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# ❖ Knightly News ❖

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February 2011

Hollis Brookline Middle School

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## *From the Administration*

We trust you have all enjoyed some leisure time during our recent vacation. Students returned with renewed energy and spirit. The month of March is one of our busiest yet with our primary focus on **transitions**, both sixth grade to seventh and high school placement. To date I have met with the sixth grade teachers to share our 2011 timeline. Grade six parents will receive a formal letter through the mail during the week of March 14. The letter will **outline specific parts of the transition plan**. For early planning:

- April 6—General Parent Orientation (MS gym)
- April 14—Parent Orientation for Special Needs (MS library)

For the parents of 8<sup>th</sup> grade students, two dates have been determined for an **introduction to the course selection process**. Please make note:

- March 29—Parent Information Evening (HS)
- March 30—Course Selection Intro for students – Guidance Counselors from the HS will meet with students during the school day.

During the early release time on March 8<sup>th</sup> the middle school teachers worked as partners to evaluate each student's **ICT portfolio**. We were pleased with the students who submitted their work early. Many left for vacation feeling satisfaction having received a rating of proficient. We feel that the process has been much smoother this year with updates available through the Powerschool parent portal.

The month of March also contains our 8<sup>th</sup> grade Washington, DC trip. Parents are reminded that **attendance at a parent/student meeting is mandatory**. Two optional nights have been scheduled to eliminate conflict with district and town meetings. Please note:

- March 10—Parent/Student DC Mtg. 6:30 HBMS Gym
- March 15—Parent/Student DC Mtg. 6:30 HBMS Gym

At the meeting I will review expectations, specific details of the trip and parents will confirm two documents. The meeting should be no longer than 45 minutes. I am happy to remain for individual questions. Our school nurse will be present both evenings. ***Please bring any medications***

***your child requires in the original containers. Also, please make certain the medications have not expired.***

We are pleased to share that our partnership with local veterans remains strong. During a core class on Thursday, March 10<sup>th</sup>, **veterans will meet with students** to describe involvement in their services. Many bring artifacts to share and are open to answering a wide variety of student questions. This event has been highly valued as it has generated genuine interest in the places we will be visiting.

The **Annual Cooperative School District meeting** will be held **March 16<sup>th</sup> at 7:00 pm, Hollis Brookline High School gymnasium**. Being an informed voter is important to the district meeting process. Your attendance is highly encouraged.

Mr. Secor and I visited with all of the 7<sup>th</sup> grade classes on March 7<sup>th</sup>. We call our visits to the students a Road Show. Meeting with students in smaller groups rather than a large assembly is always preferred when the topic is important as students are usually more comfortable asking questions or making comments. Our topic was the new law and subsequent Cooperative School Board Policy regarding *bullying*. While the new policy contains many of the same procedural requirements, of significant change is the school's role relative to cyberbullying. The law (RSA 193-F:4) and the school board policy (JICK) clearly states that the district reserves the right to address bullying (including cyberbullying) and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Please feel free to review the policy and contact us with any questions.

Patricia Lewis Goyette, Principal HBMS  
Stephen Secor, Assistant Principal, HBMS

## LITERACY NEWS FROM . . . THE MUSIC DEPARTMENT

Music is a universal language. On a daily basis, HBMS music students are involved in evaluating, composing and performing.

Performing art students listen to a wide variety of repertoire, decode and interpret sounds and put in writing meaningful critical listening views. Reading music notation during music class is an important skill continuously explored through discussion, playing, singing, writing and composing. Choral students learn to memorize music lyrics and tongue twisters like *Betty Botter* and *The Toad Story*. Pronunciation/enunciation drills can be found at the beginning of each chorus class. Band students articulate rhythms and patterns with their voices as well as instruments and constantly use language centers in the brain to decode the music on the written page through an instrument. Our concerts are digitally recorded and played for the performing groups. This process allows students to critique their performance with written reflections and discussions. The written reflections in turn help future lesson planning, build skills and influence the selection of repertoire.

General music students are provided many opportunities to read, write and compose in class. The eighth grade unit on contemporary composers has

students investigating the history of a composer followed by writing and recording a radio interview. Seventh grade students discuss and explore different musical timbres and textures during a sound effect unit. The final project/performance includes students collaborating on an original story utilizing ten (10) or more sound effects. Both grades read individually, with a partner and as a class career options found in the *Music Alive* magazine series on a monthly basis. Questions asked are; how does this career relate to music, what do you like about this career and what about these careers do you dislike or think you would find challenging.

National music standards in our curriculum are taught through a variety of literacy methods. These include performing music, listening to music, analyzing music, describing music, evaluating music and music performances and understanding relationships between music, the other arts, and disciplines outside the arts. Please visit the music department website for links to the National Standards of Music Education and Music Educators National Conference for additional music literacy information.

**Congratulations** to the following Hollis Brookline Middle School Band and Chorus members for being selected to perform at the 2011 South Central District Music Festival sponsored by the New Hampshire Music Education Association. The concert will be held at **5:00 pm on Saturday, May 7<sup>th</sup> at Gilbert H. Hood Middle School** in Derry, NH.

A special thank you to all students nominated to this music honor program.

Kerriane O.	Alto voice	Stephanie B.	Soprano voice
Bree J.	Alto voice	Niti S.	Trumpet
Cassandra K.	Soprano voice	Nathan R.	Percussion
Adam B.	Baritone voice	Logan P.	Alto Saxophone
Patrick W.	Baritone voice	Devin O.	Clarinet
Kelly S.	Soprano voice	Mandy K.	French Horn

## LITERACY NEWS FROM . . . THE PHYSICAL EDUCATION DEPARTMENT

Physical education and literacy - two words that seem to be disconnected, but are they really? Literacy unites the important skills of reading and writing which involves speaking and listening. The physical education department tries to balance movement and skill development with literacy so all students develop the confidence, understanding and proficiency to speak, listen, interpret, create, think, write and read as lifelong learners.

Students use listening in physical education for safety, to follow instructions, to learn a skill from another (teacher and/or peer), to enhance their performance, for self esteem and confidence. Speaking is used for communication and discussion between teammates and opponents, to ask and answer questions, to plan, to brainstorm, to make a decision, to organize and evaluate strategies, and for options to solving a problem. Students rely on trust and support from their peers and teacher to take risks, to express ideas and opinions to others, and to try new activities. Students need to cooperate and work together to achieve individual and team goals. Successful performance in physical education requires critical thinking: students must plan, investigate, reason, strategize and reflect on their decisions.

Writing in an essay form is used by the students after an activity or unit. Sometimes, peer editing is used to help the students improve their writings. Students reflect on what they have gained, information about themselves or peers, the role they played in the activity, ways they have improved during the unit and what they did to accomplish their goal(s). The teacher provides the students with a handout for each unit. These handouts cover a variety of topics such as rules, history, tips, strategies, and how to perform various skills. This handout enables the students to read information about the unit.

Students learn content specific terms by the use of word walls, lecture, discussion, brainstorming, demonstration, and reading the handout. The physical education department has been working to find new ways to integrate literacy into the curriculum. The road to literacy truly runs through every classroom, whether it has desks and chairs or merely lines on the floor.

### Dance Reminders:

We understand that pick-up at the school dances is difficult in terms of traffic congestion. Please be reminded of the following rules and procedures that help to ensure safety of the students:



1. Students are required to remain on the sidewalk in front of the building until either:
  - a. their ride arrives in the carpool lane in front of the school, or
  - b. an adult picks the child up on foot from the sidewalk

Please do not ask your child to walk to monument square, Dunkin Donuts, etc. to meet you. For safety reasons, students will not be allowed to leave the front sidewalk.

2. Vehicles should remain in a single file carpool line until the student is picked up and the vehicle is ready to depart. Creating 2 lanes in front of the school will only create more congestion.
3. Pickup for 7<sup>th</sup> grade is at 9:00 and 8<sup>th</sup> grade is 9:15. Please be on time for pickup. The staggering of the pickup times is designed to help with traffic and is most effective when all 7<sup>th</sup> grade students have departed by 9:15.
4. Carpool is strongly encouraged. Transporting 2 or more students in one vehicle can quickly reduce the number of cars in line.
5. There are 2 school dances remaining for this year. They are on April 8<sup>th</sup> and May 13<sup>th</sup>.

**If you have any questions, please contact Mr. Secor.**

### ATTENTION PARENTS AND STUDENTS

Our school has joined myLunchMoney.com where parents can create an account for their student (you'll need the student's school, grade, birth date and student ID number) to purchase hot lunches. There is a credit/debit card option as well as a pre-payment option for student lunch purchases. Features also include sales history report, low balance notification and expired credit card notification. Please visit myLunchMoney.com for more information or to enroll your student. If you have additional questions you can contact Amy Cassidy at amy.cassidy@sau41.org.

## FREE Professional Development Opportunity

Executive Function is a term that describes a group of higher order cognitive processes that regulate our ability to organize, plan, initiate work and stay on task, controlling impulses, regulating emotions, prioritize, manage time and make decisions. Children with impaired executive functioning can exhibit difficulty with critical skills for classroom and life success. Impaired executive function is common to several learning disabilities and developmental disorders.

Come join us and learn about Executive Functions: what they are, how deficits in executive functioning can affect a child's ability to learn and what can be done to support children who struggle with these deficits at the next SAU # 41 Parent-Partnership free community workshop held on Thursday, April 7<sup>th</sup> at Lawrence Barn, in Hollis from 6:00-8:00 pm. Professional development hours will be provided to all SAU # 41 staff members. Please contact Jeanne Saunders at [jeanne.saunders@sau41.org](mailto:jeanne.saunders@sau41.org) if you plan on attending.

Hope to see you there!

Jeanne Saunders  
Director of Special Education



### HBHS News:

The high school guidance department is busy working on your 8<sup>th</sup> grade son or daughter's transition to the high school. We know this is both an exciting and anxious time and it is our hope that you find the following information helpful until we are able to meet with you in March.

Our Registration Information Night for 8<sup>th</sup> Grade Students and Parents will be held March 29 at 6:30 at the high school. This night gives you a chance to hear about the registration process, graduation requirements, timeline, and pertinent information from each department chair. Following the presentation, you have an opportunity to meet with individual department heads. On March 30, the guidance department will introduce the registration process to the eighth graders at the middle school. The online registration begins March 29<sup>th</sup> and students will be able to choose their freshmen classes through April 3<sup>rd</sup>.

Your son and daughter's **current** English, Math, Science, and Foreign Language teachers will recommend and approve their course selections. Over the years we have learned how much we trust your child's middle school teacher recommendations. There are ongoing conversations that happen behind the scenes between the high school and middle school departments to ensure correct placement. We are confident that the middle school teachers know your child's abilities and the high school curriculum to best give input on their placement. Course verification sheets (listing what classes your son or daughter registered for online) will be distributed on April 5<sup>th</sup> and will be due back to ROCK with teacher and parent signatures on April 11<sup>th</sup>. Please contact teachers directly with any questions regarding placement.

Following our evening presentation, parents are invited to attend a Parent Breakfast at the high school to meet with administration and guidance to ask any follow-up questions they may have. This breakfast will be held at 7:30 am on Thursday March 31 in the high school cafeteria.

The first day of high school and Orientation Day are attended only by freshmen and transfer students. This allows your child to find their classes, meet their teachers, try their locker combinations, and attend a club and activity fair. Attendance at all transition events has proven to be a positive experience for students and families.



### Teen Pizza and Support—Wednesdays—April 6 and May 4—3:30 - 5:00 pm



For Teens whose parents, family members or loved ones have cancer. Come meet others, share stories and enjoy pizza and drinks together.

Facilitators: Roxanna Shinall, BA, MSW Intern and Gavin O'Brien, BA, MSW Intern

Please call 603-230-6031 to Register. Group will be held at Concord Hospital's Payson Center for Cancer Care 1st Floor Conference Room

The same group will also be held at Elliot Hospital on 3/30, & 4/27. Please call 663-2398 for more details.