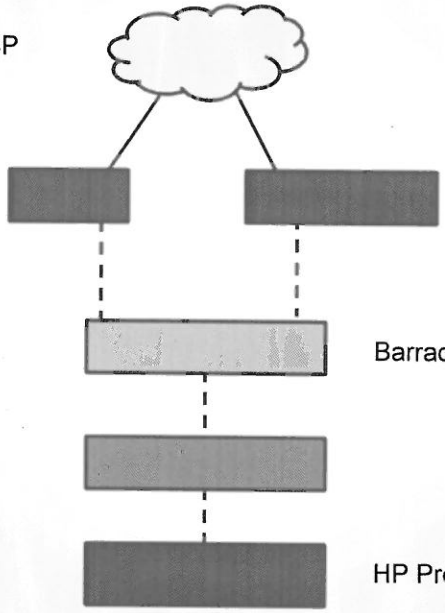
**COOP**
COOP Technical Specialist - Carol Mamczak (1FTE)
COOP Technical Specialist - Jon Reath (1FTE - July 1st)

**Hollis**
Hollis Technical Specialist - William Aldrich (1FTE)

**Brookline**
Brookline Technical Specialist - Mary Albina (1FTE)

# Internet Connects at HBHS

Internet - Charter is our ISP



100 MB Coax Router - Managed by Charter.

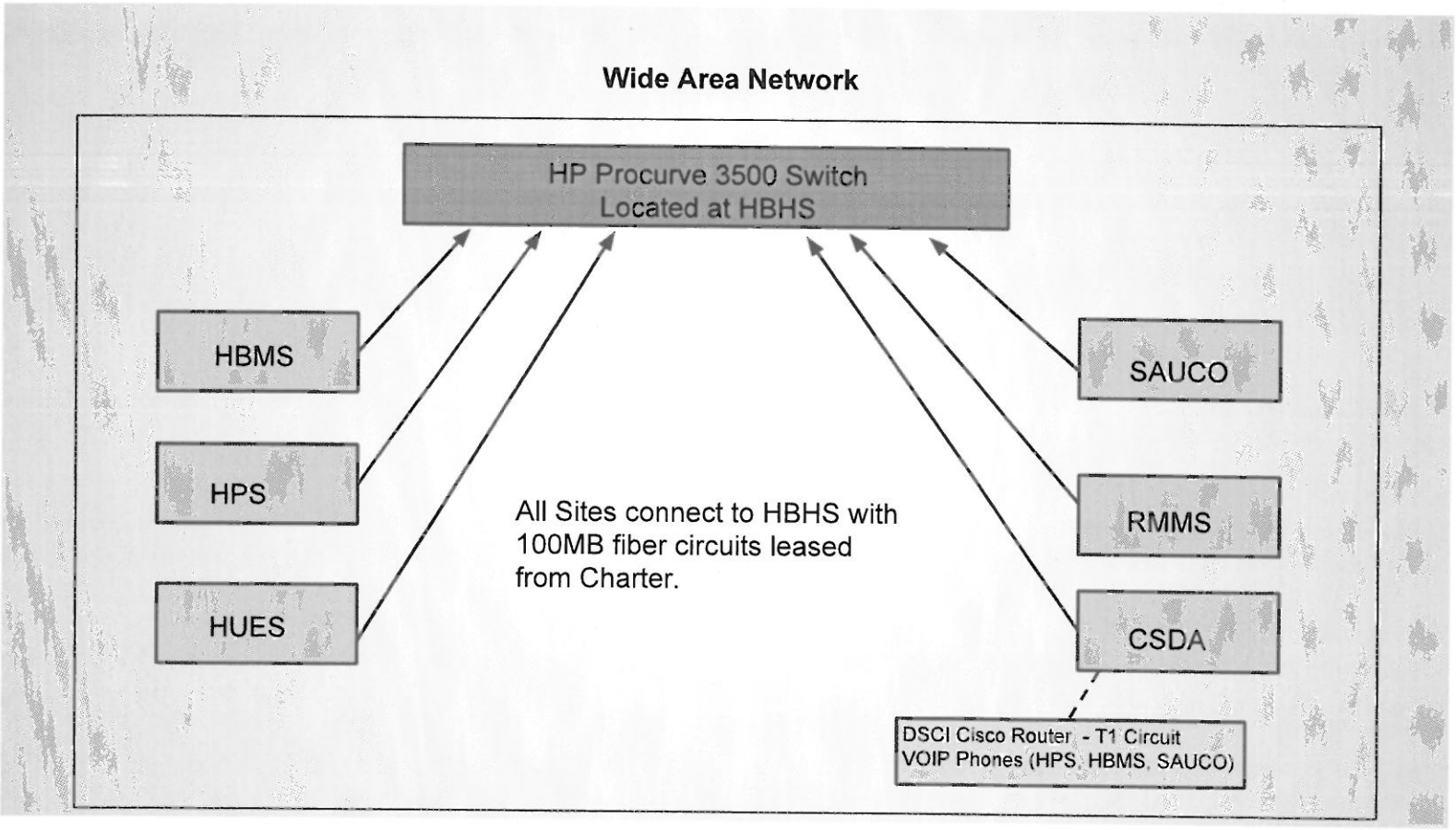
250 MB Fiber Cisco ME Switch - Managed by Charter

Barracuda Firewall (7/2015)

Barracuda 610 Internet Filter (7/2015)

HP Procurve 3500 Core Switch (8/2012)

The Internet is shared by all sites in SAU41 - Fiber bandwidth increased to 250 MB - 6/2016


Wide Area Network
HP Procurve 3500 Switch
Located at HBHS
HBMS
HPS
HUES
SAUCO
RMMS
CSDA
All Sites connect to HBHS with
100MB fiber circuits leased
from Charter.
DSCI Cisco Router - T1 Circuit
VOIP Phones (HPS, HBMS, SAUCO)

## Hollis Brookline High School

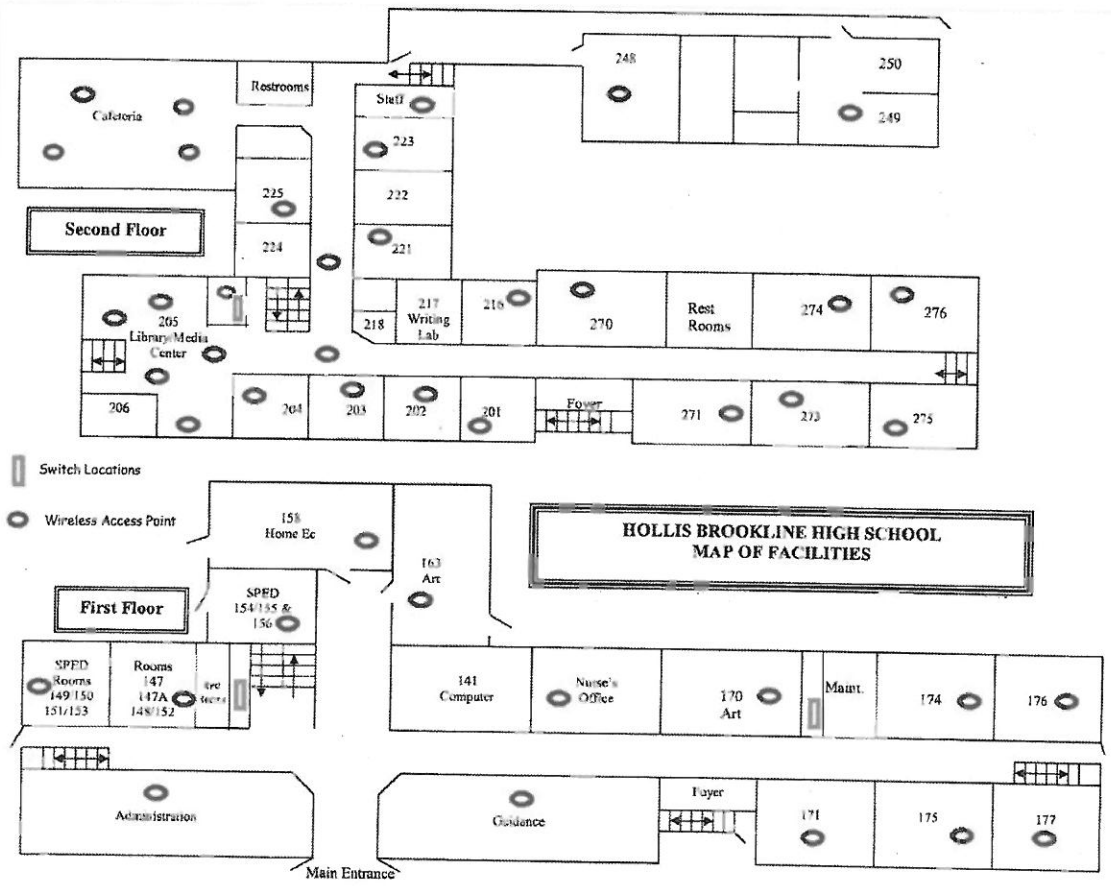
- Network Cabling
  - Some of the original part of the building is CAT5 (100MB)
  - Newer sections are CAT5E (Up to 1GB) Some CAT6 added in Summer of 2014.
  - CAT6 cable installed for 26 Aruba Instant APs in the Summer of 2014. (color is orange)

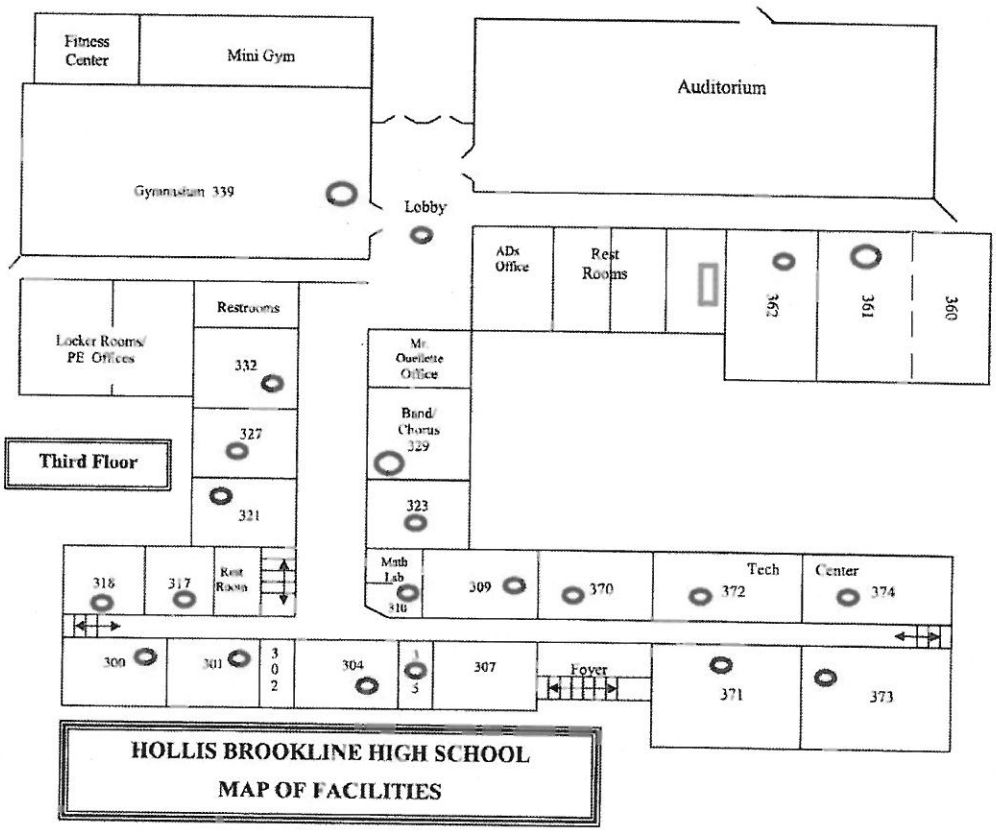
- Wireless
  - Aruba controller based system with 64 access points
  - Authenticates with Radius server
  - Note that the controller is at maximum capacity.

- HP Procurve Switches 17 total. 680 ports.
  - The core and 6 switches are GB (104 ports - 15.2%)
  - 11 are 100MB (576 ports - 84.8%)
  - 5 POE switches. (264 total POE ports - 38.8%)
  - Backbones between the 3 outlying wiring closets are GB fiber.
  - Switches have 1 Default data VLAN
  - Age of the switches is from 2 to 8 years.
  - Four desktop 8 port 100MB switches not included in totals.

## Hollis Brookline High School (cont.)

- 44 Printers - 42 on the Conway contract. There are 3D printers in the library and tech lab.
- Servers
  - Microsoft Server 2008 Domain Controller (VMWare) Deployed 7/2013
  - 2003 Domain Controller (running on 5+ year old donated HP server - upgrading to VMWare this summer)
  - Print Server (VMWare upgrading this summer)
  - SOPHOS Anti-Virus Server pushes updates to desktops at HBHS and HBMS
- All teaching spaces have a mounted projector. The projector fleet is aging and many are due for replacement.
- Phones are older style POTS lines and are not part of the data network. Deployed 7/2000


Cafeteria
Restrooms
Staff
248
250
249
223
225
222
Second Floor
224
221
205
Library Media Center
217 Writing Lab
218
216
270
Rest Rooms
274
276
206
204
203
202
201
Foyer
271
273
275
Switch Locations
Wireless Access Point
158 Home Ec
163 Art
HOLLIS BROOKLINE HIGH SCHOOL
MAP OF FACILITIES
First Floor
SPED 154/155 & 156
SPED Rooms 149/150 151/153
Rooms 147 147A 148/152
141 Computer
Nurse's Office
170 Art
Maint.
174
176
Administration
Guidance
Foyer
171
175
177
Main Entrance




**HOLLIS BROOKLINE HIGH SCHOOL**

**MAP OF FACILITIES**

## Hollis Brookline Middle School

- Network cabling is CAT5E which was installed during the renovation in 2005.
- Wireless
  - Aruba Instant AP system
  - 29 access points, adding 3 more this summer.
  - Radius Server authentication.
- HP Procurve Switches - 11 switches 432 Ports (age 1-8 years)
  - 2 of the switches are GB (48 ports - 11.1%)
  - 9 are 100MB (384 ports - 88.9%)
  - 4 POE switches to power the phones and APs. (96 Ports 22.2%)
  - Backbone between the 2 wiring closets is GB fiber.
  - Configured with data, voice, and guest wireless VLANs.
- Phones are hosted VOIP and connect through the data network. 55 Polycom Phones
- We have purchased the Meraki Mobile Device Management software package
  - Cloud based management of iPads and other mobile devices.

## Hollis Brookline Middle School (cont.)

- Servers
  - 2008 Domain Controller on HP server. (VMWare)
  - 2003 Print Server on aging Bytespeed server (7+ years-scheduled to be replaced this summer)
  - 2003 FTP for copy machine scanning (VMWare)
  - Web server for archived school board minutes (VMWare)

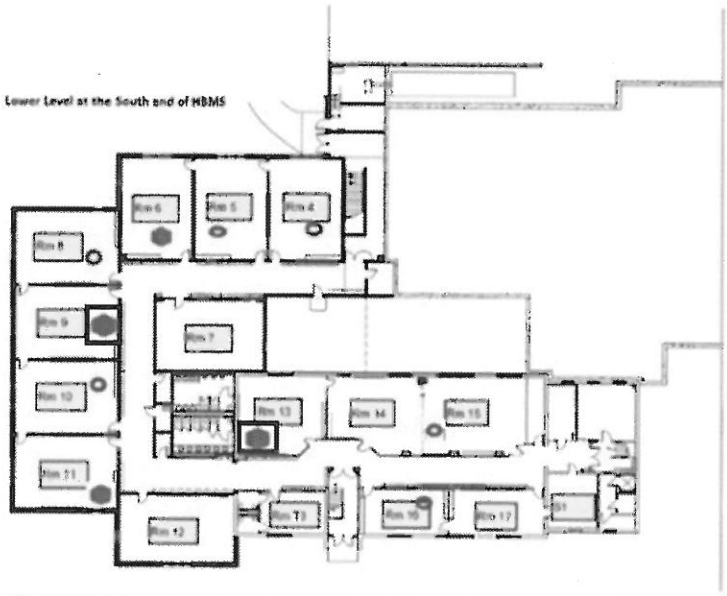
- 19 Printers - Various HP models - all on the Conway contract

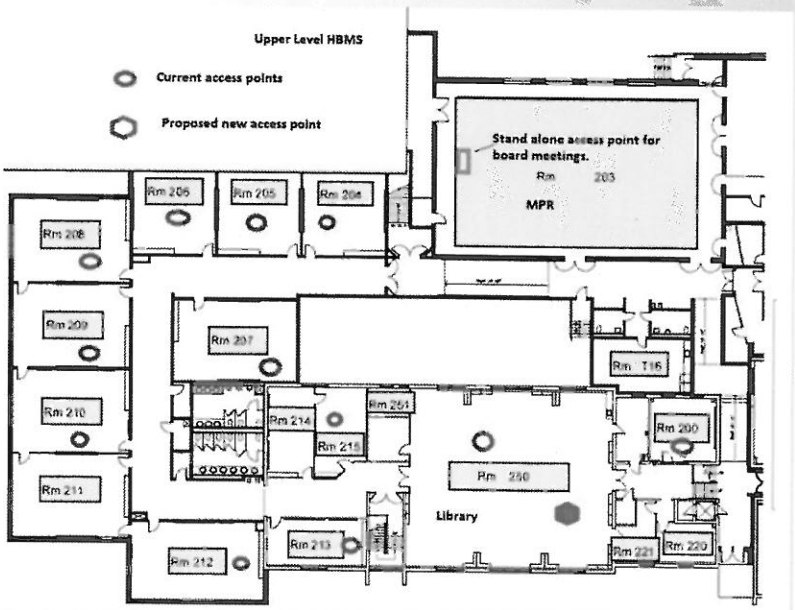
- Most teaching spaces have a mounted projector with a document camera. Adding 2 more rooms this summer.

- Adding 33 Chromebooks this fall
  - They will be managed from the Google Admin console.

Current and proposed wireless expansion for HBMS

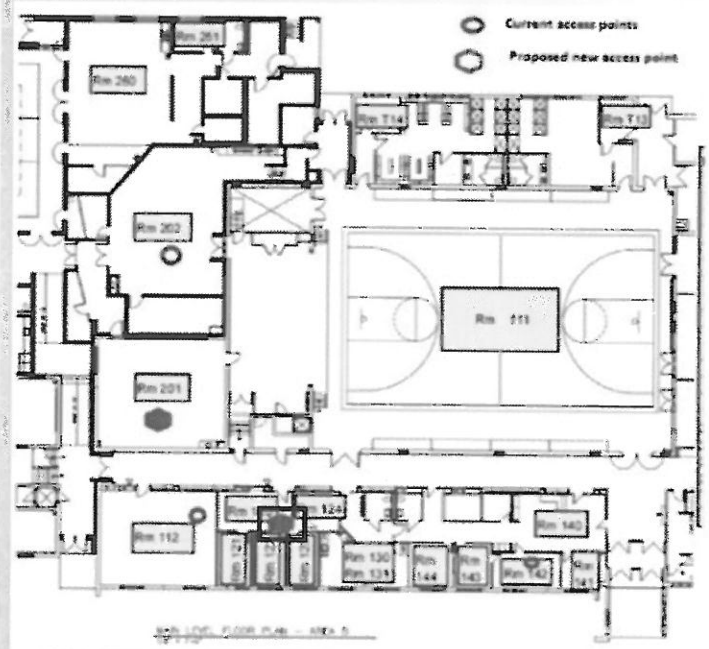
- purple - proposed access point
- red - currently installed

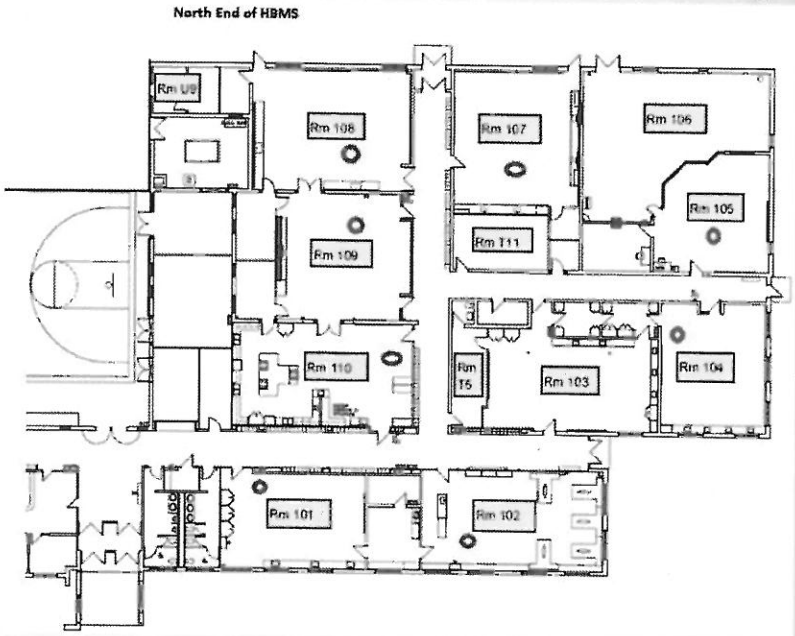



Continues on next slide

## HBMS Wireless Continued



## Data Services

- File Server is shared by all sites. (HBHS) Deployed 7/2012 - Was virtualized this summer.
  - Goal is to start to move non confidential data to the Google cloud.
- Food Services server (WebSmartt) shared by all sites (HBHS) Deployed 7/2013 - VMware Microsoft Server 2008 R2
- PowerSchool is hosted by Pearson (Cloud)
  - Parent Portal enabled for all schools - primarily used in the COOP
  - Student Portal enabled for grades 7-12
  - Alert Solutions is the parent notification system and is embedded in PowerSchool.
  - InfoSnap for online registration implemented 8/2015
  - Online report card being developed this summer.
  - PowerSchool now auto updates the cafeteria, library, and health databases.
- Infinite Visions (BudgetSense) server is shared by all sites
  - Updated 3/2016
  - Located at HBHS - on generator backup
  - Microsoft Server 2012
  - VMWare
  - Backs up to HBMS every night and to cloud storage once a week.
- WebSense server is shared by all sites. (HBMS) Deployed 2/2011 - Microsoft Server 2008 R2 - - extended warranty purchased in February 2015. In the process of being upgraded and virtualized.

## Data Services cont.

- Email is hosted by Google - GAFE (Cloud)
  - Staff have email
  - Student email grades 4-12 with sau41.org access only
  - Google classroom is activated for all schools.
- Naviance - guidance software for college applications (Cloud)
- HealthSnap - Nurses database system (Cloud)
- Dell Kace Network Management Device services all sites. Deployed 11/2013
  - Applies OS patches and other software installs.
- Web Presence
  - SAU41.ORG is hosted with HostGator running on the Joomla platform
  - School sites are on Google
  - Staff sites are on Google
  - The sau41.k12.nh.us domain still has active pages linked from sau41.org and is running on an internal 2003 virtualized web server.
  - Domains are registered with GoDaddy through 10/2022
- Anti-Virus - SOPHOS
  - HBHS server manages HBHS, HBMS, and SAUCO
  - HUES server manages HUES and HPS
  - CSDA server manages CSDA and RMMS

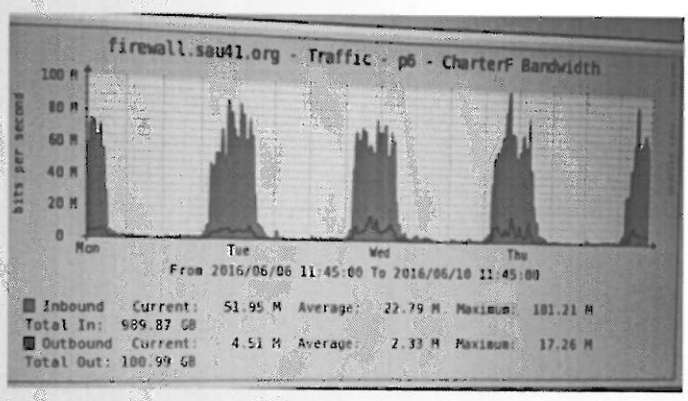
- Intronis Cloud Backup.

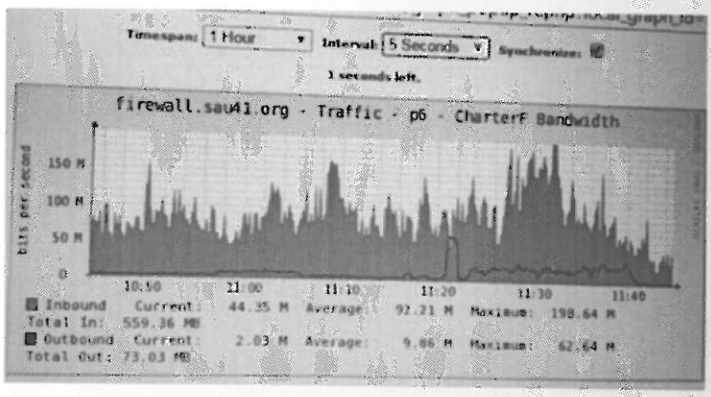
  Infinite Visions (BudgetSense) and WebSmartt (Cafe) VMWare image is backed up nightly.

  SQL data is backed up to HBMS M-F and to the cloud weekly.

  We have 100GB of cloud storage.

- Bandwidth use - increased to 250MB June 2016 - (it was 50MB three years ago!)



## Ongoing and Future Considerations

- Continue to evaluate desktops and laptops for replacement cycle.
- Update switches to GB - up to $20,000.00 (can be done over time as funding permits)
- Increase Wireless at HBMS for total saturation of building - $6,000.00
  - Adds 7 more access points
  - Adds additional POE switch

Implementation Plan that is built off the work of the 21st Century Committee.

- Develop a unified K-12 vision for technology's role in delivering curriculum.
  - Google Classroom's role
- Standardize Devices - laptops, tablets, Chromebooks and how they will deliver curriculum.
  - BYOD
  - Continue with a combination of BYOD, laptop/tablet carts, and desktop labs.
- Develop a process for an approved suite of software applications. This is already in place for hardware. Tech Initiative Form
- Standardize peripherals such as projectors, document cameras, and develop a replacement plan. (ex: buying the same projector standardizes bulb purchases)
- Network Infrastructure upgrades
  - Wireless IEEE 802.11ac - over time TBD
  - CAT 6 (way down the road)
  - GB switches - over time TBD

- Monitor and evaluate any needs to increase WAN (Charter) to GB (current cost for 100MB is $357.00 per month per site) We had an annual review meeting on July 12 with Charter and asked for pricing to explore the options. This is not an immediate need.
- Monitor Internet bandwidth. 250MB as of June 1, 2016
- Evaluation and replacement cycle for all technology. (ex: projectors) Includes redeployment of upgraded hardware whenever possible. (ex: SAUCO desktops going to Cafeteria POS stations)
- Training and PD for staff - Integration Specialists, off site workshops, etc.
- Data retention policy

End

# SAU 41 Technology Initiative Approval Request

(Go to File > Make a copy... for editing)

Title of Technology Project or Program:
Author Contact Information:
School:
Desired Implementation Date:

| 1. Description of technology request. Explain what other technology was considered and why rejected. |
| --- |
| |

| 2. Expectation - How will it be used? Will it need to run specific software? Where in the building will it be located? Who will be using this technology? Please include all that apply. |
| --- |
| |

| 3. Who will be using this technology (Administrators, Prof Staff, Support Staff, Office Staff, Students, Other? Please check all that apply. |
| --- |
| Technology users: Check (X) all that apply:<br>Administrator ___ Professional Staff ___ Support Staff ___ Office Staff ___ Students ___ Other ___ |
| |

| 4. Does it require additional equipment/accessories? (charging cart, headphones, power supplies, batteries, etc.) |
|---|
| |

| 5. Required services: Check (X) all that apply | Printing __ Internet __ Server Access (Z Drive) __ Other __ Google Docs, Google Classroom __ |
|---|---|

| 6. Funding? | |
|---|---|
| Is it budgeted? | |
| Account line for funding? | |
| What is the cost per unit and total cost? | |
| If there is a recurring cost, what amount and how will the cost be funded? | |

| 7. Professional Development - How will Professional Development for staff be delivered? If funding is needed for PD, how will it be funded? Will this purchase need ongoing support (ie creating/deleting accounts/passwords, troubleshooting and maintaining equipment)? If so, who do you see as the person(s) providing this function? |
|---|
| |

| 8. Technology Dept - Please discuss with building technical specialist as needed.<br>Will there be required Professional Development for the tech dept?<br>How will the PD be funded and delivered?<br>Will the current network infrastructure support the initiative?<br>Will additional infrastructure be required in the location hosting the hardware? |
|---|
| |

| 9. Ongoing considerations- Will the hardware need to be placed on a replacement cycle? Will an outside consultant be required? What is the life expectancy of the hardware? |
|---|
| |

Approved SAU41 Technology Devices
**https://goo.gl/kvZK0x**

Technology Initiative Review Signatures:

Staff Member: Date:

Principal: Date

District Technical Specialist _____ Date _____

For SAU Office Use Only
Approval Request Process:
Date Received_____ Initials _____

Committee Meeting Date_____

Approved Yes or No Date _____

Reason if not approved: _____

_____

Signatures once approved/disapproved:

Business Administrator_____ Date: _____

Network Administrator _____ Date: _____

Assistant Superintendent _____ Date: _____

**GBEC – DRUG FREE WORKPLACE / DRUG FREE SCHOOLS**
*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

First Reading: July 20, 2016

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

*Category P*

*See 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, chewing tobacco, E cigarettes, vaporizers, liquid nicotine, related liquid non-nicotine products, and 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 employees 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 vehicles, 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 – 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

First Reading: July 20, 2016

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

*Category P*

*See 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, chewing tobacco, E cigarettes, vaporizers, liquid nicotine, related liquid non-nicotine products, 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 employees 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 vehicles, 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 – 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

First Reading: July 20, 2016

Date: August 10, 2016

To: Andrew Corey, Superintendent; Hollis Brookline Cooperative School Board
From: Rhon Rupp, Athletic Director
Re: purchase of a storage container

Dear Superintendent Corey,

To address our ongoing lack of storage, we have researched the best available options in terms of outside storage facilities. Attached you will find a quote for the purchase of a 40 ft., double doors on both ends, storage container from Page Street Leasing, for a cost of $ 5400 delivered. The funds for this purchase would be taken from the athletic trust account. The site for the container to be placed is still to be determined. Attached are also photos of the container.

Thank you,
Rhon Rupp
Athletic Director
HBHS

**Page Street Leasing, LLC**
PO Box 129
Candia, NH 03034
(603) 622-1673
Fax: (603) 483-5488
http://www.pagest.com/

| | |
|---|---|
| **To: Rhon Rupp, SAU 41** | **Fax #:** |
| **From: Carmine Sarno Jr.** | **Date: 8-9-2016** |
| **Re: Quote Request – 40' double-door container** | |

**Mr. Rupp,**

**Thank you for your quote request. Please see the rate below, subject to equipment availability.**

## New (one-trip) 40-foot ground level container, doors on both ends, with high security lock box installed: (each)

**Total: $5400 including delivery to Hollis, NH**

**Thank you,**

**Carmine Sarno**
**csarno@mslogistix.com**


FXLU 282695 5
42G1
MAX.GR. 30.480 KGS
67.200 LBS
TARE 4.050 KGS
8.930 LBS
NET 26.430 KGS
58.270 LBS
CU.CAP. 67.4 CU.M.
2.380 CU.FT.



To: Andy Corey, Superintendent of Schools
Hollis Brookline Cooperative School Board Members
From: Gina Bergskaug, Assistant Superintendent of Schools
Re: Smarter Balanced Assessment

School Board Members,

Prior to the 2014-2015 school year, schools in SAU 41 requested permission from the NH DOE to administer the Smarter Balanced Assessment in the paper and pencil version rather than utilizing the computer adaptive assessment. Permission was granted for two years. It is quite cumbersome to score the paper and pencil test, so this delays receiving the results for quite some time. While some districts are able to access the tests results in a few weeks, our district must wait until the fall of the next school year. This delay prevents our teachers from making necessary instructional shifts to best meet the needs of the students in their classrooms.

For the 2016-2017 school year, I am requesting that the Hollis Brookline Cooperative School Board grant permission to utilize the computer-adaptive edition for grades 7-8. There is an eight week window in which we can administer the test to all of our students in grades 7-8. This allows us to make use of computers that are hard-wired to minimize potential problems related to a weak wireless connection. Both the bandwidth and hardware we have available more than surpass the minimum recommendations provided by the state assessment portal. The assessment portal also provides practice assessments that are available prior to the testing window so that students may become familiar with the online tools available to them. Finally, a secure browser is installed on each of the machines to ensure a fair assessment and avoid distractions from competing programs.

Because the test was designed to be adaptive, the results collected from our district's paper and pencil version are not comparable to other districts. Therefore, we are not maximizing our ability to learn from the data.

# Job Descriptions

**Problem:** The lack of a clear school board policy on this topic has led to the inability to proceed on the approval of several pending job description revisions and the hesitancy to pursue other needed new and revised job descriptions.

There is additional confusion on who has the authority to revise formats and the role of the unions in the process.

**Resolution:** A new policy that clearly outlines the expectations of each school board especially the determination of the final approval (please see suggested policy). Also needed is a procedure created by the Superintendent that clearly outlines the creation, revision, approval and distribution of all job descriptions (please see the Superintendent's draft procedures).

# Job Descriptions

## Requirements

A written job description shall be prepared for each position to ensure that every employee has a clear and concise explanation of the tasks that the school board is expecting him/her to perform.

Job descriptions will be developed by the business administrator and the supervisor and/or the building administrator. The format of all job descriptions will be determined by the business administrator and all job descriptions will be maintained by the business office. All job descriptions should be reviewed on a regular basis as determined by the Superintendent.

The goal of each job description is to provide clear and easily understood requirements of the position. If there is a duty or responsibility in the job description the employee does not understand, it is the employee's responsibility to seek clarification from the building administrator.

Every job description should include the essential duties and responsibilities that an employee is expected to perform, the skills, competencies and physical/cognitive abilities needed to do the work and the conditions and term of employment.

## Approvals

All new and revised job descriptions will go through an approval process developed by the Superintendent that will include gathering union feedback for union job descriptions. Job description content will not be part of the negotiations for collective bargaining agreements. Final approval of all new and revised job descriptions resides with the Superintendent.

## Procedures

Please see the detailed procedures, as developed and maintained by the Superintendent, that describes the creation, revision, approval and distribution of all job descriptions.

# Job Description Procedures

These procedures were developed in accordance with Policy GAA.

## New Job Description Creation and Approval Procedures

1. New job descriptions will be created by the business administrator with input from other employees as needed to include, but not limited to, the human resources coordinator, the supervisor, the building administrator, SAU administration and the union president.
2. The job description will conform to the format as determined by the business administrator.
3. Drafts will be distributed to the appropriate supervisors, administrators and to the union president for their comments and suggested changes.
4. Once all applicable feedback has been captured and the appropriate changes have been made, the final draft will be submitted to the superintendent for his/her review.
5. Following any changes requested by the superintendent, the final, original job description will be signed and dated by the superintendent and filed in the business office with the other official current job descriptions.

## Current Job Description Revision and Approval Procedures

1. All job descriptions will be reviewed by the business office every 3-5 years. If it is determined that revisions need to be made, the needed revisions will be documented and used to create a new final draft of the job description.
2. Drafts will be distributed to the appropriate supervisors, administrators and to the union president for their comments and suggested changes.
3. The final draft will be submitted to the superintendent and if approved, the superintendent will sign and date the final revision which will be filed in the business office along with the documentation originating the revision. The revision should capture all previous revision dates.
4. If no revisions are made based on the review process, the date of the review will be noted on the current official job description as maintained in the business office.
5. If the need for a revision arises outside the review process, a written request, in the form determined by the business administrator, will be submitted to the business administrator documenting the desired revisions.
6. If the business administrator accepts the revision, a new final draft is created and the process, as described in #2 and #3 above, is followed to completion.

## Job Description Distribution Procedures

1. All newly created job descriptions are filed with the other official descriptions maintained in the business office.
2. All revised job descriptions are also filed with the others in the business office and distributed to the affected employee(s), supervisor and building administrator. The revised description is also incorporated into each affected employee(s) personnel file.
3. The most current job description for each position under the SAU umbrella will be on the SAU website.
4. All individuals interviewing for a job under the SAU umbrella will receive the most current job description prior to their interview.