

Monadnock Regional School District & SAU #93
School Board Agenda
February 21, 2023

In-Person MRMHS Library & Webinar Link 7:00 pm

Join Zoom Meeting

<https://mrsd-org.zoom.us/j/83166451250?pwd=RHN5cnR4V3hYTVlhWmZL2ZTN0ZUUT09>

Meeting ID: 831 6645 1250

Passcode: 886259

The public is encouraged to attend MRSD Board meetings.
Comments are welcome during the ‘Public Comments’ portions of the agenda.

“We collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning.”

1. CALL TO ORDER 6:30pm
2. MOTION to enter non-public under **RSA 91-A:3– II (I)**
3. RETURN to public session 7:00pm
4. PUBLIC COMMENTS (15 minutes)
5. #celebrateMRSD
6. MATTERS FOR INFORMATION & DISCUSSION
 - a. Debrief from Listening Sessions
 - b. Board and Superintendent Annual Performance Process
7. MATTERS THAT REQUIRE BOARD ACTION
 - a. * 2023-2024 School Year Calendar 2nd Read (In Packet)
 - b. Policies for 2nd Read (available in the online packet)
 - i. DBJ -Transfer of Appropriation
 - ii. IMBA - Distance Education
 - iii. IKFC - Alternative Diploma for Students with Significant Cognitive Disabilities
 - iv. EBCD - School or District Closings
 - c. * 2023-2023 MRMHS Program of Studies (available in the online packet)
 - d. * February 4, 2023 Deliberative Session Minutes
 - e. * February 7, 2023 Minutes
 - f. * Manifest
 - g. * Budget Transfer
8. SETTING NEXT MEETING’S AGENDA
9. PUBLIC COMMENTS (15 minutes)
10. NON-PUBLIC SESSIONS under RSA 91-A:3. II as needed
11. ADJOURNMENT

**Indicates an item requiring Board action. The order of the agenda is subject to change.*

SINGLE DISTRICT SCHOOL ADMINISTRATIVE UNITS

RSA 94-C:3 – Single District School Administrative Units; Exemption. Single district school administrative units shall be considered the same as a single school district and shall be exempt from meeting the requirements of this chapter, except that they shall provide superintendent services pursuant to RSA 194-C:4

NONPUBLIC SESSIONS

RSA 91-A:3– II. Only the following matters shall be considered or acted upon in nonpublic session:

- (a) **The dismissal, promotion, or compensation of any public employee** or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.
- (b) The **hiring** of any person as a public employee.
- (c) Matters which, if discussed in public, would likely adversely affect the **reputation** of any person, other than a member of the public body itself, unless such person requests an open meeting.
- (d) Consideration of the **acquisition, sale, or lease of real or personal property** which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- (e) **Consideration or negotiation of pending claims or litigation** which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled.
- (i) Consideration of matters relating to the **preparation for and the carrying out of emergency functions**, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.
- (j) **Consideration of confidential, commercial, or financial information** that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.
- (k) Consideration by a school board of entering into a **student or pupil tuition contract** authorized by RSA 194 or RSA 195-A,
- (l) **Consideration of legal advice provided by legal counsel**, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

CALENDAR OF UPCOMING MRSD MEETINGS:

2/21/2023	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
2/28/2023	Budget Committee	7:00 pm	MRMHS Library
3/7/2023	MRSD/ SAU 93 School Board	7:00 pm	MRMHS Library
3/8/2023	Policy Committee	7:00 pm	SAU Conference Room
3/9/2023	Extra-Curricular Committee	6:00 pm	SAU Conference Room
3/14/2023	Finance & Facilities Committee	7:00 pm	SAU Conference Room

3/14/2023 Voting Day: All Towns

3/21/2023	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
3/28/2023	Budget Committee	7:00 pm	MRMHS Library

Meetings will be in person for all Board & Committee Members. The public is encouraged & welcome to attend either in person or through Zoom. Public comments are welcome in person during the ‘Public Comments’ portions of the agenda.

**** Please note: All Committee Meetings dates, times, and locations are posted in the SAU 93 Reception Lobby, on the MRSD website calendar, and in the schools and towns of MRSD. In the event of a snow day, the school board meeting will be planned for the following school day.****



Monadnock Regional School District

2023-2024 School Year Calendar - DRAFT - NOT YET APPROVED

August (2 Days)

M	T	W	Th	F
O	W	W	W	W
SO	SO	30	31	

8/21 - New Staff Orientation
 8/22 - Workshop Day (District)
 8/23 - Workshop Day (Principal)
 8/24 - Workshop Day (District)
 8/25 - Workshop Day (Classroom)
 8/28-8/29 Soft Opening

February (15 Days)

M	T	W	Th	F
			1	2
5	6	7	8	C
12	13	14	15	16
X	X	X	X	X
26	27	28	29	

2/9 - Parent/Teacher Conferences
 2/19-2/23 Feb. Break

September (20 Days)

M	T	W	Th	F
				1
X	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

9/4 - Labor Day

March (19 Days)

M	T	W	Th	F
				1
4	5	6	7	8
11	W	13	14	15
18	19	20	21	W
25	26	27	28	29

3/12 - Workshop Day (Teacher)
 3/15- End Trimester 2 (elementary)
 3/22 - Workshop Day (Teacher)
 3/29 - End Q3 (MRMHS)

October (20 Days)

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

10/6 - Parent/Teacher Conferences
 10/9 - Columbus Day

April (17 Days)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
X	X	X	X	X
29	30			

4/22-4/26 - April Break

November (18 Days)

M	T	W	Th	F
		1	2	3
6	7	8	9	X
13	14	15	16	17
20	21	X	X	X
27	28	29	30	

11/3 - End Q1 (MRMHS)
 11/10 - Veterans Day (Observed)
 11/22-11/24 Thanksgiving Break

May (22 Days)

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X	28	29	30	31

5/27 - Memorial Day

December (16 Days)

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	ER
X	X	X	X	X

12/1 - End Trimester 1 (elementary)
 12/22 - Early Release
 12/25-1/1 - Holiday Break

June (7 Days)

M	T	W	Th	F
3	4	5	6	7
10	11	W(S)	(S)	(S)

6/12 - Workshop Day (Classroom)
 6/12-6/14 Snow Day Make-up (if needed)

January (20 Days)

M	T	W	Th	F
X	2	3	4	5
8	9	10	11	12
X	16	17	18	19
22	23	W	25	26
29	30	31		

1/1 - Holiday Break
 1/15 - MLK Jr. Day
 1/19 - End Semester 1 (MRMHS)
 1/24 - Workshop Day (District)

176 Student Days - August 30 - June 11
 188 MDEA Days - August 22 - June 12
 183 MESSA Days (SY) - August 23 - June 12
 Graduation - June 7th (Rain Date 6/8)

Non-Instructional Days

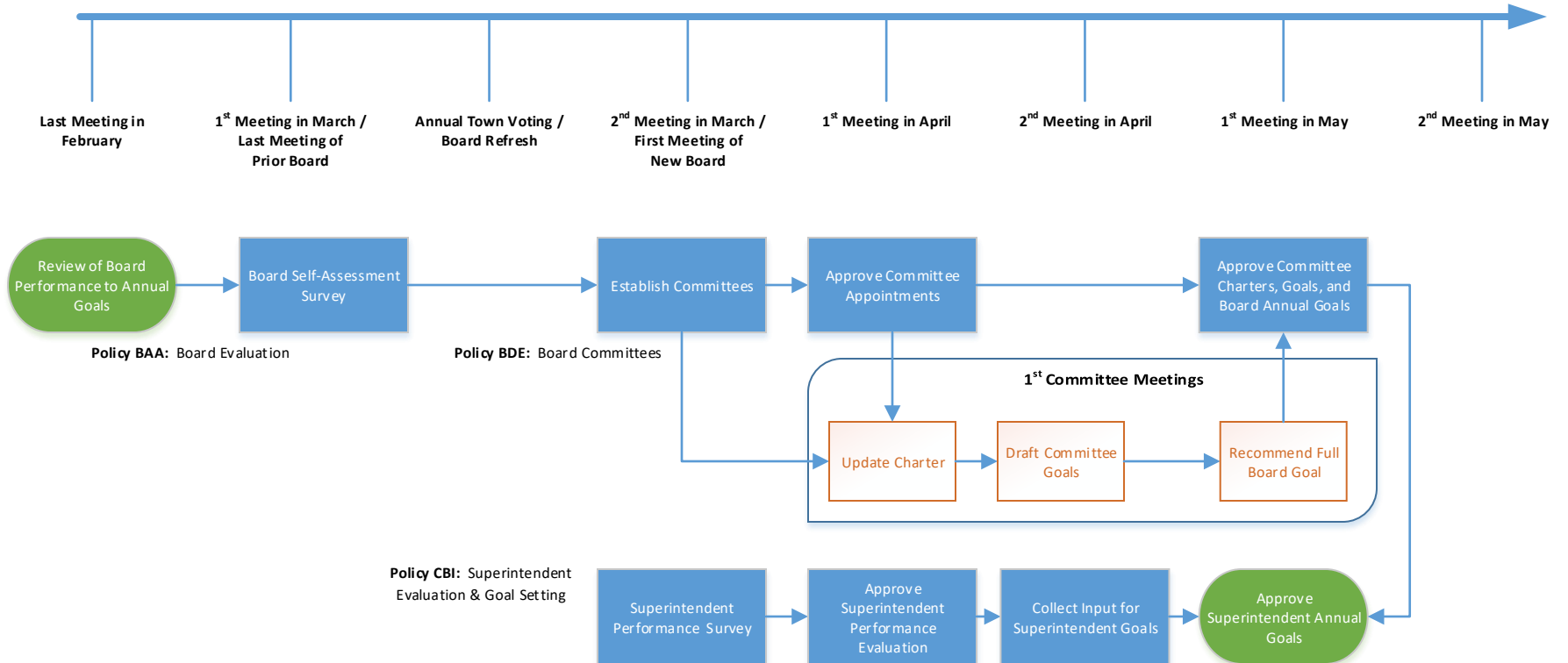
X - Schools are Closed
 W - In Service Workshop Day
 C - Parent/Teacher Conferences
 SO - Soft Opening
 ER - Early Release

Term Endings

November 3rd - End of Quarter 1
 December 1st - End of Trimester 1
 January 19th - End of Semester 1
 March 15th - End of Trimester 2
 March 29th - End of Quarter 3

This calendar meets the school year requirements of RSA 189:1 and 189:24 and is subject to change due to storms or other unforeseeable emergencies. 3 make-up days (S) have been added which will only be used if necessary.

MRSD Board Goal Setting Cycle Revised 3/13/2021



Policy Motions and Actions from February 1, 2023

DBJ - Transfer of Appropriation

MOTION: *To update policy DBJ with NHSBA sample policy using first choice of sample language and increasing the threshold to \$5,000.*

- Administration would be comfortable with an increase to \$10,000, Policy committee was comfortable with the NHSBA suggestion of \$5,000
 - Policy states the board must be notified at the next meeting if a line item transfer was made below \$5,000. Over \$5,000, the board must approve the transfer first
-

IMBA - Distance Education

MOTION: *To update policy IMBA with NHSBA sample.*

- The update would allow remote days in the case of inclement weather
 - The committee believes the district should keep traditional snowdays, however in the case that the snow day count may be over 5 and extend the school year, the superintendent should have the option of the remote day in lieu of pushing out the last day of school
 - NHSBA rationale: NHSBA revised sample policy IMBA to draw a distinction between district wide distance education due to inclement weather and individualized distance education. Revisions also include the addition of N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022.
-

IKFC - Alternative Diploma for Students with Significant Cognitive Disabilities

MOTION: *To update policy IKFC with NHSBA sample.*

- Small change of updating the age from 21 to 22
 - NHSBA rationale: NHSBA revised sample policy IKFC to reflect 2022's SB 394 and HB 1513, which both amend the definition in RSA 186-C:2 of "child with a disability" to include such students until they reach age 22.
-

EBCD- School or District Closings

MOTION: *To update policy EBCD with NHSBA sample and withdraw policy EBCE.*

- New updates will encompass current language in both EBCD and EBCE. Withdrawing one of the policies makes them less redundant
 - NHSBA rationale: Combine sample policies EBCA (School Closings) and EBCD (Emergency Closings – which is now withdrawn). NHSBA combined the policies in an effort to have fewer but more comprehensive policies where two samples have substantial overlap. Add the section on distance education to meet the criteria of Ed. Rule 306.22. Add a section on emergency early release.
-

Other policy work not requiring board action;

EBCF- Confined Spaces or Pandemic/Epidemic Emergencies

- Refer to administration
- MRSD policy with this code is titled Confined Spaces and seems very specific to the district. The committee is unsure if this policy is needed anymore. If so, it should be re-coded
- NHSBA policy with this code is titled Pandemic/Epidemic Emergencies. It is referenced in other policies, yet hasn't been updated since 2007 by NHSBA so seems out of date i.e. COVID. Does administration feel we need to adopt this policy now, or wait until it is updated by NHSBA?



Book	D: Fiscal Management
Section	Series D
Title	Budget Transfers
Code	DBJ
Status	Active
Adopted	May 4, 1993
Last Revised	October 17, 2017

TRANSFER OF APPROPRIATION

It is the intent of the Board to limit spending to the amount specified in each line item for the budget. However, the Business Office in consultation with the Superintendent is authorized to transfer funds between line items when necessary to achieve Board policy goals after detailed transfer has been brought before the Finance Committee and with their support, to the school board for approval.

The Business Office will use the "Budget Transfer Form" that details the accounts, reasons(s), and amounts(s) to submit requests for transfers to the school board. Note: transfers that fall below \$3,500 will be allowed without a formal budget transfer request, however, every effort should be made to inform/update the Finance Committee of the transfer(s).

Policy References:

Category - Optional

Dates of Revisions: 7/12/2012, 10/17/2017

RSA 32:10, 282-A:71,III

DBJ - TRANSFER OF APPROPRIATIONS

(Download policy)

Category: Optional

In the event it becomes necessary to expend an amount greater than what was appropriated for a specific purpose, the Board is authorized to transfer funds from an unexpended balance of one appropriation to a different appropriation that is in deficit. All transfers of appropriations will be made consistent with the provisions of RSA 32:10.

The Board authorizes the Superintendent to transfer funds between line items up to \$5,000. Any such transfers shall be reported to the school board at the board's next regularly scheduled meeting. Any transfer in excess of \$5,000 shall first require Board approval and authorization. Any transfer of funds between line items by the Superintendent shall be done so only to achieve purposes set forth the goals or aims to be accomplished through the expenditure of public funds.

In no circumstance shall the total amount spent exceed the total amount appropriated at the school district annual meeting.

The Superintendent is authorized to develop administrative rules or regulations to accompany this Policy.

Alternative Policy Language:

~~It is the intent of the School Board to limit its spending to the amount specified for each line item. However, transfer of funds between line items will be permitted if deemed necessary. All such transfers will be in accordance with the requirements of RSA 32:10.~~

~~NHSBA Note, September 2013: NHSBA offers this alternative language in response to member inquiries. Either option will satisfy the provisions of RSA 32:10.~~

Legal References:

RSA 32:10, Transfer of Appropriations

RSA 282-A:71, III, Unemployment Compensation

Revised: September 2013

Revised: July 1998, November 1999, March 2004, September 2009

DISCLAIMER: This sample policy manual is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. No portion of this manual may be reproduced, copied, transmitted, distributed, in any form, except as needed for the development of policy by a subscribing district. The materials contained in the manual are provided for general information only and as a resource to assist subscribing districts with policy development. School districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.



Kristen Noonan <knoonan@board.mrsd.org>

Policy DBJ Budget Transfers

1 message

Janel Morin <jmorin@mrsd.org>

Thu, Jan 19, 2023 at 1:51 PM

To: Kristen Noonan <knoonan@board.mrsd.org>

Hi Kristen,

After you brought up this policy and our \$3,500 threshold for requiring board approval, I did a bit of research. Looking at other area school districts, Keene School District and ConVal have \$10,000 thresholds for requiring board approval, Jaffrey-Rindge has a \$15,000 threshold. Fall Mtn does not have the policy at all. I spoke with Lisa Witte about it and she/we would be comfortable with moving our threshold to \$10,000, if the Board is agreeable. Please let me know if you have any questions or would like me to get additional comps.

All my best,
Janel

Janel Morin, MBA
Business Administrator
SAU #93
Monadnock Regional School District
600 Old Homestead Hwy
Swanzey, NH 03446

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error, please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

The Right-To-Know Law provides that most e-mail communications to or from School District employees regarding the business of the School District are government records available to the public upon request. Therefore, this e-mail communication may be subject to public disclosure.



Book	I: Instruction
Section	Series I
Title	Distance Education
Code	IMBA
Status	Active
Adopted	July 1, 2005
Last Revised	November 17, 2020

DISTANCE EDUCATION

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based, or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities, and Policy IHBI, Alternative Learning Plans.

If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates, and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained

throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and Policy EGA/IJNDB, School District Internet Access for Students, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Revision Dates: 11/17/2020, 11/20/2012

Legal References:

Ed 306.04(a)(12), Distance Education

Ed 306.22, Distance Education

DISTANCE EDUCATION

Category: Required*

Related Policies: IC, IFA, IHBH, IHBI, IK, & IKF IMBC

**Policy is only required if district intends to offer distance education either for snow days or for individual students.*



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.

- (a) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.
- (b) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- (c) **General** – **Highlighted language** or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (d) **General** – **{**}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) **General** – **Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.**



“Distance education” means and includes any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

Under rules of the N.H. Department of Education, distance education may be offered only:

- (1) When inclement weather, makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or
- (2) As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses).

A. District/School-Wide Distance Education During Inclement Weather.

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely, pursuant to Board policy **{**}**IC.

DISTANCE EDUCATION**B. Individualized Distance Education.**

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education.

1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy **{**}**IHBH, Extended Learning Opportunities and Policy **{**}**IHBI, Alternative Learning Plans.
2. Alternative Credit Options. If the course is to be taken for credit, then Policy **{**}**IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.
3. Pre-conditions for Online Enrollment. The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.
4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.
5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
6. Staff supervision. The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.
7. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.
8. Safeguards. The school district will provide safeguards for students participating in online instruction activities, and Policy **{**}**EGA/IJNDB, School District Internet Access for Students, will apply.
9. Earning of Credit. Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment

DISTANCE EDUCATION

program. Credit courses will require students to meet similar academic standards as required by the District. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

C. Educational Progress and Policy Violations.

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in distance education may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 306.22(f).

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

- Ed 306.04(a)(12), Distance Education
- Ed 306.18(a)(7), School Year
- Ed 306.22, Distance Education

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised Aug. 2022, May 2014, Sept. 2008, Aug. 2006, Oct. 2005

NHSBA revision notes, Aug. 2022, revised to draw a distinction between district-wide distance education due to inclement weather and individualized distance education and include N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022. **May 2014,** only revisions are to legal references and the note that this policy is required by law if your district chooses to offer Distance Education.

w/p-update/2022-U2 Fall/IMBA Distance Ed 2022-U2 (F)

DISCLAIMER: This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.



Book	I: Instruction
Section	Series I
Title	Alternate Diploma For Students With Significant Cognitive Disabilities
Code	IKFC
Status	Active
Adopted	December 18, 2018

ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

A. PURPOSE. The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

B. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed. 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

D. DETERMINATION OF AWARD.

The determination to award and the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed. 1109.03.

E. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-one (21).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION.

The Superintendent, with the assistance of the [Director of Special Education/Student Services Director] is directed to establish, and make available procedures and administrative rules to implement this policy.

History:

First reading: November 20, 2018

Second reading/adopted: December 18, 2018

Legal References:

20 U.S.C. §7801 (23) - Every Student Succeeds Act (§ 8101(a)(23))

34 CFR 300.102 (a)(3); 300.43; and 300.320(b)

RSA 193-E - Adequate Public Education

Ed 306.27(q)(4)- Minimum Standards/High School Requirements/Equivalency Diplomas

Ed 1109.03- When and IEP is in Effect...Transition Services

ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Category: *Recommended*

Related Policies: *IHBA, IHBI, IKF*



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.

- (a) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.
- (b) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- (c) **General** – **Highlighted language** or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (d) **General** – **{**}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) **General** – Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.



A. PURPOSE. The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

B. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

D. DETERMINATION OF AWARD.

The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed 1109.03.

E. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-two (22).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION.

The Superintendent, with the assistance of the [Director of Special Education/Student Services Director] is directed to establish and make available procedures and administrative rules to implement this policy.

**ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT
COGNITIVE DISABILITIES**

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

- 20 U.S.C. §7801 (23) - Every Student Succeeds Act (§ 8101(a)(23))
- 34 CFR 300.102 (a)(3); 300.43; and 300.320(b)
- RSA 193-E - Adequate Public Education
- RSA 186-C:2, Definitions
- Ed 306.27(q)(4)- Minimum Standards/High School Requirements/Equivalency Diplomas
- Ed 1109.03- When and IEP is in Effect...Transition Services

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised – August 2022; New policy – May 2018.

NHSBA revision notes, August 2022, revised to reflect 2022’s SB 394 and HB 1513 which both amend the definition in RSA 186-C:2 of “child with a disability” to include persons up to 21 years of age (inclusive). **May 2018** This is a new policy intended to adopt the provisions of the federal Every Student Succeeds Act ("ESSA") which allow the awarding of a "state-defined" Alternate Diploma to certain students with the most significant cognitive disabilities. NHSBA adoption consideration: If adopting this sample policy, language of the designated parties should be checked for consistency with District personnel (e.g., Director of Special Education, Student Services Director, etc.).

w/p-update/2022-U2 Fall/IKFC Alternate Diploma for Students w Significant Cog. Disabilities 2022-U2 (F)

DISCLAIMER: This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.



Book	E: Support Services
Section	Series E
Title	Weather-Related Emergencies
Code	EBCD
Status	Active
Adopted	May 4, 1993
Last Revised	February 5, 2013

WEATHER RELATED CLOSINGS

The Superintendent shall establish criteria and procedures for emergency closings of the schools.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of an emergency closing, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.

The superintendent will provide a written procedure to each school at the beginning of each school year to be included in the student handbook.

Policy References:

Policy References:

Category – Recommended

Policy Cross References:

» [EBCE](#) - School Closings & Cancellations

EMERGENCY SCHOOL & DISTRICT CLOSINGS

Category: *Recommended*

Related Policies: *EBCF, EBCG, IC & IMBA*



ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to FINAL adoption, but policy committee and/or board should review before removal.

- (a) **USER SUGGESTION** – Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.
- (b) **General** – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.
- (c) **General** – **Highlighted language** or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (d) **General** – **{**}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) **General** – **Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.**



No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by a senior administrator specifically designated by the Superintendent.

- A. Announcements and Notifications. When the Superintendent/designee decides it is necessary to delay opening or close any facility or school or cancel any school event, he/she will initiate all related communications to the public by radio, television, website, school alert system, or other available means. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. In the event of any closings, cancellations, or early dismissals, the Superintendent shall notify the Board.
- B. Delayed Opening of Schools. The Superintendent/designee may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of morning kindergarten, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.
- C. Closing of Schools Only for the Entire Day. When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or

EMERGENCY SCHOOL & DISTRICT CLOSINGS

more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. If school is closed for the entire day, all afternoon and evening programs shall also be canceled.

- D. Distance Education During Inclement Weather. Pursuant to Board policy {**}IC, the Superintendent may approve school or district-wide instruction by way of remote instruction or other form of “distance education”. Unless the use of distance education for a specific day has previously been communicated, the Superintendent/designee will include the necessary information regarding the remote instruction/distance learning day in the announcement that school has been canceled.
- E. Emergency Early Release. In the event that weather conditions are safe for travel in the morning but become hazardous by the time of normally scheduled dismissals, the Superintendent may decide to release students early. The Superintendent will notify parents as soon as possible in order to allow for the arrangement of after-school care and transportation when necessary. The Superintendent shall develop protocols for dismissal schedules, transportation of students, and notification of stakeholders. If there is an emergency early release, all afternoon and evening programs shall also be canceled.
- F. Afternoon and Evening Program Cancellations. When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent/designee may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.
- G. Weekend Closings. When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent/designee is responsible for decisions regarding cancellations and for notifying the appropriate media.
- H. Staff Responsibilities. When schools are closed pursuant to this policy, staff members shall remain available for work as directed by the Superintendent.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

Legal References:

- RSA 189:1, Days of School
- N.H. Dept. of Ed. Rule - Ed 306.18, School Year
- N.H. Dept. of Ed. Rule - Ed 306.19, School Calendar
- N.H. Dept. of Ed. Rule - Ed 306.22, Distance Education

EMERGENCY SCHOOL & DISTRICT CLOSINGS

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Aug. 2022, April 2004, Nov. 1999, July 1998

NHSBA revision notes, August 2022, policy was revised to combine NHSBA sample policies EBCD and EBCE (School Closings, which is now withdrawn). NHSBA combined the policies in an effort to have fewer, but more comprehensive, policies where two samples have a substantial overlap. The section on distance education was added to meet the criteria of Ed. Rule 306.22. Additionally, a section on emergency early release was added.

w/p-update/2022-U2 FallEBCD School Closings 2022-U2 (F)

DISCLAIMER: This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.



Book	E: Support Services
Section	Series E
Title	School Closings & Cancellations
Code	EBCE
Status	Active
Adopted	May 4, 1993
Last Revised	January 22, 2019

SCHOOL CLOSINGS & CANCELLATIONS

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools or designee.

Announcements: When the Superintendent or designee decides it is necessary to delay the opening of any facility or school, close any facility or school, or cancel any school event, he/she will initiate all related communications to the public by radio, television, social media, and/or other available means, including the use of a robo-calling system

Notification will be given as early as possible, as soon as the decision is made to delay or close.

Please note that any district closure due to inclement weather is a complete closure – no classes, no school or community-based meetings during the day, before or after school hours, and no extracurricular activities (e.g., school programs performances, games, practices, rehearsals, etc.). The Superintendent or designee may permit after school and/or evening activities on a case by case basis.

Under all but the most extreme conditions, school officials have a responsibility to keep school in session. **When travel is questionable in your area, but school is open, parents can make a family decision regarding attendance or late arrival for their children.** A personal contact by the parent or a written note to school officials will excuse a student's late arrival or absence during these conditions.

Delayed Opening of Schools: The Superintendent or designee may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of morning pre-school, if necessary. Unless otherwise directed by the Superintendent or designee, schools and offices shall operate on regular schedules. After-school activities and events will not be affected by a delayed opening.

Closing of Schools Only for the Entire Day: When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement shall state that the school district is closed. If school is closed for the entire day, all evening programs

will be canceled. The Superintendent or designee may permit after school and/or evening activities on a case by case basis.

Afternoon and Evening Program Cancellations: When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent or designee may decide to cancel afternoon and evening programs. Schools and other offices should plan and communicate alternate dates and times to hold programs or events.

Early Release: In the event that weather conditions substantially deteriorate during the school day, the Superintendent or designee shall dismiss students earlier than the normal dismissal times. Notifications will be made using radio, television, social media, and/or other available means, including the use of a robo-calling system. In the event of early release due to weather or other conditions, afternoon and evening programs shall normally be cancelled. The Superintendent or designee may permit after school and/or evening activities on a case by case basis.

Weekend Closings: When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent or designee is responsible for decisions regarding cancellations making all appropriate notifications using radio, television, social media, and/or other available means, including the use of a robo-calling system. Students, parents, and staff shall be informed early in the school year of the procedures which shall be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with direction provided by the Superintendent or designee and contractual agreements regarding reporting for work.

Policy References:

Category - Recommended

Policy Cross References:

» [EBCD](#) - Weather-Related Emergencies

Revision Dates: 2/5/2013

MIRMHIS

MONADNOCK REGIONAL MIDDLE HIGH SCHOOL



Program of Studies
2023-2024

MISSION STATEMENT

The community of Monadnock Regional Middle High School is dedicated to engaging all students in personal, civic and academic growth.

Administrative Offices:

Lisa Spencer – Principal	Ext. 6703
Becky Russell – Assistant Principal	Ext. 6746
Kelsey Kilburn – Assistant Principal	Ext. 6765
Thomas Cote – Athletic Director	Ext. 6707
Barb Geiss – School Counselor	Ext. 6754
Bethany Maynard – School Counselor	Ext. 6713
Kathryn Schnare – Sped Ed. Coordinator	Ext. 6706
Lorna Watkins-Barth – School Counselor	Ext. 6709

Division Leaders:

Heather Gigliello	Ext. 6814
Trevor Blanchard	Ext. 6798
Erin Condap	Ext. 6796
Matt Caron	Ext. 6743
John Naso	Ext. 6767

Introduction	Page
Mission Statement/Contact/ Non-Discrimination	2
Message from Administration	3
Husky Habits & Introduction	4-8
Meeting Requirements, Promotion/Drop-Add Procedures	9
Early Graduation Procedures	10
Required Grade Level Courses & Additional Courses	11-14
Advanced Placement Program	15
Graduation Requirements	16
Six Tier Diploma Choices	17
Alternative & Additional Learning Opportunities	18-19
Arts and Humanities Division + Course Offerings	20-37
STEM Division + Course Offerings	38-56

NOTICE OF NON-DISCRIMINATION

The School District of School Administrative Unit No.93 (Monadnock Regional School District) does not discriminate in its educational programs, activities or employment practices on the basis of race, color, national origin, age, sex, religion, marital status, or handicap under the provisions of Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1975, the Individuals with Disabilities in Education Act of 1990, and the Americans with Disabilities Act of 1990. Any persons having inquiries concerning School Administrative Unit No. 93’s policies of compliance with the regulations implementing these laws may contact the Director of Special Services, SAU No. 93, 600 Old Homestead Highway, Swanzey, NH 03446, (603) 352-6955, FAX (603) 358-6708.

The School Districts of School Administrative Unit No. 93 will provide drug-free schools and workplaces in accordance with the Drug-Free Workplace Act of 1988 and it’s implementing regulations.²

MESSAGE FROM THE PRINCIPAL

Monadnock Community,

The Program of Studies has been created to help assist you in your journey throughout your high school career. Whatever path you choose; whichever class you take; our Program of Studies will help guide you and answer your questions.

I strongly encourage you, and your family, to read the following information and discuss it with your school counselor. They will be able to answer questions that you might have, and they will be able to assist you in choosing the appropriate course load for your upcoming year. While planning your schedule, please keep in mind all of your short-and-long term goals. The courses you take now can pay huge dividends in the future.

At Monadnock, we encourage our students to be the best students, both academically and socially. Our scheduling process takes a significant amount of time and we take pride in what we are able to offer our students. Our courses are created with our student's interests and future in mind. Please read over our Program of Studies and feel free to email or call me if you have any questions.

Respectfully,

Lisa Spencer
Principal, Monadnock Regional Middle High School
lspencer@mrsd.org
603-352-6575

Husky Habits

Communication - The transfer of ideas and information

Problem-Solving - The application of previous learning to new situations

Informational Literacy - The ability to locate, analyze, evaluate, manage and synthesize information

Wellness - The creation of healthy environments for everyone to learn and grow

Creativity - The development of new and innovative ideas and artifacts

Civic, Social, and Professional Readiness - The successful navigation of life after Monadnock

Belief Statements (revised 5/26/16)

As the faculty and staff of Monadnock Regional Middle High School, we profess the following belief statements. We constantly hold them in our thoughts and strive to incorporate them into all that we say and do.

1. We believe that every student has the right to a quality education.
2. We believe that every student has a responsibility to be an active participant in an education with a challenging curriculum.
3. We believe that curriculum should be delivered using differentiated instructional strategies and assessed using appropriate methods.
4. We believe that meaningful learning should take place in a safe, supportive environment infused with respect for others.
5. We believe that teaching content, in addition to habits, is the best way to educate the whole student.
6. We believe that all students should be ready to become active members of society as they continue their learning or start a career.

Communication:

The transfer of ideas and information

	4 Advanced	3 Proficient	2 Improving	1 Beginning	0 No Evidence
Communication	I can consistently	Most of the time I can independently	With coaching, I can	With direct assistance, I can	
	1. Use media fluently 2. Understand and analyze the essential parts of the topic 3. Choose media appropriate for the audience/ message 4. Listen/read attentively and respectfully	1. Use media fluently 2. Understand and analyze the essential parts of the topic 3. Choose media appropriate for the audience/ message 4. Listen/read attentively and respectfully	1. Use media fluently 2. Understand and analyze the essential parts of the topic 3. Choose media appropriate for the audience/ message 4. Listen/read attentively and respectfully	1. Use media fluently 2. Understand and analyze the essential parts of the topic 3. Choose media appropriate for the audience/ message 4. Listen/read attentively and respectfully	

Problem Solving:

Applying previous learning to new situations

	4 Advanced	3 Proficient	2 Improving	1 Beginning	0 No Evidence
Problem Solving	I can consistently	Most of the time I can independently	With coaching, I can	With direct assistance, I can	
	1. Understand and evaluate the problem or issue 2. Identify strategies based on sufficient and reliable resources 3. Implement a strategy with justification 4. Analyze and evaluate the results of a strategy to determine the solution	1. Understand and evaluate the problem or issue 2. Identify strategies based on sufficient and reliable resources 3. Implement a strategy with justification 4. Analyze and evaluate the results of a strategy to determine the solution	1. Understand and evaluate the problem or issue 2. Identify strategies based on sufficient and reliable resources 3. Implement a strategy with justification 4. Analyze and evaluate the results of a strategy to determine the solution	1. Understand and evaluate the problem or issue 2. Identify strategies based on sufficient and reliable resources 3. Implement a strategy with justification 4. Analyze and evaluate the results of a strategy to determine the solution	

Technology Literacy:

Human innovation in action

	4 Advanced	3 Proficient	2 Developing	1 Beginning	0 No Evidence
Technology Literacy	I can consistently	Most of the time I can independently	With coaching, I can	With direct assistance, I can	
	1. Use and manage technological systems and resources appropriately 2. Use technological systems safely	1. Use and manage technological systems and resources appropriately 2. Use technological systems safely	1. Use and manage technological systems and resources appropriately 2. Use technological systems safely	1. Use and manage technological systems and resources appropriately 2. Use technological systems safely	

Creativity:

The development of new and innovative ideas and artifacts

	4 Advanced	3 Proficient	2 Developing	1 Beginning	0 No Evidence
Creativity	I can consistently	Most of the time I can independently	With coaching, I can	With direct assistance, I can	
	1. Generate original ideas 2. Combine ideas in the creation of an original artifact	1. Generate original ideas 2. Combine ideas in the creation of an original artifact	1. Generate original ideas 2. Combine ideas in the creation of an original artifact	1. Generate original ideas 2. Combine ideas in the creation of an original artifact	

Life and Career Skills:

The successful navigation of life after Monadnock

	4 Advanced	3 Proficient	2 Improving	1 Beginning	0 No Evidence
Collaboration	I can consistently	Most of the time I can independently	With coaching, I can	With direct assistance, I can	
	1.Listen to others and share resources and ideas 2.Demonstrate flexibility 3.Accept and fulfill roles in a group	1.Listen to others and share resources and ideas 2.Demonstrate flexibility 3.Accept and fulfill roles in a group	1.Listen to others and share resources and ideas 2.Demonstrate flexibility 3.Accept and fulfill roles in a group	1.Listen to others and share resources and ideas 2. Demonstrate flexibility 3.Accept and fulfill roles in a group	
Respect	1.Follow classroom expectations 2.Demonstrate courtesy to others	1.Follow classroom expectations 2.Demonstrate courtesy to others	1.Follow classroom expectations 2.Demonstrate courtesy to others	1.Follow classroom expectations 2.Demonstrate courtesy to others	
Self-Direction	1.Initiate work and stay on task 2.Ask for and use feedback 3.Meet deadlines	1.Initiate work and stay on task 2.Ask for and use feedback 3.Meet deadlines	1. Initiate work and stay on task 2. Ask for and use feedback 3. Meet deadlines	1. Initiate work and stay on task 2. Ask for and use feedback 3. Meet deadlines	

INTRODUCTION TO THE PROGRAM OF STUDIES

The Program of Studies at Monadnock Regional Middle High School is designed to provide a description of courses to help students make informed decisions about their course selection. The Program of Studies meets the academic needs of students for their goals, interests and post-secondary plans.

Please follow the guidelines below so the best possible program can be scheduled to suit each student's four-year plan and post-secondary goals:

1. Students must take all the courses listed as required.
2. Prerequisites of all courses must be met.
3. Students must earn the required state credits to graduate. Credit will be awarded when all course competencies have been met.
4. The school will make every effort to honor students' requests, but in the event of scheduling conflicts, students will be given the opportunity to choose other subjects whenever possible.
5. After the first two weeks of a course, requests for schedule changes will not be honored except in cases of extenuating circumstances and with Principal approval.
6. Students in grades 9, 10 and 11 must take at least six credited classes at MRMHS per semester.
7. Students in 12th grade must take at least five credited classes at MRMHS per semester.

MEETING REQUIREMENTS FOR COLLEGE ADMISSION

As you plan, consider the guidelines below:

4 Year Colleges		2 Year Colleges, 3 Year Nursing Programs, Technical Schools	
English	4 credits	English	4 credits
Social Studies	3-4 credits	Social Studies	3 credits
Mathematics	4-5 credits, including at least Algebra II	Mathematics	3-4 credits, including at least Algebra II
Science	3-5 credits	Science	3-4 credits
World Language	2-5 credits in the same language depending on the college major	World Language	0-3 credits depending on college or major
*Electives should be chosen from those available based on personal interests, educational goal, and diploma type.			

Promotion Requirements

Students will be promoted to the next grade but will be required to repeat any **state required courses** that they did not receive credit for. Any student who has not met the minimum graduation requirement of 20 credits by the end of the 4th year, will be retained and may be eligible to graduate the following year. (See reference page 11)

Drop/Add Procedure

Students are encouraged to finalize their schedules prior to the first day of school. If changes need to be made due to placement issues or schedule conflicts, they must be initiated within the first two weeks of a semester. No changes will be considered without extenuating circumstances and the approval of the principal. Teacher-initiated changes will be considered for placement considerations at any time during the year with permission of the parent, counselor and Principal. Two weeks after the first progress report, the letter grade at the time of the drop will be posted on the student's transcript.

Early Graduation Procedure

To be approved for early graduation, parent/guardian and their child must submit the following packet by July 1 (entering their final graduation year) to the Principal.

1. A letter written and signed by the parent/guardian and student stating their request and reason for early graduation.
2. Parent/guardian and student forwards the letter to their school counselor.
3. School counselor writes a letter outlining;
 - Student's credits earned to date.
 - Student's courses needed to complete High School Diploma.
 - Student's post-secondary plans.
 - Final recommendation to Principal.
4. School counselor submits a packet to the Principal containing parent/student letter, counselor's letter and student transcript.
5. Principal makes final decision.

GRADE 9

REQUIRED:

English 9
Mathematics
Earth Science
History of World Civilizations
Physical Education I
World Language (for NH Scholars & Distinction Diplomas
Art

Additional Courses

<p>Business Technologies</p> <ul style="list-style-type: none"> Accounting I Business Management Computers for College and Career Exploring Computer Science Introduction to Business Personal Finance Sports Management 	<p>Performing Arts</p> <ul style="list-style-type: none"> AP Music Theory Band (Honors or College Prep) Chorus Guitar & Piano Keyboard Studies History of American Music Jazz Ensemble Music Technology Music Theory I Pop Music & the 21st Century Theater Arts
<p>Engineering & Technology Education</p> <ul style="list-style-type: none"> Building Construction Graphic Design Home Maintenance Introduction to Electricity/Electronics Introduction to Welding Metals Publication Graphics Small Gas Engines Technical Drawing Woodworking 	<p>World Language</p> <ul style="list-style-type: none"> Spanish I, II
<p>Family & Consumer Science</p> <ul style="list-style-type: none"> Food & Nutrition I Textiles, Fashion & Apparel 	<p>Visual Arts</p> <ul style="list-style-type: none"> Art I Art Survey Art History

**** Please note that some courses may not be offered on a given year based on student interest/enrollment.**

GRADE 10

REQUIRED:

English
Mathematics
Biology
United States History, Part 1
Or AP European History
Or History of World Civilizations
Physical Education
Life Choices
World Language (NH Scholars & Distinction Diplomas)

Additional Courses

<p>Business Technologies</p> <ul style="list-style-type: none"> Accounting I AP Computer Science Principles Applications Business Management Computer Game Design Computers for College and Career Exploring Computer Science Introduction to Business Introduction to Programming Personal Finance Sports Management 	<p>Family & Consumer Science</p> <ul style="list-style-type: none"> Early Childhood Ed. Food & Nutrition I Food & Nutrition II Life Choices Textiles, Fashion & Apparel <p>Social Studies</p> <ul style="list-style-type: none"> Criminal Justice Psychology Sociology AP European History
<p>Engineering & Technology Education</p> <ul style="list-style-type: none"> Advanced Metals Advanced Technical Drawing Advanced Woodworking I Building Construction Graphic Design Home Maintenance Introduction to Electricity/Electronics Introduction to Welding Metals Publication Graphics Small Gas Engines Technical Drawing Welding II Woodworking 	<p>Performing Arts</p> <ul style="list-style-type: none"> AP Music Theory Band (Honors or College Prep) Chorus Guitar & Piano Keyboard Studies History of American Music Jazz Ensemble Music Technology Music Theory I Pop Music & the 21st Century Theater Arts
<p>World Language</p> <ul style="list-style-type: none"> Spanish I, II, III 	<p>Visual Arts</p> <ul style="list-style-type: none"> Art I Art II Art Survey Art History Ceramics Digital Photography Paint and Print Jewelry Creative Studio Arts

GRADE 11

REQUIRED:

English
United States History, Part II
Or AP United States History
Mathematics
Science
World Language (for distinction diploma)

Additional Courses

Business Technologies All grade 9 & 10 courses Independent Living Introduction to Marketing Business Management	Mathematics Algebra II Business Math Math for “Laughs” Pre-Calculus Research Methods Statistics STEM Math Sports Analytics	
Engineering & Technology Education Advanced Woodworking II All grade 9 & 10 additional courses CAD/Architectural Design CAD/Engineering Graphics Publication Graphics Small Gas Engines	Physical Education PE II Weight Training	
English Creative Writing Journalism	World Language Spanish I, II, III, IV	Science Aquatic Biology Astronomy Chemistry Conceptual Physics Ecology Environmental Science Human Anatomy & Physiology
Family & Consumer Science All grade 9 & 10 additional courses Apartment Cooking 101 First Aid & Safety	Marine Biology Physics (CP & AP) Survey of Chemistry Topics in Science	Visual Arts All grade 9 & 10 courses AP Studio Art
Performing Arts All grade 9 & 10 courses	Social Studies Grade 10 additional courses Sociology of Deviance Forensic Science and the Law Abnormal Psychology AP European History AP US History	

GRADE 12

REQUIRED:

English
Civics
Or Introduction to Business
Or Personal Finance
Mathematics
Science
Economics

Additional Courses

<p>Business Technologies Business Management All grade 9-11 courses Independent Living</p>	<p>Mathematics Algebra II AP Calculus AP Statistics Business Math Math for Life Pre-Calculus Research Methods Sports Analytics</p>
<p>Engineering & Technology Education Advanced Woodworking II CAD/Architectural Design CAD/Engineering Graphics All grade 9-11 courses Publication Graphics Small Gas Engines</p>	<p>Physical Education PE II Weight Training</p>
<p>English Creative Writing Journalism</p>	<p>Science AP Chemistry AP Physics Grade 11 additional courses</p>
<p>Family Consumer Science All grade 9-11 additional courses Apartment Cooking 101</p>	<p>Social Studies Grade 10 & 11 additional courses</p>

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program gives students a head start on college, allowing them to take college-level courses and exams in the supportive environment of a high school classroom. Each AP course has a corresponding exam that is administered in May and represents the culmination of AP course work. The AP exam grade is a combination of the student's score on the multiple-choice and essay sections. The final grade is reported on a 5-point scale. Students who attain a score of 3 or higher may be able to gain college credit and/or placement into advanced college courses after high school.

Admission to AP courses offered at MRMHS is determined by several factors including, teacher recommendations, grade point average, completion of summer assignments, and completion of prerequisite classes. The most successful AP students are self-directed learners, willing to accept the higher academic challenge. Students taking AP courses are expected to take the exam. Students are responsible for paying for the exam. The school may help defray some of the cost depending on available funds.

MRMHS offers the following eleven Advanced Placement courses in six academic disciplines. Students can earn one credit per year for each course. Course listings with complete course descriptions can be found under each specific academic discipline.

BUSINESS

AP Computer Science Principles - Offered during alternate years.

This college-level course offers a multidisciplinary approach to teaching the underlying principles of computation. The 'project-based' course will introduce students to the creative aspects of programming, as well as covering abstractions, algorithms, data sets, the Internet, cybersecurity concerns, and computing impacts on society. Students will have the opportunity to use current technologies to create individually designed artifacts for both self-expression and problem solving.

Prerequisites: One other computer course

ENGLISH

AP English Language – This course fulfills the English requirement for grade 11 students, and is equivalent to freshman college English.

AP English Literature - This course fulfills the English requirement for grade 12 students, and is equivalent to Freshman College English.

VISUAL ARTS

AP Studio Art – This course is offered for students in grades 11 and 12. It may be repeated for credit. The course highlights portfolio development in Drawing, 2D Design and 3D Design. The AP exam features preparation and submission of the portfolio for evaluation.

WORLD LANGUAGE

AP Spanish – This course is part of a five-year sequential program, and is designed to help students demonstrate a higher level of oral-aural proficiency in the Spanish language.

MATHEMATICS

AP Calculus – This course is designed as an introduction to college-level mathematics. Differential and integral calculus will be stressed.

AP Statistics - This course can be taken after successful completion of Algebra II.

SCIENCE

AP Chemistry – This course can be taken after successful completion of chemistry.

AP Physics – This course can be taken after successful completion of physical science and biology.

SOCIAL STUDIES

AP European History - This course fulfills the World History requirement for grade 10 students. The course covers the historical significance of modern Europe from 1450 to the present.

AP United States History – This course fulfills the US History requirement for grade 11 students. The course will encompass the American colonial period through current history, stressing concept and process.

Graduation Requirements

Policy # IKF

IKF - GRADUATION REQUIREMENTS

Monadnock Regional Middle High School Six Tier Diploma

Students will have the opportunity to earn:

- Monadnock Regional Middle High School New Hampshire State Standard Diploma
 - Evening Division
- Monadnock Regional Middle High School Diploma
- Monadnock Regional Middle High School New Hampshire State Scholars Diploma
- Monadnock Regional Middle High School New Hampshire State Scholars Art Diploma
 - Two credits in Art
- Monadnock Regional Middle High School New Hampshire State Scholars STEM Diploma
 - One credit STEM course
- Monadnock Regional Middle High School Diploma of Distinction
 - Minimum of four honors or advance placement (AP) leveled courses
- Monadnock Regional Middle High School does offer an Alternate Diploma for Students with Significant Cognitive Disabilities pursuant to MRSD Policy IKFC.

All six diplomas are **Monadnock Regional Middle High School Diplomas** with an additional official seal on the diplomas for the New Hampshire State Scholars Diplomas and Diploma of Distinction. The credit requirements are as follows:

Monadnock Regional Middle High School New Hampshire State Standard Diploma	20.00 Credits
Monadnock Regional Middle High School Diploma	20.00 Credits
Monadnock Regional Middle High School New Hampshire State Scholars Diploma	22.50 Credits
Monadnock Regional Middle High School New Hampshire State Scholars Art Diploma	22.50 Credits
Monadnock Regional Middle High School New Hampshire State Scholars STEM Diploma	22.50 Credits
Monadnock Regional Middle High School Diploma of Distinction	25.00 Credits

CP = College Prep, H = Honors, AP = Advanced Placement

Monadnock Regional Middle High School Six Tier Diploma Choices

Required Subjects	Credits Required						
	Required subjects	NH Standard	MRHS	NH Scholars	NH Scholars Fine Arts	NH Scholars STEM	MRHS Distinction
English: Grade 9, 10, 11 & 12 English	English: Grade 9, 10, 11 & 12	4	4	4	4	4	4 CP, H or AP
Mathematics: Grade 9, 10, 11 & 12 Mathematics	Mathematics: Grade 9, 10, 11 & 12	3 Algebra I	4 Algebra I	4 Algebra I, Algebra II, Geometry	4 Algebra I, Algebra II, Geometry	4 Algebra I, Algebra II, Geometry	4 CP, H or AP
Earth Sciences:	Earth Science:	1	1	1	1	1	1 CP, H or AP
Biological Sciences:	Biological Science:	1	1	1	1	1	1 CP, H or AP
Elective Sciences:	Elective Science:		2	2 Chemistry or Physics or HAP	2 Chemistry or Physics or HAP	3 Chemistry, STEM, or Physics or HAP	2 Chemistry or Physics or HAP
Civics:	Civics:	0.5	0.5	0.5	0.5	0.5	0.5
Economics:	Economics	0.5	0.5	0.5	0.5	0.5	0.5
History of World Civilizations Or AP European History	History of World Civilizations: Or AP European History	0.5	1	1	1	1	1 CP, H or AP
US History:	US History Part I:		1	1	1	1	1 CP, H or AP
Social Studies Electives:	US History Part II: Or AP US History	1	1	1	1	1	1 CP, H or AP
World Language:	World Language:			2	2	2	3
Arts Education:	Arts Education:	0.5	0.5	0.5	2	0.5	0.5
Information & Communication Technologies	Information & Communication Technologies	0.5	0.5	0.5	0.5	0.5	0.5
Health Education:	Health Education:	0.5	0.5	0.5	0.5	0.5	0.5
Physical Education:	Physical Education:	1	1	1	1	1	1
Electives:	Electives:	6	1.5	2	0.5	1	3.5
<i>Total:</i>	<i>20</i>	<i>20</i>	<i>20</i>	<i>22.5</i>	<i>22.5</i>	<i>22.5</i>	<i>25</i>

ADDITIONAL LEARNING OPPORTUNITIES

ADVANCED AND DUAL CREDIT OPTIONS

Honors (H), Dual Enrollment Courses, or Advanced Placement (AP) courses provide the most challenging level of work for students.

- **Honors** courses are intended for accomplished students because these courses require serious academic commitment.
- **Running Start** courses may also earn dual credit. These courses are approved by NH Community Colleges and universities.
- **Advanced Placement (AP)** courses are designed to provide students with the analytical skills and factual knowledge necessary to be successful when taking AP exams. Students who earn a qualifying score (three or more) on an AP exam may receive college credit based upon the award by their chosen college or university. Students taking AP courses are expected to take the exam. The school may help defray some of the cost depending on available funds. Course listings with complete course descriptions can be found under each specific academic discipline.
- Monadnock Regional School Board policy provides up to \$300.00 per year per student toward funding college tuition costs (dual enrollment).

ADULT DIVISION PROGRAM

ADP is a night school option for students. The courses are free to students residing in the district, and are under the age of 21. A brochure is available on the school web site (mrsd.org) and in the Guidance office.

W.I.N (What I Need)

WIN block stands for What I Need. This block allows teachers to provide individualized or small group instruction to bring students to their next level. The goal of WIN is to provide interventions, supports, extensions, and enrichments throughout the day.

CREDIT RECOVERY SUMMER SCHOOL (Grades 9-12)

Credit to be Determined

Summer school provides an opportunity for students to recover lost credit and competencies from the most recent school year. Typical summer school courses are offered in English 9, 10, 11 & 12, Algebra, Economics, American Democracy, History of World Civilizations, Physical Science and Biology. Summer school is considered an extension of the school year and a certified educator will provide the competencies.

CHESHIRE CAREER CENTER

Credit to be Determined

The Cheshire Career Center is one of 25 regional career and technical education centers located throughout New Hampshire. The Career Center offers 16 career track programs. The programs are Automotive Technology, Accounting, Computer Maintenance & Repair, Computer Science, Construction Trades, Cosmetology, Culinary Arts, Drafting and Design, Early Childhood Education, Health Science Technology, Horticulture, Machine Tool Processing, Marketing, TV Studio Production & Digital Filmmaking, Theater Arts and Fire Science.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

THE ESOL English course is designed to be used by students who have been designated as English Language Learners. This course of study is based on an integrated skills approach with listening, speaking, reading, and writing and grammar components. It emphasizes those skills necessary for effective oral and written communication.

EXTENDED LEARNING OPPORTUNITIES (ELO)

Credit to be Determined

Students may participate in and earn credit for various activities outside of the classroom. A mentor may also work with the student to develop a proposal and monitor activities. An application which describes activities and methods for assessing student work is submitted to the ELO Coordinator's office for approval. Once approved, the student will work on his/her program at his/her pace. All ELO work must be completed in one calendar year from the approval date or by the deadline for senior grades.

LAW, PUBLIC SAFETY & SECURITY CAREER PATHWAY

The Law, Public Safety, and Security Pathway (LPSS) is for students interested in the broad career areas of correction services, emergency and fire management services, security and protective services, law enforcement services and legal services. While all students (9-12) can apply into the program, most program requirements and electives are restricted to juniors and seniors. Formal membership into and graduation from the program require the completion of an application, one required course (Criminal Justice or Forensic Science and the Law), and at least four other specified electives. There are minimum grade requirements for those courses, and a senior project (or some other approved relevant activity) with some connection to the pathway can replace an elective. Pathway-sponsored trips and activities are available to LPSS Pathway members. LPSS applications are available upon request from Mr. Harrison or Guidance.

NH SCHOLARS

New Hampshire Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students, beginning in grade 8, to complete a rigorous course of study in high school, one that will give them a boost in college and careers.

H.O.P.E (Healthy Option for Physical Education)

.5 Credit

Students may earn .5 PE credit by participating in a self-guided program while participating in athletics or a pre-approved out of school athletic activity. Requirements include weekly logs and reflection, with specific focus on meeting the 6 state physical education standards. Students are supported/ guided by the physical education teachers but the work is intended to be student driven and individualized. Upon conclusion of their season, or semester, students present their experience to a group and complete a written paper on the experience. The focus is on meeting the state standards in an out of the classroom experience. Completion of PE1 is a prerequisite and approval from the PE teacher.

VIRTUAL LEARNING ACADEMY CHARTER SCHOOL

Credit to be Determined

The Virtual Learning Academy Charter School (VLACS) is New Hampshire's first statewide online virtual public high school and middle school where they offer students the opportunity to learn at their own pace from anywhere. As part of the public school system, they are free to all students living in New Hampshire. Their mission is to use latest technology to provide students with anytime, anywhere access to a rigorous, personalized education that helps students learn today, graduate tomorrow and prepare for the future. They offer courses in every traditional subject and many electives which will fulfill all graduation requirements for a MRMHS diploma. Visit the VLAC web site (info@vlacs.org) to view their course catalog.

AMERICAN SCHOOL

Credit to be Determined

The American School distance learning institution utilizing the home study method, is dedicated to providing quality secondary instruction at a reasonable cost to those students who are seeking an alternative means of completing their high school education. They offer over 80 courses in three delivery styles: paper-based, paper-based with online exams and online courses. Visit American School web site (americanschool.org) to view their course offerings.

ARTS AND HUMANITIES DIVISION

Arts and Humanities at Monadnock (Including courses in English Language Arts, Fine/Performing Arts, Social Studies, World Languages, and Family and Consumer Science):

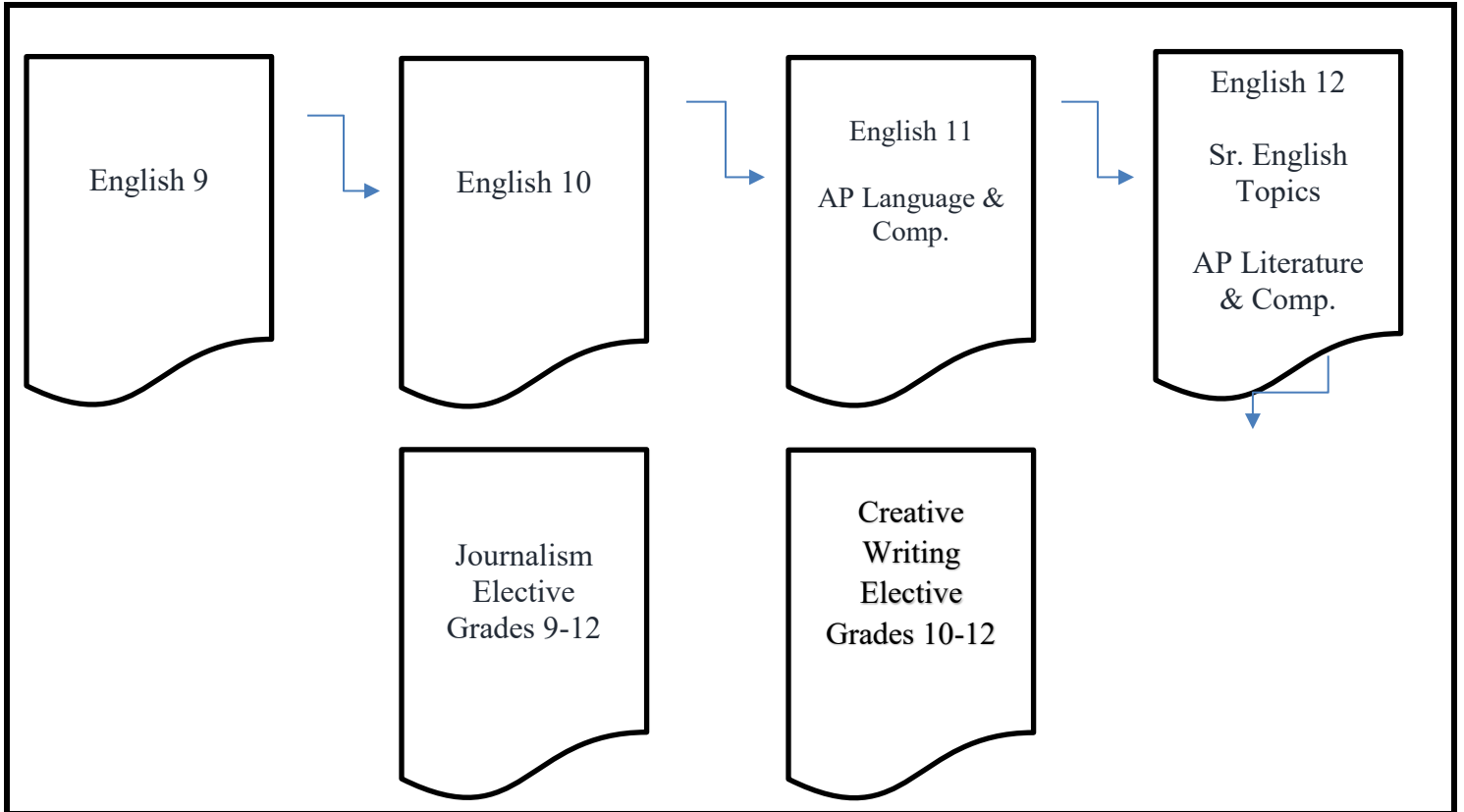
From ancient times to the present day, people around the globe have raised fundamental questions about life through the arts, literature, and philosophy. In the Arts & Humanities Division at MRMHS, teachers and students explore the human experience across a broad range of subjects. By studying the world's literature, art, history, languages, cuisine, and cultures, students expand their horizons and prepare themselves for an increasingly multicultural world.

Through rigorous exploration of complex arguments, students move beyond their own assumptions toward a deeper understanding of human life and its perplexities. Additionally, this process of discovery helps students open their imaginations to fresh perspectives of the world and develop their unique talents and identities. This innovative program helps our students acquire frameworks for understanding complex aesthetic, ethical, cultural, and historical issues, and the abilities to explore and communicate critically about them. We hope to inspire within our students a search for truth, sensitivity to our world, and the diverse cultures within it. In addition, we want our students to maintain healthy lifestyles and become critical thinkers.



ENGLISH COURSES – Scope & Sequence

Required: 4.0 credits (English 9, English 10, English 11, English 12)



ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (Grade 11)

1 Credit

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical context. Students will become skilled in composing for a variety of purposes. Both their writing and their reading should make the students aware of the interactions among a writer's purpose, audience expectations, and subjects, including the way generic conventions and the resources of language contribute to effectiveness in writing. The course is designed as a suitable basis for a college semester's credit in English and will also prepare students for the Advanced Placement (English Language) Examination. Students will participate in the Monadnock Reads program over the summer. Additional summer reading and writing will be required of students in the AP English program.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (Grade 12)

1 Credit

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course is designed as a suitable basis for a college semester's credit in English and will also prepare students for the Advanced Placement (English Literature) Examination. Students will participate in the Monadnock Reads program over the summer. Additional summer reading and writing will be required of students in the AP English program.

COLLEGE COMPOSITION: CREATIVE WRITING (Grades 10-12)

.5 or 1 Credit

In this extensive course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from prewriting through drafting, revising, and editing, using the small group method to guide understanding and growth. Students will study the genres of children and young adult literature, creative fiction, creative nonfiction, and poetry, culminating in a portfolio of their own work at the course's end. This is a chance for students to engage seriously with the writer artist and to evolve as an artist in their own right.

*Part of River Valley Community College's Running Start Program, students in this class will be able to earn college credit, as well as high school credit, for completing course competencies.

***This course does not meet English graduation competency requirements.**

ENGLISH (Grades 9-12) Required

1 Credit (annually)

English is intended to prepare students for college after High School graduation. The reading in English ranges in genres, culture, and centuries. Students will independently read and comprehend complex literary and informational texts. Students will analyze and discuss how literature provides insights into the human condition. Students will write narrative, informative, and argumentative essays. Each year, students will conduct a major research based assignment using information they have evaluated to support their claims. They will also participate in class discussions and individually present information to an audience. Students will participate in the Monadnock Reads program over the summer.

JOURNALISM (GRADE 9-12) (ELECTIVE)

.5 Credit

In this course, students will study how various media have been used to send messages to the general public. Topics will include the history of journalism, law ethics, reporting, writing, editing, photography, management, teamwork, advertising, and design. Students in this class will also be responsible for producing the news articles for the MRHS student newspaper, *The Pawprint*, which may be produced by the Publication Graphics class. This course emphasizes Common Core Standards related to writing and language. This course may be repeated for credit.

***This course does not meet English graduation competency requirements.**

SENIOR ENGLISH TOPICS (COLLEGE PREP, HONORS)

1 Credit

The Senior English Topics program focuses on college and career readiness. All topics classes will integrate and evaluate multiple sources of information presented in complex literary and informational text and media. Students will evaluate sources, cite material, and write reflective, narrative, and research based essays. Students will also have several opportunities to participate in whole class and group discussions. Their ability to listen and collaborate will be crucial. Students will also be required to speak to an audience on a particular topic. Students will participate in the Monadnock Reads program over the summer.

Course Topics:

- British Literature
- Children's Literature
- Film Studies
- Holocaust Studies
- Issues in Gender and Race in Literature and Media
- Journalism
- Literature of the Vietnam War
- Media Studies
- Monsters Within: A Survey of Crime and Justice in Literature and Media
- Science Fiction and Fantasy
- Sports Literature

BRITISH LITERATURE

British Literature focuses on authors and works from the Anglo-Saxon era through the twentieth century. Lessons emphasize links between literature, culture and history. In addition, students will learn appropriate vocabulary and literary terms.

CHILDREN'S LITERATURE

This elective is a concentrated reading course designed to impart the knowledge necessary for an appreciation and understanding of children's literature and its use. In addition to reading the classics and the critically acclaimed works of both fiction and nonfiction by modern writers, students will study poetry, folklore, and mythology and examine the relationship between illustration and text.

MONSTERS WITHIN: A SURVEY OF CRIME AND JUSTICE IN LITERATURE AND MEDIA (GRADES 12) (LAW, PUBLIC SAFETY & SECURITY PATHWAY)

Monsters Within deals with the philosophical foundations of right and wrong, good and evil and crime and justice as they appear in conditions and circumstances of life. In both fictional and non-fictional works, as well as case studies, students will have the opportunity to learn how authors reflect the times, ideas, and social issues of the period, and see how ideas of justice have evolved and changed throughout Western history. Students will analyze world literature through the lens of law, public safety and security by reading, writing, speaking, and critical viewing. Students may also, put on a mock trial, debate current issues of law enforcement, justice and crime, as well as discuss current events and issues around recent laws or litigation to be voted on. The course will emphasize the recurrent themes of good and evil, justice, authority, and personal responsibility.

FILM STUDIES

Film Studies will introduce the history and development of film as well as survey significant film genres. Students will view representative films from the twentieth and twenty-first centuries to see how film storytelling and techniques have evolved. In addition to learning specific critical viewing strategies, students will write several film analysis papers and film reviews.

HOLOCAUST STUDIES

While history and the social sciences provide the critical context of the Holocaust, other ways of representing the experience must be considered, specifically the fields of literature, film, and art. It is through this comprehensive approach that students may begin to question and find answers regarding silence, complicity, moral and ethical choices, and responsibility and action, prompting them to examine their roles as members of a global community. Senior English engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

LITERATURE OF THE VIETNAM WAR

This course will provide students with a deeper understanding of the texts based on the Vietnam War, including representations from different sides of the war. The course will also increase students' awareness of historical, political, and social ramifications of the war and will explore the relationship of events to artistic depiction of those events (film, music, literature). Students will be required to write several short papers, present findings on different aspects of the 1960s era, and critically view reports and film.

MEDIA STUDIES

This course is designed to help students develop an informed, critical, and practical understanding of media including analysis of digital media. We will explore the goals and methods of various media industries, identify the effects media has on us as individuals and a society, understand the benefits and potential negative effects of media content, while identifying techniques to become more media literate.

The grade 12 Media Literacy elective will help students develop their media literacy and analytical skills. The primary focus of this course is to examine various forms of media in popular culture and to understand their impact on culture. The goal is for students to better understand media content, media industries, and how they affect society and ourselves. Assessments will be varied but will include projects, presentations, writing assignments, analysis assignments, and evaluation of different media sources.

ISSUES IN RACE AND GENDER IN LITERATURE AND MEDIA

Racism, sexism, and classism continue to be in the forefront of the dilemmas concerning people in the U.S. This course will focus on issues of gender and sexuality, class, and race from a critical perspective based on several theories and cultural and multicultural studies. Students will then analyze how literature and media texts, such as advertisements, movies, songs, and sitcoms, may either contribute to or undermine the inequalities that still exist today. Students will be responsible for several interconnected reading and writing assignments on specific issues in race and gender.

SCIENCE FICTION & FANTASY

This course will introduce students to the history and evolution of the science fiction and fantasy genres throughout English and British history. Students will study several themes and study how history, philosophy, linguistics, religion, the rise of technology and the loss and gain of freedom are cemented in the fundamentals of humanity. Students will use a variety of implementations to study science fiction and fantasy, including literature, film, art, and music, while employing varying methods of analysis. Students will become familiar with textual, technological, and literary vocabulary as well as studying rhetorical devices as a means for further understanding. Assessment will take the form of essays, literary and film analyses, research, contribution through class discussion, and critical responses.

SPORTS LITERATURE

Through this course, students will explore and learn about a variety of sports that they are familiar with such as soccer, baseball, and hockey and sports that seem extreme and or unconventional such as rock climbing, telemark skiing, and white water rafting. Students will also write about their own experience with sports, and learn techniques for reporting about sporting events, local, national and worldwide. Students will also research about proactive safety measures as well as reactive ones in the case of protection, a given injury, and/or emergency.



VISUAL AND PERFORMING ARTS COURSES

REQUIRED .5 Credit

ALL ELECTIVES:

ADVANCED PLACEMENT STUDIO ART (Grades 11-12)

1 Credit

PRE-AP STUDIO ART (GRADE 11)

1 Credit

AP Studio Art is a yearlong course for serious art students and any student who needs to develop a visual art portfolio for college applications. AP Studio Art offers the opportunity to focus on intense development of artistic skills and personal vision by completing a portfolio, which is submitted to AP. Students, who expect to work on their portfolio in both junior and senior years, should take Pre-AP Studio Art as a junior. Students will select from the following portfolio offerings: Drawing or 2D Design.

Prerequisite: Art II

ART SURVEY (Grades 9-12)

.5 credit

This is a one-semester course designed to introduce students to a variety of visual art concepts and techniques, including drawing, painting, printmaking, sculpture and design. Emphasis is on the exploration of various materials and ideas that may help increase student confidence and range of artistic experience. This course is not considered a prerequisite to advanced elective art courses: students wishing to take additional art courses in the future should opt for Art 1.

ART I (Grades 9-12)

1 Credit

This year-long course builds on students' previous art experiences and explores the elements and principles of design through a variety of techniques and media. Students will have a chance to explore drawing, painting, sculpture, collage and printmaking. Students will study the history of art as well as its place in shaping our modern day society. This course is designed for students who have a curiosity for all aspects of art and wish to have the time to expand their knowledge and talent. This serves as a prerequisite for Art II.

ART II (Grades 10-12)

1 Credit

This year-long course builds on the experience acquired in Art I, with emphasis on further development and refinement of artistic skills, encouragement of a personal style and creative interpretation. Students are introduced to more advanced techniques in drawing, painting, design, sculpture, collage, printmaking and illustration. Art appreciation and critical evaluation are also included in the curriculum. This course is for self-motivated students who truly enjoy art and are ready to delve in deeper. Students are encouraged to build a portfolio of work that may be used for future AP courses and/or college art programs. Art II serves as a prerequisite to AP Studio Art.

Prerequisite: Art I

ART HISTORY (Grades 9-12)

.5 Credit

This is a one-semester course focused on developing an appreciation for art through the study of paintings, sculpture, and architecture throughout time. Students will spend class time discussing and analyzing, rather than creating art. Reading articles, note taking, and short written reflections will be required of students. Specific artists and art movements will be explored in class through web quests, virtual museum tours, videos, and articles. In class, students can expect to show their learning through the creation of slideshows and a culminating art history game.

CERAMICS (Grades 10-12)

.5 Credit

This one-semester course is an opportunity for students to further develop their skills in clay and 3-D design. Projects will primarily focus on a variety of hand building techniques to produce functional and sculptural pieces. Students will have the chance to explore a variety of glazing and decorative techniques, to further enhance their designs. In addition to hand building, students will be introduced to creating vessels on a potter's wheel.

Prerequisite: Art Survey or Art I

CREATIVE STUDIO ARTS (Grades 10-12)

1 Credit

This eclectic class is an overview of crafts, 3-dimensional design and sculpture, and an exploration of painting techniques. Students may choose to focus more on a particular area, such as painting, or experiment with numerous approaches. This class introduces specialized art projects not offered in other art classes, which include metals, stained glass, fiber arts, ceramics, plaster, wood, and assemblage.

Prerequisite: Art Survey or Art I

DIGITAL PHOTOGRAPHY (Grades 10-12)

.5 Credit

This course is designed to help you become a more thoughtful, creative and visually aware photographer. We will explore composition, perspective, landscapes, portraits, semi-abstract images and telling visual stories. You will also learn how to use your images in other areas of art making using mixed media techniques. You will learn how to use a DSLR camera to take pictures in manual mode and will be expected to bring your own personal interests and creative expression to your work. A large part of your work will have to be done out of class, so you must be a motivated learner. You will use Canva to put together a process board and write about your experience. We will be using a digital darkroom to edit our photos. *You must have access to a phone with a camera on it and/or a digital SLR camera.

Prerequisite: Art Survey

GUITAR AND PIANO KEYBOARD STUDIES (Grades 9-12)

.5 Credit

Guitar and Piano Studies is designed for students with an interest in the performance and study of acoustic guitar, bass guitar and piano. Students will learn to perform selected repertoire from a variety of styles and forms of music for their selected instrument such as: pop, jazz, modern, classical, and an array of other styles. Students will read and understand standard musical notation and tablature (for guitar). They will explore essential components of music theory, compositions, and experience exercises in musical sight-reading and interpretation. They will study the history of the classroom musical instrument, and their importance and influence as a solo instrument, in ensembles, and in the musical world. Concert and musical performance is mandatory.

***This course may be repeated for credit.**

HIGH SCHOOL BAND (Grades 9-12)

1 Credit

The goal of the band program is to improve musical abilities and repertoire through performance and to reinforce and further musicianship through applied theory. Students are encourage to extend their musical learning experiences by auditioning in statewide Band/Orchestra auditions and festivals. **MARCHING BAND IS REQUIRED OF ALL BAND MEMBERS.** All band performances are mandatory. Basic theory and history are assessed through performance, written tests and projects.

Prerequisite: Ability to play a band instrument

HIGH SCHOOL CHORUS (Grades 9-12)

1 Credit

This course is designed to introduce a large, non-selective group of students to the fundamental principles of vocal production as well as the appreciation and enjoyment of music by means of participation. No voice testing is required. The chorus is trained in choral techniques, intonation, harmony singing, posture, breathing, diction, and stage deportment. Fundamentals of music reading and basic theory are also taught during rehearsals.

HISTORY OF AMERICAN MUSIC (Grades 9-12)

.5 Credit

A general and introductory course offering students an overview of the diverse popular musical styles of the late 19th, 20th, and 21st centuries – from the “Blues” through current Rock and Roll to Film Music and Rap. No prior musical training or knowledge is required. The course will include a great deal of listening to analyze and compare the many styles.

JAZZ ENSEMBLE (Grades 9-12)

1 Credit

Jazz Ensemble is a select group of musicians who will study and perform all types of jazz, rock and popular literature. Some training will be given in technical and improvisational skills. An emphasis will be given to performance, with participation in concerts and festivals required. Instrumentation is limited and auditions may be used to determine membership. Concurrent membership in Concert Band is required. Jazz Ensemble meets weekly for 90 minutes beyond the school day throughout the school year.

JEWELRY MAKING (Grades 10-12)

.5 Credit

This course enables students to apply elements of art and principles of design to aesthetically challenge them to create visually pleasing, functional pieces of jewelry. Students learn basic techniques of fabrication in sterling silver and copper, setting semi-precious gems, exploring enameling on copper, polymer clay and fiber-based jewelry methods. This class is for self-motivated students that are excited about designing jewelry to reflect their own personal style. Students may bring in their own metal, beads or gems if they so desire, however there will be a large selection of materials available to each student. There is **NO** fee associated with this class **UNLESS** students want to make multiples of projects or design a project on the side; then there may be a nominal fee charged depending on the amount of silver or semi-precious gems being used.

Prerequisite: Art Survey or Art I

MUSIC THEORY (Grades 9-12)

1 Credit

This course is designed to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students planning to major or minor in music in college are encouraged to take this course. There is no prerequisite for this course; however, the ability to read standard notation is highly encouraged.

***This course may be repeated for credit.**

MUSIC TECHNOLOGY (Grades 9-12)

.5 Credit

High School Music Technology is designed for students with an interest in exploring a variety of subjects relating to music technology which include audio engineering, the use of music composition software, and how to set up and run lighting systems for a theatrical production. In these studies, students will be introduced to the hardware and software relating to these fields and exploration of the technical, mathematical, and language of these systems. The class will be geared to "hands-on" activities that will focus on refining your listening skills while providing both the technical and artistic aspects of these subjects. Students will explore recording software, such as Pro Tools essentials, which relates to any of the other computer programs on the market while helping them better understanding of the concepts presented in "stand-alone" digital workstations, setting up and running a recording studio or a home recording system. Students will be exposed to music composition software (such as Sibelius and Finale) and learn about the field of music publication. Students will also explore the process of preparing, setting up and controlling lights for theatrical and other musical productions.

***This course may be repeated for credit.**

PAINT AND PRINT (Grades 10-12)

1 Credit

This class will explore the world of Painting and Printmaking as a means of creating playful, colorful art. We will work with all sorts of paint, including acrylic, oil and watercolor. The paint will be applied to a variety of surfaces including canvas. Along with painting, we will divide our time discovering printmaking. Students will learn the art of relief, monotype and intaglio printmaking to create bold posters and expressive designs. We will be making prints on a variety of surfaces such as paper, clay and fabric.

Prerequisite: Art Survey or Art I

THEATER ARTS (Grades 9-12)

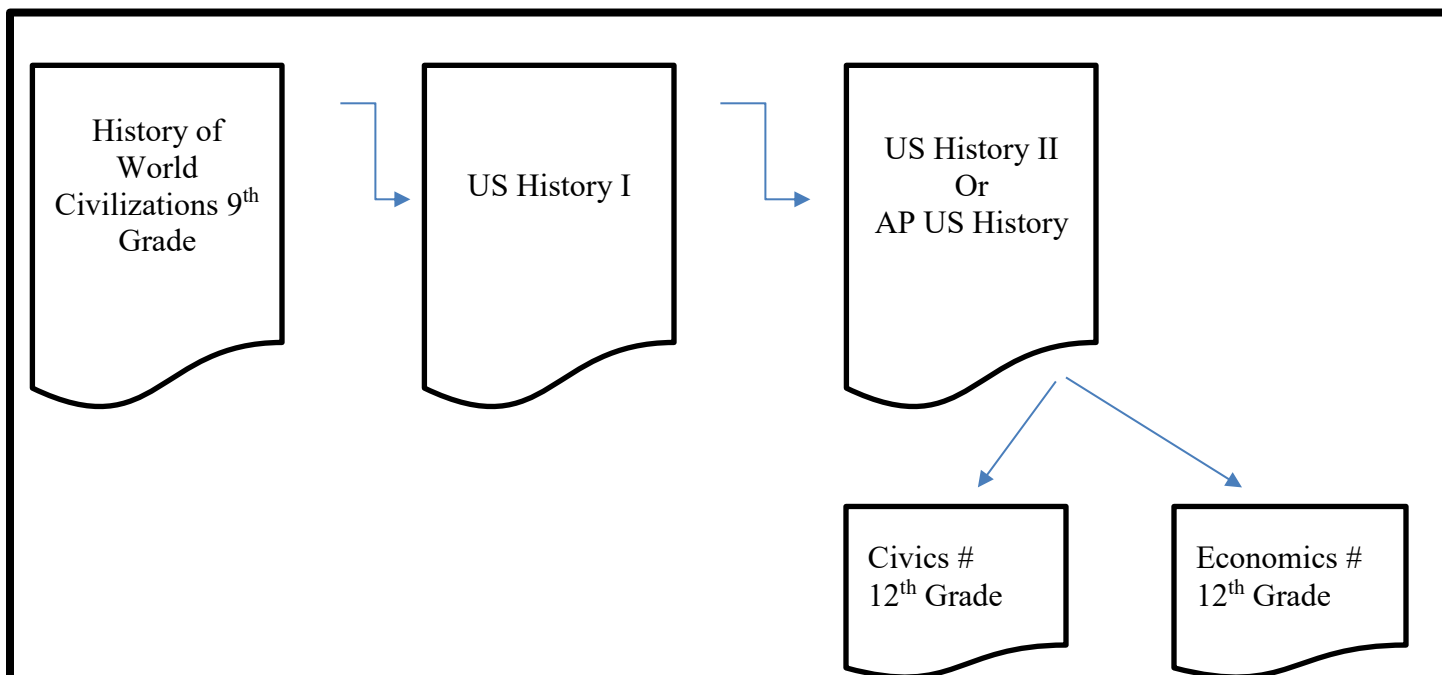
.5 Or 1 Credit

Students will focus on building acting skills and techniques involving the body, voice and mind by utilizing improvisational tools, and by participating in dramatic games and scene work. Work will include creating characters, developing sense and emotional memory, understanding the notion of subtext, exploring stage directions and using critique. Students will also employ production skills, including those related to technical theater and design. Specific attention will be given to the role of a director in developing scenes, and in production. No prior theatre arts course is required.

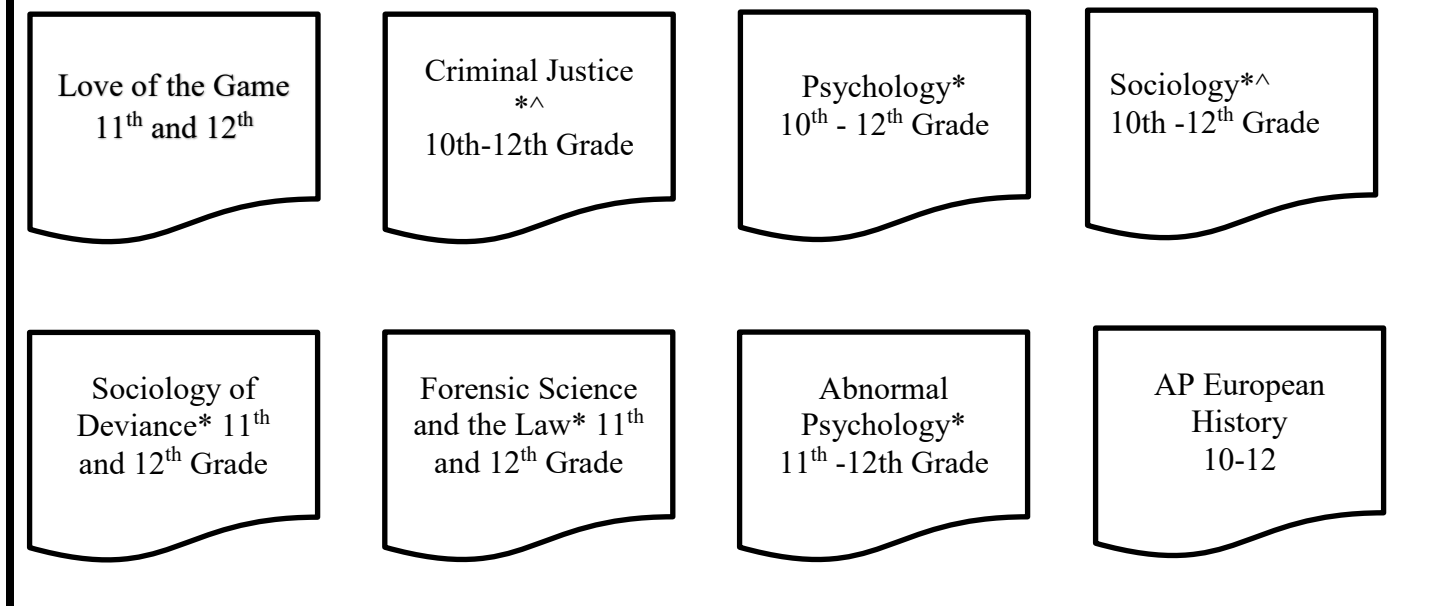
***This course may be repeated for credit.**



Social Studies – Scope & Sequence



Additional Courses



- Courses to fulfill the mandatory Civics and Economics graduation requirements as well as those seeking enrichment.

^ - Courses connected with River Valley CC. College credit can be earned.

* - Courses connected with the Law, Public Safety & Security Pathway

ABNORMAL PSYCHOLOGY (Grade 11-12)

.5 Credit

Abnormal Psychology is a college preparatory class. The curriculum will start with a basic understanding of what abnormal psychology is and the symptoms of a mental disorder. Students will review and investigate psychological conditions and disorders from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. The topics included in this curriculum are anxiety disorders, obsessive compulsive and related disorders, dissociative disorders, somatic symptom disorders, mood disorders, schizophrenia, personality disorders, trauma and stress disorders, and substance related and addictive disorders. Students will identify and examine the criteria for these disorders through notes, case studies, videos, and published articles. Students will also learn about treatment options for these disorders and how they can interfere with a person's ability to function in daily life. Some units will involve discussing the relationship between various mental disorders and criminology in addition to other relevant social issues. Students will be required to keep an organized notebook, complete readings, research projects, and will be evaluated on their ability to share information with their peers. The course will discuss sensitive and sometimes traumatic content, such as suicide, self-harm, physical and sexual abuse, and other mature topics.

Prerequisite: Psychology

AP EUROPEAN HISTORY (Grade 10-12)

1 Credit

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP United States History (Grade 11)

1 Credit

Advanced Placement US History is intended to be representative of college history classes. This course will encompass the post-Civil War era through current history stressing concept and process. Ideas that have shaped our country, social and cultural developments, and political evolution, and cause and effect relationships will structure this course. A required summer reading list may be included. This course will also stress high level study and research skills and will introduce students to college-level writing assignments. Students will be required to do additional reading during the year which will include primary and secondary sources. In addition, students need to look at sources in an analytical way and be encouraged to become critical thinkers. Students will also be introduced to historiography during the year. The course is designed to prepare students for the Advanced Placement U.S. History examination.

As pre-Civil War history is covered in the 10th grade curriculum, it is *strongly* recommended that students take Honors level US History as a prerequisite to AP US History.

CIVICS (Grade 12)

.5 Credit

This course may be used to fulfill the Civics requirement for graduation. Civics is a non-leveled required class for all students at MRHS. The course emphasizes the basis and inner workings of our Federal Government; including the major branches of government, voting and elections, and basis and responsibilities of citizenship. It will encourage students to develop the ability to think critically, to articulate their opinions in written and oral form, and to identify and understand both the nation's strengths and shortcomings. Pursuant to NH state graduation requirements, in addition to passing a Civics course students must also pass the US Citizenship test. This course will focus on the content of this test, and it will be administered over the course of the semester.

CRIMINAL JUSTICE (Grade 10-12)

.5 Credit

Running Start Program, 3 College Credits

This class is designed to introduce students to the study of crime. The curriculum will cover criminal theory, individual rights, law enforcement and detective work, forensics, the criminal mind, the court system, and the American system of incarceration and rehabilitation. The course work will require a great deal of reading and writing as well as daily open class discussion.

ECONOMICS (Grade 12)

.5 Credit

This course may be used to fulfill the Economics requirement for graduation.

This course will enable students to better understand the significance of economics in their daily lives, and the basic economic problems that all societies face. Topics include basic economic concepts, supply and demand, market structures, fiscal policy and taxation, financial markets, international trade, economic cycles and comparative economic systems. Students will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers and members of civic groups.

FORENSIC SCIENCE AND THE LAW (Grade 11&12)

.5 Credit

This course is designed to provide students with the basics of forensic science and its application to law and criminal justice. The course will be taught in a multidisciplinary format and will be student-driven. There is a high expectation of reading and writing using a wide variety of resources. There will be ample labs and real crime case studies hands. The class includes a variety of professional guest speakers and participation in a total processing of a mock crime scene as a final assessment.

HISTORY OF WORLD CIVILIZATIONS (Grade 9)

1 Credit

In this course students will examine the history of world civilizations beginning with the Agricultural Revolution and ending with the Enlightenment. The focus will be on the important people, major events, and contributions from several prominent civilizations and time periods, including but not limited to early river civilizations, ancient Greece and Rome, the Middle Ages, and Renaissance thinkers. Throughout the course, students will make connections between these historical peoples and their impact on the development of the United States of America and on their modern day impact on our society."

LOVE OF THE GAME (Grade 11 or 12)

.5 Credit

In this course students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity and social class through readings, primary sources, audio and visual materials as well as class discussions.

PSYCHOLOGY (Grade 10-12)

.5 Credit

Psychology is the study of human behavior. The purpose of this course is to develop an understanding of how individuals develop and why they exhibit the behaviors that they do. The topics included in this curriculum include the history of psychology, psychological research methods, the parts of the brain, memory and learning, and personality. Students will also learn about the various professions related to psychology, and how the study of psychology is relevant to our world today. Students will be required to keep an organized notebook, complete relevant readings, and demonstrate their mastery of the topics through projects, tests, and class discussions.

SOCIOLOGY (Grade 10-12)

.5 Credit

Running Start Program, 3 College Credits

This is a college preparatory class designed to introduce students who are interested in the field of Sociology. Sociology is the study of society and its institutions. This course will develop an understanding of group relationships and how group behavior affects the patterns of behavior and thinking of people in all societies. Instruction will involve note-driven discussion, multi-media, and other pertinent activities.

SOCIOLOGY OF DEVIANCE (Grade 11&12)

.5 Credit

This college preparatory course will examine how deviant behavior can influence society. The basic aspects and root causes of deviance will be covered including some of the most commonly accepted social theories regarding deviance. Students will look at the differences between low level deviance and more severe cases of criminal deviance. The course will cover the means that our society uses to exert some control over deviant behavior. There is a high expectation of reading and writing as well as teacher and student driven class discussion.

UNITED STATES HISTORY I (1491-1865) (Grade 10)

1 Credit

History at this level emphasizes the political, economic, intellectual, and social trends in early American history. Areas of study begin with the European colonization of North America, the American Revolution and development of the American system of government. Examining the presidencies of Washington through Lincoln, students will gain an understanding of western expansion, the industrial revolution, and the sectional differences leading to the Civil War. As all the past is prologue, historical parallels will be drawn with current events as they apply. Core areas include social, cultural, economic, military, and political topics. An understanding of the past and recurring themes will prepare students for current and future global situations. Core skills stressed will include reading, writing, public speaking, group work skills, note taking, research, problem solving, critical thinking, and personal initiative. We will incorporate projects, internet, films, media, periodicals, primary and secondary sources, and higher level writing assignments in our examination of American history.

UNITED STATES HISTORY II (1865-Present) (Grade 11)

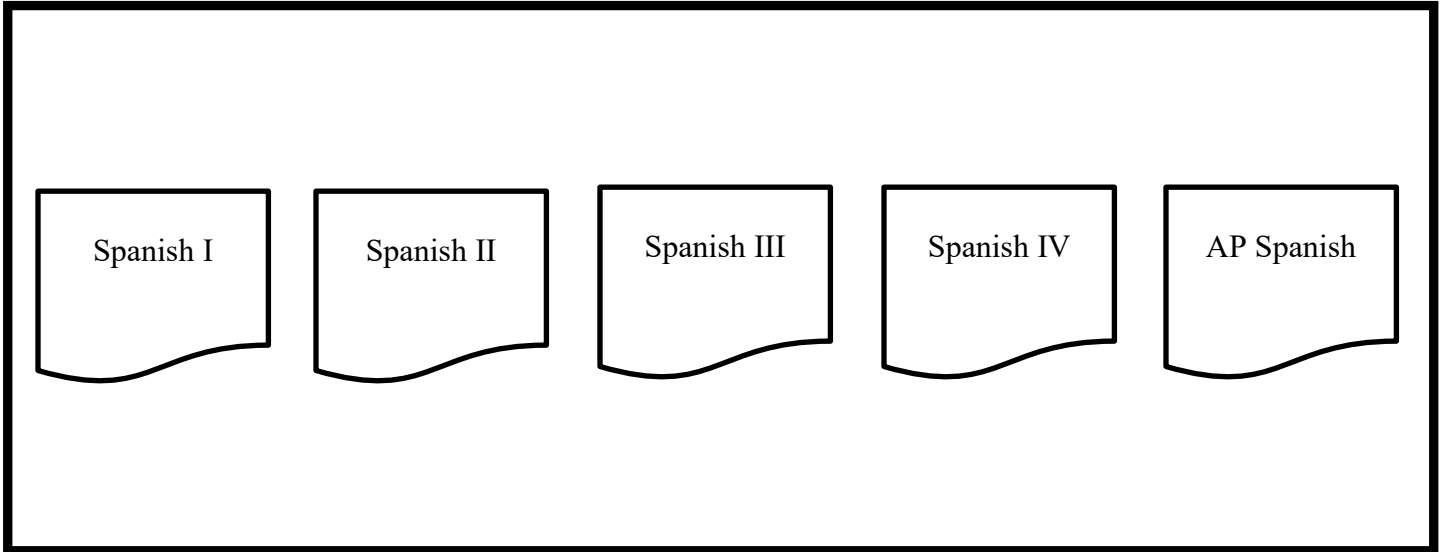
1 Credit

History at this level emphasizes the political, economic, intellectual, and social trends in America from the post-Civil War era until the present. Topics include industrialization, the global conflicts of the 20th century, and the expansion of civil rights. This course is designed to heighten a student's awareness and appreciation of history as well as the role of America in the scheme of global History. Emphasis is placed on drawing historical parallels with current events as they apply. Knowledge of current events and staying current on what is happening is a vital part of our curriculum. Core areas include social, cultural, economic, military, and political topics. An understanding of the past and recurring themes will prepare students for current and future global situations. Core skills stressed will include reading, writing, public speaking, group work skills, note taking, research, problem solving, critical thinking, and personal initiative. We will incorporate projects, internet, films, media, periodicals, primary and secondary sources, and higher level writing assignments in our examination of American history.



WORLD LANGUAGES – Scope & Sequence

ALL ELECTIVES



ADVANCED PLACEMENT SPANISH

1 Credit

The AP Spanish Language and Culture course is meant to develop students' proficiency levels in Spanish to the High Intermediate to Low Advanced range of the ACTFL Performance Guidelines. The course emphasizes the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the 21st Century, while incorporating the study of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. In their communication, students demonstrate an understanding of products, practices, and perspectives of Spanish-speaking cultures, incorporate interdisciplinary topics, make comparisons between the English and Spanish languages and Spanish-speaking cultures, as well as using Spanish in real-life settings. The language of the classroom is Spanish and a variety of authentic Spanish-speaking materials, such as films, TV clips, newspaper and magazine articles, literary and non-literary texts, music and podcasts, and internet sources are used. This year long course is designed to prepare students to take the AP Spanish Language and Culture exam which enables students to earn college credit for exceptional achievement in the study of Spanish.

SPANISH I

1 Credit

Spanish I students begin to develop communicative competence in Spanish and to expand their understanding of the culture of the Spanish-speaking people. They learn to communicate in real-life contexts about topics that are meaningful to them, such as themselves, their preferences, activities, and their family. Students develop interpersonal communicative skills by exchanging simple spoken and written information in Spanish. They develop interpretive communicative skills by listening to, viewing, and reading simple Spanish materials presented through a variety of media and based on familiar topics. They develop presentational communicative skills by presenting basic information in Spanish orally and in writing, using a variety of familiar vocabulary, phrases, and structural patterns. Students also develop an awareness of the perspectives, practices, and products of Spanish-speaking cultures.

SPANISH II

1 Credit

Spanish II students continue to develop their proficiency in the 3 modes of communication (interpersonal, interpretive, and presentational). They focus on communicating in real-life contexts about their immediate world, such as their leisure and sports activities, daily routine, and possible medical issues. They begin to show a greater level of accuracy when using basic language structures, and are exposed to more complex features of the language, such as communicating about past events. They practice listening to and reading authentic materials in Spanish on familiar topics and make short, directed oral and written presentations in Spanish. Emphasis continues to be placed on the use of Spanish in the classroom as well as the use of authentic materials about the Spanish-speaking culture. Students demonstrate an understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways in which these cultural aspects are interrelated.

SPANISH III

1 Credit

Spanish III students continue to strengthen their communicative skills by interacting orally and in writing with other Spanish speakers, in listening to and reading messages in Spanish, and in making oral and written presentations in Spanish. They are able to communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish, such as talking about the future and what they would do, and moving from concrete to more abstract concepts. They are able to comprehend the main ideas of culturally authentic materials on new topics in familiar and unfamiliar contexts and are able to identify significant details when the topics are familiar. Students will examine in Spanish the interrelationships among the perspectives, practices, and products of Spanish-speaking cultures.

SPANISH IV

1 Credit

In Spanish IV students continue to strengthen their communicative skills by interacting orally and in writing with other Spanish speakers, by listening to and reading texts in Spanish, and by making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the target language to access information to analyze how various perspectives reflect the practices and products of Spanish-speaking cultures.





STEM DIVISION

STEM at Monadnock (Includes courses in Business Technologies, Math, Physical Education/Health, Technology Education and Science)

STEM is an acronym for Science, Technology, Engineering and Math education. We focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM education is an integrated, interdisciplinary approach to learning that provides hands-on and relevant learning experiences for students. STEM teaching and learning goes beyond the mere transfer of knowledge. It engages students and equips them with critical thinking, problem solving, creative and collaborative skills, and ultimately establishes connections between the school, work place, community and the global economy. STEM also helps students understand and apply math and science content, the foundations for success in college and careers.



BUSINESS TECHNOLOGIES COURSES

REQUIRED .5 credit in information/communication technologies.

The following courses may also fulfill the .5 credit requirement for economics:

Personal Finance, Introduction to Business, Introduction to Business Management and Independent Living.

ACCOUNTING I (Grades 9-12)

1 Credit

This course may fulfill the fourth mathematics credit for graduation.

Running Start Program, 3 College Credits(Grades 11 & 12)

This class is part of the “Running Start” College Credit Program and may be taken for 3 college credits. Forms of business studied will be single proprietorship, partnerships, and corporations organized as service, merchandising, and manufacturing businesses. The class will cover topics such as journalizing, posting, financial statements, taxes, payroll, business ethics, concepts, accounting as a career, and legal issues facing accountants. The use of computer software and several business simulations supplemented by college materials will be used to enhance the student’s educational experience.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (Grades 11-12)

1 Credit

Offered during alternate years. Next class runs 2023-2024 school year.

This college-level course offers a multidisciplinary approach to teaching the underlying principles of computation. The ‘project-based’ course will introduce students to the creative aspects of programming, as well as covering abstractions, algorithms, data sets, the Internet, cybersecurity concerns, and computing impacts on society. Students will have the opportunity to use current technologies to create individually designed artifacts for both self-expression and problem solving.

Prerequisites: One other computer course

INTRODUCTION TO BUSINESS MANAGEMENT (Grades 9-12)

.5 Credit Running Start Program, (Grade 11 & 12)

This course provides a framework for understanding business organizations and the relationships that exist for an owner in the areas of accounting, management, marketing, human resources, and production and distribution. The course focuses on the inter-relationship of the components and their role in the business process. This course is part of the College Credit Running Start Program and may be taken for 3 college credits. It is strongly recommended for students that are planning on attending a post-secondary school for studies in general business, economics, accounting or management administration. All four areas will be covered in this course.

COMPUTERS FOR COLLEGE AND CAREER (Grades 9-12)

.5 Credit

This one-semester course is intended as a practical, hands-on guide to help you understand the basic computer skills required during your college education and/or when pursuing a career. Each lesson contains one or more lesson activities. We will cover basic computer hardware and software and productivity applications such as word processing software, spreadsheet software, and presentation software. This course also covers the Internet, ethics, security, privacy and emerging technologies. Students will acquire the kinds of essential skills needed success after high school graduation.

COMPUTER GAME DESIGN (Grades 10-12)

.5 Credit

This course will give you the chance to create multiple computer based games of your own design. Your creativity and passion for games will come together with your new coding skills to create new game prototypes. You will analyze, brainstorm and create solutions using the design process and learn through a media-rich learning environment. No previous experience in coding is required. Just your excitement for creating games and a willingness to learn the coding to do it.

Prerequisites: Geometry

EXPLORING COMPUTER SCIENCE (Grades 9-12)

.5 Credit

This course provides a broad introduction to computer science, focusing on the fundamental concepts of computer science, rather than a specific programming language. The goal of this course is to develop the computational thinking skills of problem solving and computing through the exploration and study of a wide range of computer science topics: the history of computing, human computer interaction, problem solving, algorithmic thinking, social and ethical issues regarding the internet, security, privacy, web design, and programming.

INDEPENDENT LIVING (Grades 11-12)

.5 Credit

This course may be used to fulfill the .5 credit economics requirement for graduation.

This course provides information to help students live on their own after high school. Topics include basic economic systems, money management, and credit, renting and furnishing an apartment, transportation, insurance and food shopping.

INTRODUCTION TO BUSINESS (Grades 9-10)

.5 Credit

This course may be used to fulfill the economics requirement.

This course will introduce students to the fundamental structure of business within the American economy and the free enterprise system to increase skills as consumers, workers, and citizens. Small business management and entrepreneurship topics, including business plans, will be studied. Various consumer topics such as consumerism, credit, investments options and money management will be covered to prepare students for the 21st century job market and global economy. The use of technology and internet-based resources will be implemented throughout the course.

INTRODUCTION TO MARKETING (Grades 11-12)

.5 Credit

Throughout this course, students will learn the fundamentals of business and marketing. This class focuses on current topics in business and marketing including the four P's, price, product, place and promotion. This class will also include topics on retail sales, management, entrepreneurship and careers in marketing, ethics, psychology of marketing and business and marketing plans.

INTRODUCTION TO PROGRAMMING (Grades 10-12)

.5 Credit

Explore programing methods and algorithms. Learn why Java is the vehicle for implementing computer based solutions to enhance dynamic web pages, modern day business problems and video game production. Class exercises will further develop your ability to problem solve and your understanding of creative uses of a GUI (Graphical User Interface) and will focus on proper programming techniques that incorporate manipulating images, sounds and objects. **Prerequisites:** Algebra I

PERSONAL FINANCE (Grades 9-12)

.5 Credit

This course may be used to fulfill the economics requirement for graduation

This course will help students to better understand how to manage personal and family finances and increase awareness of workplace related issues. Students will be exposed to real-life applications of consumerism in the 21st century economy and workplace. The course will focus on consumer topics that include; money management, credit, investments, workplace topics, tax preparation, housing options and insurance. Technology will be integrated in the curriculum to allow students to see real-world connections. The student is also eligible to become a member of Future Business Leaders of America.

SPORTS MANAGEMENT (Grades 9-12)

.5 Credit

Sports management is a course that is designed to introduce the field of sport management to prospective business students in high school. This course will prepare students who want to go into the field of sports management or study business management. This course will help prepare students for college level business programs and introduce them to an area of business with which they may not be familiar.



FAMILY & CONSUMER SCIENCE (FACS) COURSES

APARTMENT COOKING 101 (Grade 11 & 12)

.5 Credit

Apartment Cooking 101 is designed for juniors and seniors beginning life on their own emphasizing flexibility, time-management and independent living. The course will concentrate on life readiness skills including healthy meal preparation for one or two people, budgeting, grocery shopping, recycling, food sanitation, and equipping a kitchen. Students will develop a portfolio of recipes using the “speed-scratch” cooking method- the use of convenience foods along with basic ingredients for easier meal preparation. There will be written assignments in addition to the lab work. A quarterly project will be required (example- the planning and preparation of foods to entertain a themed gathering). This class meets the math requirement.

EARLY CHILDHOOD EDUCATION (Grades 10-12)

.5 Credit

This course prepares high schools student’s to become competent in the full spectrum of childhood education, from birth to age 8. History, curriculum, program development, unit plans, appropriate learning environments, principles of child development, and trends and issues in early childhood education will be discussed.

FIRST AID AND SAFETY (Grades 11 & 12)

.5 Credit

Students in First Aid and Safety will study the techniques of emergency first aid, CPR, AED and various first aid topics including, but not limited to: knowledge of body functions, assessing a victim, weather safety, workplace safety, fire safety and travel safety. Students will have the opportunity to earn American Red Cross First Aid, CPR/ AED certification.

Prerequisite: Life Choices and Biology.

FOOD AND NUTRITION I (Grades 9-12)

.5 Credit

This course is designed for students who are interested in understanding the principles of nutrition as a basic human need, and its link to wellness in maintaining a healthy lifestyle, as related to individuals and families, across the lifespan. Students will develop life skills needed in a wide variety of Food and Nutrition related careers. Emphasis will be given to the economic, cultural, scientific, health and local agricultural connections to food, using 21st Century learning skills. Students will demonstrate various food selection, safety, sanitation, and preparation skills; terminology, principles, and techniques. Knowledge of kitchen equipment and accurate measurement will be applied, when designing delicious, nutritious, and aesthetically pleasing food presentations. This class meets the math requirement.

FOOD AND NUTRITION II (Grades 10-12)

.5 Credit

Food & Nutrition II is designed for students who would like to continue their studies of nutrition and food preparation skills. Students are given the opportunity to gain knowledge of and apply skills in organizing and planning, time management and consumer applications. Topics include technology in food science, protein foods, fast foods, kitchen design and equipment as well as regional foods of the United States and other countries. Careers in the food industry will be discussed. There will be written assignments with projects and buffets with guests in addition to the lab work.

Prerequisite: Successful completion of Food & Nutrition I

LIFE CHOICES (GRADES 10-12)

.5 Credit

This class meets the .5 graduation requirement for Health Education.

This course uses the 21st century learning skills of writing, reading, and viewing, listening to explore the positive and negative consequences of personal health decisions. Topics will include respect for oneself and others, nutrition, various relationships and communication skills, current health issues, stress, personal care, physical activity, reproduction, maintaining good mental health and environmental health concerns. The topics are covered using a problem solving approach in relation to the impact they have on the health triangle, which includes the domains of physical, mental and social health.

TEXTILES, FASHION AND APPAREL (Grades 9-12)

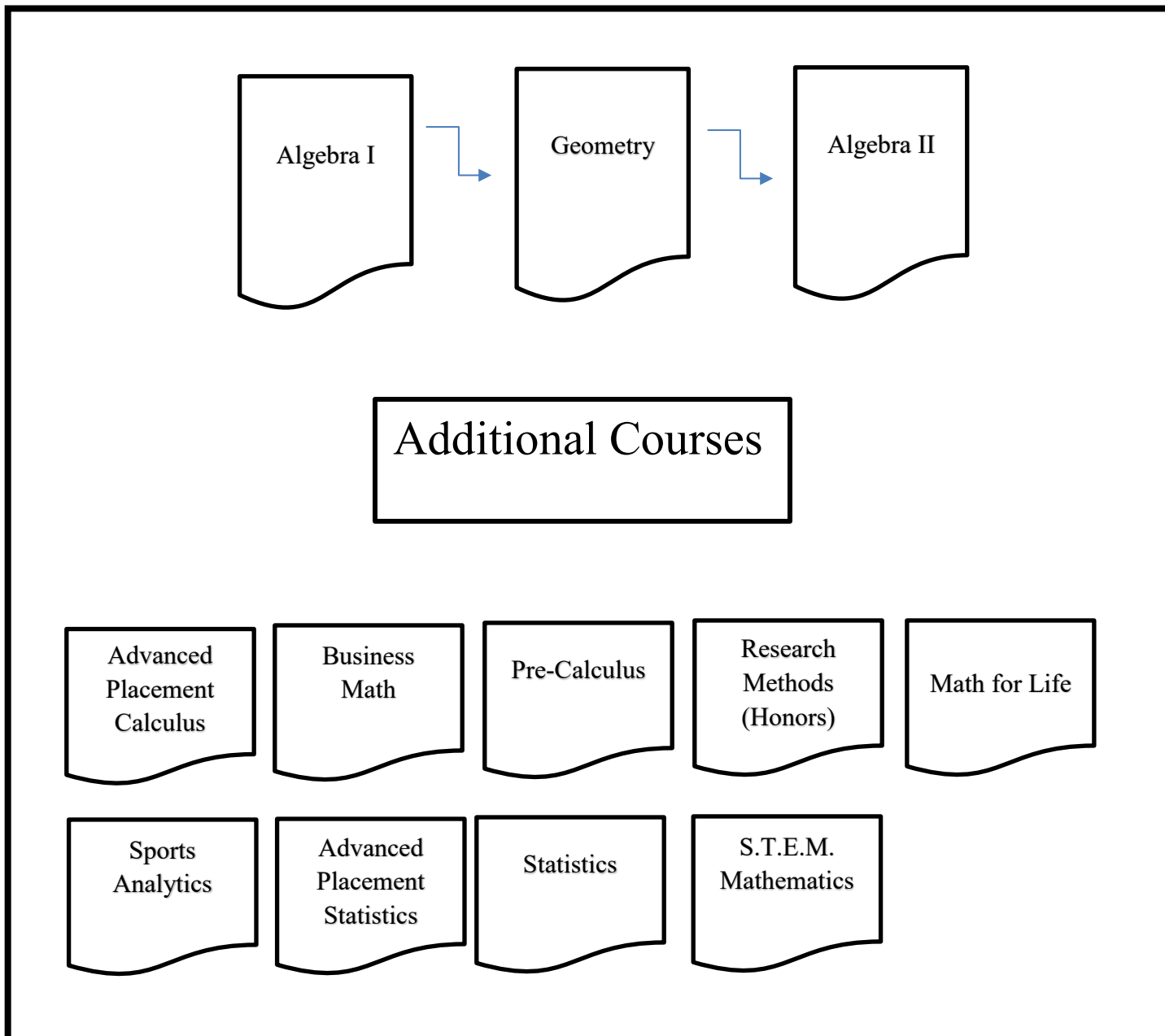
.5 Credit

This is an introductory course that will familiarize students with careers in the textile, fashion, and apparel industries and will help them understand personal suitability for success. Students will identify and obtain a working knowledge of fibers, methods of textile construction, and finishing through technology, instruction, discussion, and experimentation. Students will explore past history and current trends. Students will creatively utilize the elements and principles of design to recognize well-designed and constructed textiles as well as explore reasons, identify methods, and demonstrate skills needed for altering, repairing, recycling, and redesigning apparel and/or textile products. This course will also provide opportunities for students to apply communication, leadership, management, and critical thinking skills to all areas of textile development and merchandising. By coordinating classroom theory with hands-on experiences, students develop and enhance their creativity, critical thinking and problem solving skills necessary to be innovative and productive members of society.



MATHEMATICS COURSES – Scope & Sequence

Require: 4 credits, including one with algebra related content.



ADVANCED PLACEMENT CALCULUS

1 Credit

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Prerequisite: Pre-Calculus

ADVANCE PLACEMENT STATISTICS

1 Credit

An introduction to the basic ideas and techniques of probability and statistics. Topics may include numerical and graphical descriptive measures, probability, random variables, the normal distribution, sampling theory, estimation, hypothesis testing, correlation and regression. The curriculum is aligned with the expectations of the College Board AP Statistics course.

Prerequisite: Algebra II

ALGEBRA I

1 Credit

Students in this course will participate in a comprehensive program which includes an emphasis on computational skill development and problem-solving. Students will encounter situations where they will need to be proficient in decimals, percent's, ratios, and proportions as they apply these skills to applications. Students will develop strategies both independently and cooperatively as they analyze data using integers, fractions, and decimals. Students will be introduced to the abstraction of algebra which include solving linear equations and elementary probability. Basic geometry skills and applications will be developed as they relate to Algebraic concepts.

ALGEBRA II

1 Credit

This course provides an incremental development to the topics in second-year algebra. It includes work involving quadratic and other non-linear functions. The concepts of functions and graphic solutions will be emphasized as well as problem-solving and critical thinking.

BUSINESS MATH

1 Credit

This course will concentrate on applications of mathematics. Solving problems that deal with banking, interest, depreciation, mortgages, taxes, and statistics will be the majority of the topics covered along with a review of basic math concepts.

STEM MATHEMATICS

1 Credit

STEM represents blended learning that provides students an opportunity to apply their knowledge using project-based experiences that actively engage students in hands-on activities. This course will utilize STEM resources related to math and is designed to help students develop skills and techniques to identify and create solutions to problems through project-based learning. Analytic skills and the use of scientific and engineering methods will be used to investigate problems. Small group projects and varied instructional techniques involving technology will be emphasized. Students must be comfortable working independently and in groups to complete in-class activities and projects, including an end-of-project presentation consisting of a written essay and a presentation of the data collected.

GEOMETRY

1 Credit

Proofs in mathematics will be covered along with basic ideas in trigonometry. Both inductive and deductive reasoning will be utilized in the development and understanding of geometric concepts and proofs. Theoretical and practical applications of geometry will be studied.

MATH FOR LIFE

1 Credit

Want more experience with math before heading to college or trade school? Math for Life is designed to help improve problem solving skills and mathematical communication. This course will improve your math skills by developing solid conceptual foundations that could alleviate the need for remediation in college. During the course, students will look at real-world applications and problem-solving tasks. Students will leave the course prepared to engage in college-level math or apply essential skills in the workplace. This course serves as a review for concepts covered in Algebra I, Geometry, and Algebra II.

Prerequisite: Algebra II

PRE-CALCULUS

1 Credit

This is a course dealing with algebraic, geometric, and trigonometric concepts, with considerable emphasis on problem-solving. The theory of factoring, structure of complex numbers, and solution of logarithmic equations are also covered. It prepares a student for first-year college mathematics.

Prerequisite: Algebra II

RESEARCH METHODS HONORS (Grades 11-12)

1 Credit

Explore the principles of research methods and their direct application to the behavioral and social sciences like psychology, sociology, and economics. Students will master various statistical analyses, learn experimental research methodology, employ ethical research practices, and learn to understand, analyze, and synthesize information from existing research articles published in scholarly journals. Students will utilize this information to investigate a topic of their choice, design their own experiments, collect and analyze data, and write an original scholarly article to contribute to current literature. **Prerequisite:** Algebra II

SPORTS ANALYTICS: (Grades 11-12)

1 Credit

Sports analytics refers to the use of data and quantitative methods to measure performance and make decisions to gain advantage in the competitive sports arena. This course will cover researching, storing, and analyzing statistical information used in various sports. Skills students will be using include critical thinking, mathematical modeling, statistical analysis, predictive analytics, game theory, optimization and simulation. These skills will be applied to sports in this course, but are equally useful in many other areas.

STATISTICS

1 Credit

Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will emphasize techniques and applications that are useful in future careers.

Prerequisite: Algebra II.

PHYSICAL EDUCATION

Required 1 Physical Education (PE) credit which may be met through any of the following:

ADAPTED PHYSICAL EDUCATION: (Grades 9-12)

.5 Credit

Adaptive Physical Education provides an opportunity for participation in a physical education program by students who have the need for a physically adaptive PE.

HOPE (Healthy Options for Physical Education) (Grades 11-12)

.5 Credit

Students may earn .5 PE credit by participating in a self-guided program while participating in athletics or a pre-approved out of school athletic activity. Requirements include weekly logs and reflection, with specific focus on meeting the 6 state physical education standards. Students are supported and guided by the physical education teachers but the work is intended to be student driven and individualized. Upon conclusion of their season or semester students present their experience to a group and complete a written paper on the experience. The focus is on meeting the state standards in an out of the classroom experience. **Approval from the PE teacher is required.**

PHYSICAL EDUCATION I (Grades 9-10)

.5 Credit

The purpose of physical education is to expose students to a variety of physical activities. The course will promote an appreciation for, and an understanding of, the various physical, mental, and emotional benefits derived from physical exercise as it relates to a healthy lifestyle. Additionally, the physical education program will assist in developing an understanding of teamwork, the discovery of individual talents and capabilities, a respect for others, and a healthy appreciation for athletic competition.

***PRE-REQUISITE FOR HOPE**

PHYSICAL EDUCATION II (Grades 11-12)

.5 Credit

P.E. II offers students the opportunity to participate in a program designed to meet the needs of the advanced physical education student. This class provides students with the chance to develop a personal fitness program designed to improve strength and cardiovascular conditioning. The class will also provide the opportunity to participate in and research fitness in terms of training, improving performance, and maintaining health. This course is designed for 11th and 12th grade student that have completed P.E. I demonstrating above average performance.

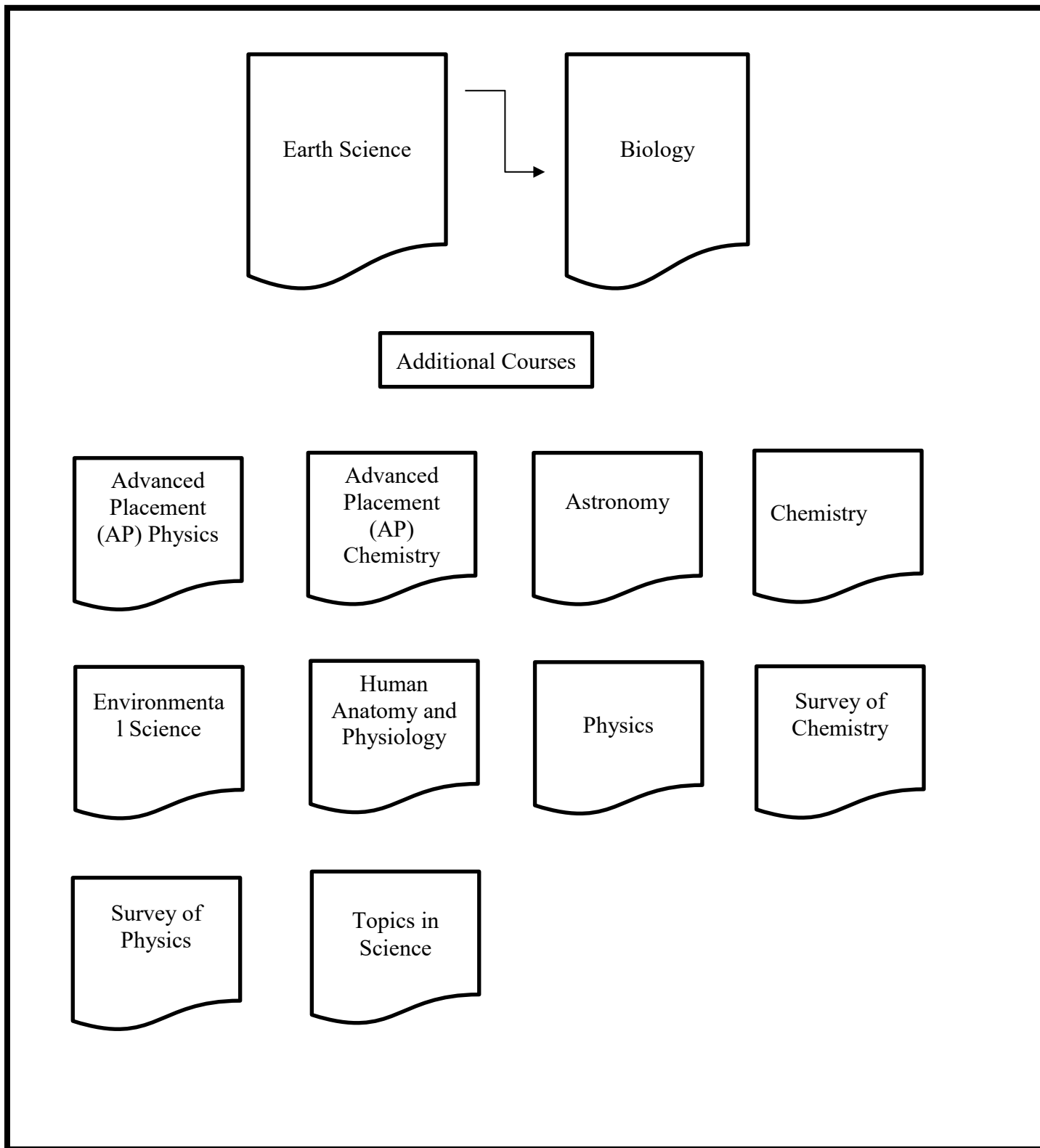
WEIGHT TRAINING

.5 Credit

Weight Training Class will provide students the opportunity to explore the benefits, types, and science behind training. Students will explore different apparatuses that can include machines, dumbbells, barbells, kettlebells, and other types of equipment. Students will try and research various training principles and study strength training anatomy along with the science of exercise.

Prerequisites: Complete at least 1 credit of High School Physical Education I.

SCIENCE COURSES – Scope & Sequence



ADVANCED PLACEMENT CHEMISTRY (Grade 12)

1 Credit

AP Chemistry is a second year chemistry course that is designed to be the equivalent of an introductory college level chemistry course. It is for the motivated learner who is conscientious and self-directed. The course material and labs are based on the prescribed Advanced Placement curriculum and provide an in-depth study of these topics: atomic structure, chemical reactions, thermodynamics, chemical bonding and molecular structure, gases, kinetics, equilibrium, acid-base chemistry, and electrochemistry. Problem solving and application of chemical principles will be stressed; students will also engage in some self-instruction through study groups and independent work. It is the expectation that students selecting this course will take the nationally administered AP chemistry exam.

ADVANCED PLACEMENT PHYSICS (Grade 11 or 12)

1 Credit

AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. Units covered include kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and force, DC circuits, and mechanical waves and sound. Students will take the AP Physics I exam, which may earn college credit with a score of 3 or higher. This class follows a modeling methodology, where students plan investigations to answer questions and support claims with data and graphical relationships. Students will do lab reports, problem sets, and assessments using AP multiple choice and free response questions, as well as an individual research project. Students should be fluent in algebra and right triangle trigonometry.

ASTRONOMY (Grades 11-12)

1 Credit

This is an elective course designed to explore the major topics in introductory astronomy. Using an inquiry-based approach, students will investigate motions of the sky, the sun-earth-moon system, the planets, stars, and the universe as a whole. Not only will students learn about the universe and the objects within it, but they will also learn how scientists investigate phenomena and build scientific knowledge. Course requirements will be met through simulations and laboratory activities, research and presentations, and reading and writing about current events in astronomy. Evening sky-gazing sessions with telescopes will be offered as well.

BIOLOGY (Grade 10)

1 Credit

This course is designed to provide students with a general background in the study of living organisms and the things that affect their success. It includes a survey of the kingdoms of life and basic anatomy and physiology of organisms from the simplest cells to more complex life forms. Other topics will include cell structure and function, classification, plant and animal reproduction, heredity, biochemistry and ecology. Hands-on individual and small group tasks will be favored as an instructional strategy.

CHEMISTRY (Grades 11 or 12)

1 Credit

This course may fulfill the fourth mathematics credit for graduation.

Chemistry is the study of the structure, composition, and behavior of matter. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; stoichiometry; chemical equations; properties of solutions; acids and bases; and chemical reactions. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of scientific apparatus and materials during field and in the laboratory. This course is a qualitative and quantitative course in chemistry and is recommended for college bound students as preparation for entry into engineering, health, environmental and applied science programs.

EARTH SCIENCE (GRADE 9)

1 Credit

Earth Science is a course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Students will learn about scientific inquiry, Measurement and Mapping, Oceanography, Geology, Meteorology, Astronomy, and the geologic time scale.

ENVIRONMENTAL SCIENCE (Grades 11-12)

1 Credit

Environmental Science is a full year one credit course intended provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Prerequisite: Physical Science

HUMAN ANATOMY AND PHYSIOLOGY (Grades 11 or 12)

1 Credit

This elective course is designed for students who enjoy biology and/or who plan to continue the study of biology beyond high school. It offers an in-depth study of the body's structures and their functions with special attention given to comparing and contrasting the cellular, tissue, and systemic levels organization. Emphasis is placed on how the body maintains a steady state and how diseases occur when homeostasis breaks down. Systems to be studied include the integumentary, muscle, skeletal, nervous, endocrine, circulatory, immune, respiratory, digestive, urinary, and reproductive systems. Students will undertake a number of classroom and laboratory activities which include a study of tissues and organ dissections. Students will develop the organizational and study skills required to be college and career ready.

PHYSICS (Grade 11 or 12)

1 Credit

This course is designed for motivated students who are interested in the laws of nature. Specific topics include one- and two-dimensional motion, forces and Newton's laws, work, energy, and power, impulse and momentum, circular motion and gravitation, and torque and rotation. Using a modified modeling method, students will collect data and derive equations with graphs and class discussions, as well as apply these equations to subsequent lab challenges. Problem-solving is emphasized and practiced both in and out of the classroom. Physics requires that students are fluent in algebra and are willing to apply those skills to new situations. In addition to laboratory investigations, students will experience simulations, demonstrations and classroom discussions, small-group problem-solving, and engineering-design projects. This physics course will benefit anyone who might major in science in college.

TOPICS IN SCIENCE (Grades 11-12)

1 Credit

This one credit introductory general level course provides students with the opportunity to explore current events in science. The class is project based and examines themes across multiple science disciplines to allow students to develop an understanding of the nature of science and how science impacts our lives. Students will increase their science literacy while developing critical thinking, problem solving, and technology skills. Upon completion of this course, students will be capable of investigating, analyzing, and evaluating scientific data and claims. These skills will allow them to be informed citizens and voters in a complex world. There are no course prerequisites but students will be expected to be engaged, capable of self-advocacy and direction, and have a willingness to approach ideas with an open mind.

SURVEY OF CHEMISTRY (Grades 11-12)

.5 Credit

Chemistry is the study of matter and the interactions of matter. This course is designed for students needing exposure to chemistry prior to attending a technical college, a vocational school or entering an allied health field. The course is designed to expose the student to the way chemistry relates to practical situations and current scientific issues. The emphasis will be on problem solving and investigation. Topics may include metric measurement, basic atomic structure, chemical reactions, and applications of chemical principles to common substances (food, water etc.), forensics, and nuclear chemistry.

SURVEY OF PHYSICS (Grades 11 or 12)

.5 Credit

This course is designed for students who are interested in the laws of nature but who may not have a strong mathematical background. The course will cover motion and forces, energy, momentum, rotation, waves and sound, and electricity. The course emphasizes conceptual understanding but also requires some applications of basic math and algebra. All topics are introduced with laboratory experiences from which conclusions can be drawn and general relationships derived. In addition, students will experience simulations, demonstrations and classroom discussions, small-group problem-solving, and engineering-design projects.



ENGINEERING & TECHNOLOGY EDUCATION COURSES

COMMUNICATIONS TECHNOLOGIES ELECTIVES:

ADVANCED TECHNICAL DRAWING (Grades 10-12)

1 Credit

Advanced Technical Drawing is an independent study course that will enable the student, through a series of guided exercises and individual projects, to further develop problem-solving and communications competencies first learned in the Technical Drawing courses. This course may be used to complete the study of the Technical Drawing continuum, and/or to introduce students to an in-depth exploration of topics covered in Technical Drawing. These topics can include advanced dimensioning techniques, advanced mechanical drawing techniques, or an introduction to civil, electrical or electronics drafting. While topics chosen will be covered with a goal at introducing the student to the vocabulary, tools and techniques of the given subject, the ultimate aim will be the achievement of competency in each subject. **Prerequisite:** Technical Drawing

ARCHITECTURAL DESIGN (Grades 9-12)

1 Credit

Architectural Design class is an independent study course that will enable the student, through a series of guided exercises and individual projects, to further develop problem solving and communications competencies. At the same time, they will develop creativity and innovation skills through independent projects focused on residential construction, and architectural styles. This course will focus on the basic concepts and methods used to design the human environment, and students will research local architecture, design a single family residence and build a model of their design. This class is highly recommended for students interested in a career in Architecture, Interior Design or Civil Engineering, retail sales, or general homeowners. Class size is limited to classroom workstations.

CAD/ENGINEERING GRAPHICS HONORS (Grades 11 or 12)

1 Credit

Computer Assisted Drawing/ Engineering Graphics is an independent study course that will enable the student, through a series of guided exercises and individual projects, to further develop and focus the problem-solving and communications competencies they first learned in the Technical Drawing continuum. At the same time, they will develop creativity and innovation skills through independent design projects. This course will focus on the basic concepts and methods needed to use the computer to create geometry which can then be used as output for graphic designs, engineering drawings, or manufacturing processes. This class is highly recommended for students interested in a career in Engineering. Class size is limited to classroom workstations. **Prerequisites:** Advanced Technical Drawing or permission from Instructor or Principal.

GRAPHIC DESIGN (Grades 9-12)

.5 Credit (Semester 1 only) or one credit may be repeated once for credit.

This course will introduce students to the elements and principles of Graphic Communication and Design through different processes and media. These processes will include hand building and digital techniques including the use of color theory, typography, desktop publishing, illustration, digital photography and photo editing. The goal of this class is to develop students' problem-solving, creativity and communications competencies while increasing the students' visual and technological literacy.

Yearbook Publication (Grades 9-12)

1 Credit

The course "Yearbook Graphics" is designed to provide an opportunity for students to learn about the publishing process by designing, building and marketing "The Pandorian", the school's annual historical document. Students will work on developing skills in: graphics, desktop publishing, computer design, photography, and marketing. They will be challenged to graphically capture important moments in the school year. They will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. Potential students should be aware that this course requires out of class work during and after school, some weekends and during special events throughout the school year, including the possibility of some summer work. Selection of students should be based on a demonstration of proficiency in communication, problem solving and creativity, organization and self-management, and an ability to work with others in a team environment.

TECHNICAL DRAWING (Grades 9-12)

.5 Or 1 Credit

The Technical Drawing classes will enable the student to develop competencies that will allow them to solve visualization challenges and effectively model and communicate technical information. This will be accomplished through a graded series of guided exercises and individual projects. The Technical Drawing classes will introduce students to the visual language used by engineers and other designers throughout history, both as a problem solving tool and as a means of communication. Students will use a variety of tools, including both traditional tools and the computer, to produce technical graphics and models demonstrating the different methods of visualization.



MANUFACTURING TECHNOLOGIES ELECTIVES:

ADVANCED METALS (Grades 10-12)

1 Credit

This course is offered to students who wish to continue their studies of manufacturing technologies centered on metals as a design material. The focus in this class will be on developing the student's workplace skills as well as their abilities in the processes studied previously. (E.g. sheet metal, machine tool processes, computer-aided manufacturing). Life and career skills will be emphasized as this course blends with 21st century core courses in critical thinking and problem solving. Students will need to recall skills learned in the Metals class and expand on that knowledge.

ADVANCED WOODWORKING, I (Grades 10-12)

1 Credit

The Advanced Woodworking I course builds on the competencies developed in Woodworking. Students will develop competency with more sophisticated manufacturing systems, processes and techniques as they advance their skills in woodworking, cabinetry and design. Students will be introduced to a Computer Numeric Control (CNC) machine. These skills will be developed through the construction of guided assignments.

Prerequisite: Woodworking

ADVANCED WOODWORKING II (Grades 11 or 12)

1 Credit

This course may fulfill the fourth mathematics credit for graduation.

The Advanced Woodworking II course builds on the competencies developed in Woodworking I. Students will develop competency with more sophisticated manufacturing systems, processes and techniques as they advance their skills in woodworking, cabinetry and design. Students will select, design and construct personalized projects with a focus on cabinetmaking and furniture production. Students will perform community service projects within the district and SAU.

Prerequisite: Advanced Woodworking I.

INTRODUCTION TO ELECTRICITY/ELECTRONICS (Grades 9-12)

.5 Credit

Introduction to Electricity/Electronics; designed for the hands-on student. Students work on individual and group projects. Assignments provide opportunity for students to further develop problem solving skills. Students will be introduced to both residential wiring and electronic circuit building. This course is recommended for students who are considering Electronic Communications at Cheshire Career Center, Construction, or in Engineering.

INTRODUCTION TO WELDING (Grades 9-12)

.5 Credit

This course introduces the student to the principles and practical application and methods of welding. The student will demonstrate a basic working knowledge of torch brazing, oxy-acetylene welding, gas metal arc welding, shielded metal arc welding and oxy-fuel cutting through individual laboratory usage with goal oriented outcomes. Students will be introduced to the process of plasma arc and tungsten inert gas welding and identification of the appropriate use of metal. This course is recommended for those students who are interested in careers that include Metal Fabrication, 3 dimensional art or Automotive Body Technology.

METALS (Grades 9-12)

.5 Credit

The Metals course will develop student competencies in technology, critical thinking and problem solving by introducing them to various manufacturing systems and processes used to safely work with metals. Life & career skills will be emphasized through a series of guided projects that include working in sheet metal fabrication, machine tool processes, foundry techniques and computer-aided design and manufacturing. Teamwork and personal responsibility will be emphasized as students work with others to fabricate projects.

SMALL GAS ENGINES (Grades 9-12)

.5 Credit

Small Gas Engines is designed to be both classroom and hands on with small engines, engine theory and service are covered on L-head, overhead valve, and overhead cam engine design. The course begins with shop safety, and the foundation of basic engine theory. Various systems are covered that are required to make an engine function; the mechanical, ignition, fuel and air induction, lubrication, and cooling systems. Students will learn how to apply that knowledge in the maintenance, diagnosis, repair, and rebuilding of engines. It is recommended for students interested in taking the automotive course at either the Cheshire Center, or a career in engineering.

Welding II (Grades 11-12)

.5 Credit

Welding II allows the student to practice the principles of welding with a more in depth approach. The student can excel their skills with their prior working knowledge of torch brazing, oxy-acetylene welding, shielded metal arc welding, oxy-fuel cutting and tungsten inert gas welding for non-ferrous metals and the process of gas metal arc welding, and plasma arc. This will be encouraged to broaden their knowledge of different metal applications. Students will gain a background knowledge in identifying and selecting metals for a given applications.

WOODWORKING (Grades 9-12)

.5 Credit

Woodworking helps students develop competencies in design, problem-solving, communications and technology by introducing them to the principal, tools and practices of general woodworking. The class will cover an introduction to the safe and appropriate use of hand and machine tools and the application of technological processes and systems. Students will demonstrate competency of basic hand and power tools and processes through the construction of a series of guided assignments.



CONSTRUCTION TECHNOLOGIES ELECTIVES:

BUILDING CONSTRUCTION (Grades 9-12)

.5 Credit

This course focus is on residential building technique and application. Students learn how to use a transit, what building codes are, skills with shop equipment, as well as identify and understand architectural structure. Safety will be stressed throughout the process and expected outcome before students are able to build. Students will gain professional experience through this project which can be used throughout life. Note: Students enrolling in this class recognize they are required to participate in the on-site assembly of the structures constructed in class. These field trips are treated as final exams, and attendance is mandatory.

Prerequisite: Home Maintenance

HOME MAINTENANCE (Grades 9-12)

.5 Credit

Students will become familiar with the varied roles and responsibilities associated with repairing and maintaining a home or apartment. Short term goals and objectives are set for the students while they work in a laboratory environment. A hands-on approach will focus on varied activities ranging from framing to drywall. Students will work in a collaborative work environment with specified responsibilities and schedules.



580 Old Homestead Highway
Swanzey, NH 03446

www.mrstd.org

Phone: 352-6575

Fax: 355-1209

MRSD School Board approved:

Monadnock Regional School District (MRSD)
School Board/Budget Committee Pre/Post Deliberative Session Meeting Minutes
February 4, 2022 (Not Yet Approved)
Monadnock Regional MS/HS, Swanzey, NH

Board Members Present: Pre-Deliberative: Scott Peters, Lisa Steadman, Betty Tatro, Michelle Connor, Dan LeClair, Brian Bohannon, Eric Stanley, Jeff Cesaitis, Jennifer Strimbeck and Kristen Noonan. **Absent:** Colleen Toomey, Cheryl McDaniel-Thomas and Nick Mosher.

Budget Committee Members Present: Pre-Deliberative: Wayne Lechluder, Adam Hopkins, Phyllis Peterson, John Hoden, Nancy Carney and Ed Sheldon. **Absent:** Anne Marie Osheyack, Robert Audette, Doug Bersaw, Dan Coffman, Richard HKS Thackston and unassigned seats from Gilsum and Roxbury.

Administration Present: L. Witte, Superintendent, J. Rathbun, Assistant Superintendent and J. Morin, Business Administrator

Also Present: J. O'Shaughnessy, Board's Attorney and L. Aivaliotis, Recording Secretary.

Pre-Deliberative Information: The Board and the Budget Committee would like to stand together on the Warrant Articles at the Deliberative Session. A School Board Member will move the warrant article and a Budget Committee Member will second it. **Article One-Bond:** S.Peters-W. Lechluder, **Article Two-Budget:** B. Tatro-E. Sheldon, **Article Three Roof:** E. Stanley-J. Hoden, **Article Four-MESSA Contract:** L. Steadman-A. Hopkins, **Article Five Special Education Expendable Trust:** K. Noonan-P. Peterson, **Article Six Vehicle Expendable Trust:**B. Bohannon-N. Carney and **Article Seven Auditor's Reports:** J.Cesaitis-A. Hopkins.

DISCUSSION: S.Peters asked if the amount in the Bond Warrant Article could be adjusted. Attorney J. O'Shaughnessy explained that it could be changed. There could be a change which could make the article null and void. He said that it was drafted with the Bond Council and they do not like it to be amended. L. Steadman asked if the article has potential to be canceled would he comment. Attorney O'Shaughnessy said yes.

S.Peters explained that the Board will present the Bond Presentation. K. Barker will be present for any questions. W. Lechluder commented that people will be concerned with how much they will have to pay for the project. We have to make it clear that there will be savings. We need to reach the people that are not attending the Deliberative Session.

J. O'Shaughnessy was asked if the Town of Swanzey gave the School District the Cutler School if it is closed does the School District have to give it back to the town. J. O'Shaughnessy said all schools are part of the coop. They merge all together.

J. O'Shaughnessy explained that the Board must provide factual documents, address the tax and the scope of the Elementary School Renovation Project. You cannot be persuasive. As an individual you can do what you want.

S.Peters mentioned that the Listening Sessions are coming up next week and the following week.

S.Peters recessed the meeting until the Deliberative Session at 10:00 AM on February 4, 2023 in the auditorium.

DELIBERATIVE SESSION

Post-Deliberative Session: School Board Members Present: Scott Peters, Brian Bohannon, Betty Tatro, Michelle Connor, Kristen Noonan, Jennifer Strimbeck, Jeff Cesaitis, Lisa Steadman, Eric Stanley and Dan LeClair. **Absent:** Nick Mosher, Colleen Toomey and Cheryl McDaniel-Thomas .

Administration Present: L. Witte, Superintendent, J. Rathbun, Assistant Superintendent, C. Woods, Director of Student Services, J. Morin, Business Manager and C.Czifrik, Director of Technology

No action was taken by the Board after the Deliberative Session.

The Board Members left after the Deliberative with no adjournment motion made.

Post-Deliberative Session: Budget Committee Members Present: Ed Sheldon, Nancy Carney, Doug Bersaw, Richard HKS Thackston, Adam Hopkins, Jon Hoden, AnneMarie Osheyack, Robert Audette, Phyllis Peterson, and Wayne Lechluder. **Absent:** Dan Coffman, and unassigned seats of Gilsum and Roxbury.

No action was taken by the Budget Committee after the Deliberative Session.

MOTION: P. Peterson **MOVED** to adjourn the Budget Committee Meeting at 10:24 AM.
SECOND: N. Carney **VOTE:** Unanimous for those. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

**State of New Hampshire
Monadnock School District
Warrant for 2023-2024
Deliberative Session February 4, 2023
Monadnock Regional MSHS Auditorium
Swanzey, NH**

BOARD MEMBERS PRESENT: Scott Peters, Lisa Steadman, Kristen Noonan, Brian Bohannon, Michelle Connor, Eric Stanley, Betty Tatro, Dan LeClair, Jennifer Strimbeck and Jeff Cesaitis. **Absent:** Cheryl McDaniel-Thomas, Colleen Toomey and Nick Mosher.

BUDGET COMMITTEE MEMBERS PRESENT: Wayne Lechluder, Adam Hopkins, Phyllis Peterson, Doug Bersaw, Richard HKS Thackston, Jon Hoden, Robert Audette, Nancy Carney, Anne Marie Osheyack and Edward Sheldon. **Absent:** Dan Coffman and open seats for Gilsum and Roxbury.

ADMINISTRATION PRESENT: L. Witte, Superintendent, J. Rathbun, Assistant Superintendent, J. Morin, Business Administrator and C. Czifrik, Director of Technology.

ALSO PRESENT: William Hutwelker, Moderator, K. Thibault, Assistant Moderator and Attorney J. O'Shaughnessy.

CALL TO ORDER: Moderator Hutwelker opened the Deliberative Session at 10:00 AM. Everyone stood for the Pledge of Allegiance. Isaac Gorecki, a Boy Scout, led the group in the Pledge of Allegiance.

Moderator Hutwelker informed the voters there are sign-up sheets for those who would like to speak to a specific warrant. If you do not sign up you may still speak. Everyone will be given 3 minutes to speak.

Moderator Hutwelker introduced R. Thackston, State Representative. S. Peters introduced the School Board Members present and mentioned those members who were absent. A. Hopkins introduced the Budget Committee Members present and mentioned those members who were absent.

Moderator Hutwelker commented that this is the first year that he can remember that the School Board, Budget Committee and the administration are all in line with all of the articles.

Superintendent Witte mentioned that this is her 8th Deliberative Session and that none of this could have happened without the hard work of the District Clerk Lillian Sutton.

Superintendent Witte introduced the principals and the administration present.

Moderator Hutwelker thanked the School Board and administration for allowing the public to use the gym on the day of voting. It is greatly appreciated.

Moderator Hutwelker began to read the ballot to inform those present when and where to vote in their towns. He also explained that the articles are on the screen and he will not be reading them unless asked.

ARTICLE ONE: Shall the Monadnock Regional School District vote to raise and appropriate the sum of Forty-One Million Five Hundred Thousand Dollars \$41,500,000 for the purpose of renovating and consolidating the district elementary schools by constructing an addition to Mt Caesar Elementary School and renovating Troy Elementary, Emerson Elementary, and Gilsum STEAM Academy, and to authorize the issue of not more than Twenty-One Million, Five Hundred Thousand Dollars \$21,500,000 of bonds or notes in accordance with the provisions of the Municipal Finance Act (RSA Chapter 33) and appropriate up to Six Hundred Fourteen Thousand One Hundred Fifty Dollars \$614,150 in interest earned on the invested bond proceeds for purposes of such project; with the remaining balance of Nineteen Million, Three Hundred Eighty-Five Thousand, Eight Hundred Fifty Dollars \$19,385,850 to come from a State Building Aid grant; to authorize the School Board to issue, negotiate, sell and deliver such bonds or notes and to determine the rate of interest thereon and the maturity and other terms thereof; to authorize the School Board to apply for, obtain, accept and expend any and all Federal, State, or other aid, if any, which may be available for said project, including, but not limited to the Building Grant, and to comply with all laws applicable to said project; and to authorize the School Board to take any and all action necessary in connection therewith or to pass any other vote relative thereto; and furthermore to raise and appropriate an additional sum of Five Hundred Thirty-Seven Thousand Five Hundred Dollars \$537,500 for the first year's interest payment on the bond? This project is contingent upon the District being awarded the Building Grant and if the District is not awarded the Building Grant, then this article shall be deemed null and void. The School Board supports this article. The Budget Committee supports this article. (3/5 ballot vote required.) MOTION: S. Peters **MOVED** to place Article One on the ballot as presented. **SECOND:** W. Lechluder **DISCUSSION:** S. Peters explained that K. Barker the Architect for the Elementary School Renovation Project is present and may be called on with questions regarding the presentation. S. Peters put the Elementary School Renovation Project Presentation up on the screen. He explained that this article will raise a bond in the amount of no more than \$21,500,000.00 for the project which is \$41,500,000.00. The State has awarded the District \$19,385,850.00 in Building Aid. The State recognized this District as the 3rd neediest District in the State. They are awarding us a little less than half of the project amount. Over the years the District has put a warrant article on the ballot to take care of some of the renovations that need to be done in the District and the amount of the article is usually between 1 million and 1.5 million dollars. The Board has been keeping a backlog which if we continue at that pace it will take 20 years to complete and with inflation the cost will be \$45,000,000.00 with no new projects. With the State funding the bond will be a low steady payment. He said they are not trying to add but try to have a steady payment over the 20 years. It is a steady even predictable payment for the 20 years. There will be an interest

payment on the bond the first year and then a 1.8 million dollar to a 1.7-million-dollar payment each year for the remaining years of the bond. The District will receive interest on investments due to the fact the funds will not be used all at once. He explained that a $\frac{3}{5}$ vote is required and the State has to fund the Building Aid Program. Once those items are complete the project will start in July. The District will either take a bond in July or January those are the only time options. It will take 3 years for the project to be completed. The plan is to close Cutler and move the students to MTC after the addition and renovations are completed to that school. The Board is not sure what to do with Cutler and we will entertain offers. **Moderator Hutwelker explained Article One will be moved to the ballot as presented. MOTION:** W. Lechlinder **MOVED** to restrict reconsideration of Article One. **SECOND:** J. Hoden. **VOTE:** Voice vote-yes. **Motion passes.**

ARTICLE TWO: Shall the Monadnock Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, totaling \$34,111,157 (\$970,000 is required for federal grants and nutrition grants that are funded by separate State and Federal revenues)? Should this article be defeated, the default budget will be \$34,030,189 (\$970,000 is required for federal grants and nutrition grants that are funded by separate State and Federal revenues) which is the same as last year with certain adjustments required by previous action of the Monadnock Regional School District by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. The School Board supports this article. The Budget Committee supports this article. (Majority vote required.) MOTION: B. Tatro **MOVED** to place Article Two on the ballot as presented. **SECOND:** E. Sheldon. **Moderator Hutwelker explained Article Two will be moved to the ballot as presented. MOTION:** W. Lechlinder **MOVED** to restrict reconsideration of Article Two. **SECOND:** J. Hoden. **VOTE:** Voice vote-yes. **Motion passes.**

ARTICLE THREE: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of \$385,000 for roof replacement at Monadnock Regional Middle-High School. This is a special Warrant Article in accordance with RSA 32:3 VI. This will be a non-lapsing warrant article per RSA 32:7 VI and will not lapse until the project is complete or June 30, 2026, whichever is earlier. The School Board supports this article. The Budget Committee supports this article. (Majority vote required.) MOTION: E. Stanley **MOVED** to place Article Three on the ballot as presented. **SECOND:** J. Hoden. **Moderator Hutwelker explained Article Three will be moved to the ballot as presented. MOTION:** W. Lechlinder **MOVED** to restrict reconsideration of Article Three. **SECOND:** J. Hoden. **VOTE:** Voice vote-yes. **Motion passes.**

ARTICLE FOUR: To see if the Monadnock Regional School District will vote to approve the cost items included in the 3-year Collective Bargaining Agreement reached between the Monadnock Regional School Board and the Monadnock Education Support Staff Association (MESSA) for the following increases in wages and benefits at the current staffing level. The estimated increase in the costs for wages and benefits under the collective bargaining agreement are as follows:

Year	Estimated Increase
2023/24	\$202,443 - Salaries \$ 44,636 - Wage associated costs <u>\$ 3,300</u> - Uniforms \$250,379
2024/25	\$ 97,912 - Salaries \$ 22,500 - Opt-Out increase <u>\$ 25,503</u> - Wage associated costs \$145,915
2025/26	\$102,324 - Salaries <u>\$ 21,672</u> - Wage associated costs \$123,996

And further to raise and appropriate the sum of \$250,379 for the 2023-24 fiscal year, such sum representing the additional cost attributable to the increase in wage and benefits over those of the appropriation at the current staffing level paid in the 2022-23 year. The School Board supports this article. The Budget Committee supports this article. (Majority vote required.) MOTION: L. Steadman MOVED to place Article Four on the ballot as presented. SECOND: A.M. Osheyack. DISCUSSION: L. Steadman explained the MESSA Contract is a 3-year contract. Both sides came to an agreement in very good time in October. They focused on increasing the starting pay to \$15.00 for the first year, \$15.25 the second year and starting at \$15.50 the third year. They also increased the opt out of the insurance in the second year of the contract from \$2500.00 to \$5000.00. Beth Guion, a member of MESSA explained the many groups who make up that Union. She said the District has had trouble filling those positions due to the starting pay. Both sides feel this is a fair contract and she would ask everyone to support it. Moderator Hutwelker explained Article Four will be moved to the ballot as presented. MOTION: W. Lechlinder MOVED to restrict reconsideration of Article Four. SECOND: J. Hoden. VOTE: Voice vote-yes. Motion passes.

ARTICLE FIVE: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of \$1 to be added to the Special Education Expendable Trust Fund previously established. This sum is to come from the June 30, 2023 unassigned fund balance available for transfer on July 1, 2023. No new amount will be raised from taxation. The School Board supports this article. The Budget Committee supports this article. (Majority vote required.) MOTION: K. Noonan MOVED to place Article Five on the ballot as presented. SECOND: P. Peterson Moderator Hutwelker explained Article Five will be moved to the ballot as presented. MOTION: W. Lechlinder MOVED to restrict reconsideration of Article Five. SECOND: J. Hoden. VOTE: Voice vote-yes. Motion passes.

ARTICLE SIX: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of \$50,000 to be added to the District Vehicle Expendable Trust Fund previously established in 2020. This sum is to come from the June 30, 2023 unassigned fund balance available for transfer on July 1, 2023. If there is an insufficient, unassigned fund balance as of June 30, 2023, to fund this appropriation and the appropriation in Article Five, then Article Five will be funded first, with any additional unassigned fund balance to be applied to this warrant article. No new amount will be raised from taxation. The School Board supports this article. The Budget Committee supports this article. (Majority vote required) **MOTION:** B. Bohannon **MOVED** to place Article Six on the ballot as presented. **SECOND:** N. Carney **Moderator Hutwelker explained Article Six will be moved to the ballot as presented.** **MOTION:** W. Lechluder **MOVED** to restrict reconsideration of Article Six. **SECOND:** J. Hoden. **VOTE:** Voice vote-yes. **Motion passes.**

ARTICLE SEVEN: Shall the Monadnock Regional School District receive and approve the reports of the agents, auditors, committees, and officers chosen as printed and distributed in the Annual Report? (Majority vote required) **MOTION:** J. Cesaitis **MOVED** to place Article Seven on the ballot as presented. **SECOND:** A. Hopkins. **Moderator Hutwelker explained Article Seven will be moved to the ballot as presented.**

Moderator Hutwelker asked if there were any additional comments. There were no additional comments. He explained the meeting will recess until March 14, 2023 Voting Day. He thanked everyone for attending. The meeting ended at 10:23 AM.

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

**By the Monadnock Regional School Board:
Given under our hands and seal this 9th day of February 2023
Monadnock Regional School Board:**

NAME	POSITION	DATE
<i>Michelle A. Connor</i>	<i>SCHOOL BOARD RICHMOND</i>	<i>2/9/23</i>
<i>B. Bohannon</i>	<i>School Board Swanzey</i>	<i>2/9/23</i>
<i>Jessie Steadman</i>	<i>School Board Troy</i>	<i>2/10/23</i>
<i>David Hutchins</i>	<i>school board Swanzey</i>	<i>2/10/23</i>
<i>Elizabeth Gatra</i>	<i>Sch board Swanzey</i>	<i>2:18.23</i>
<i>Lillian C. Sutton</i>	<i>MRSD Clerk</i>	<i>2/10/2023</i>



Monadnock Regional School District (MRSD)
School Board Meeting Minutes
February 7, 2023 (Not Yet Approved)
MRMHS Library/Zoom, Swanzey, NH

Members Present: Colleen Toomey, Michelle Connor, Lisa Steadman, Scott Peters, Kristen Noonan, Jeff Cesaitis, Jennifer Strimbeck, Cheryl McDaniel-Thomas, Eric Stanley, Dan LeClair and Betty Tatro. **Absent:** Brian Bohannon and Nick Mosher.

Administration Present: L. Witte, Superintendent via Zoom, J. Rathbun, Assistant Superintendent and J. Morin, Business Administrator.

1. **CALL TO ORDER:** S. Peters called the meeting to order at 7:00 PM.

2. **PUBLIC COMMENTS:** Donna Bogdzewic, member of the MESSA Union presented the Board with a gift card on behalf of the entire MESSA Union. Thanking the Board from the bottom of their hearts for the work they do. It is greatly appreciated.

3. **#celebrate MRSD:** The National District Administration Newsletter mentioned L. Witte was one of three Superintendents to watch. Congratulations Superintendent Witte!!!

4. **MATTERS FOR INFORMATION AND DISCUSSION:**
 - a. **Student Government Report:** There is no Student Government Report.
 - b. **2023-2024 School Year Calendar First Read:** J. Rathbun presented the proposed calendar for 2023-2024. He said that it meets the expectations and is in line with the CCC. The scheduling due to the CCC is very difficult. The law states that we can only have 10 days of scheduling conflict when in fact we have scheduled only 4 days. KHS is days based and MRMHS is hours based. We have scheduled the voting days and workshops days the same as KHS. There is an extra workshop day at the beginning of the year for training with the new Math Program. New hires will receive on demand training from the Math Company. Graduation is on Friday night instead of a Saturday morning. The change is due to the fact students had to choose to either attend their graduation or sporting event which was either a championship or the Meet of Champions. Friday will also give a chance for a rain date. We have a sufficient amount of snow days built in and we have plenty of hours to cover.
 - c. **Policies for 1st Read:**
 - i. **DBJ-Transfer of Appropriation:**
 - ii. **IMBA-Distance Education:**
 - iii. **IKFC-Alternative Diploma for Students with Significant Cognitive Disabilities:**
 - iv. **EBCD-School or District Closings:** K. Noonan reviewed the policies being presented for a first read. She said if there are any questions to email her prior to the next meeting.

d. Debrief from Deliberative: S. Peters commented that it was pleasant for W. Hutwelker to say that this was the first memory that both the School Board and the Budget Committee are in agreement with all of the warrant articles. S.Peters shared the Warrant Articles in Plain English with the Board on the screen. J. Morin explained that the January rate at the Bond Bank was 3.44%. The rate they gave us was very conservative. If that sort of rate continues it could mean a savings of over \$300,000.00 a year in interest for the District. The CRC will need a list of the proposed items in the proposed budget for Article Two. The Special Education Expendable Trust will need to have the updated current balance in the article. *E. Stanley arrives.* L. Steadman asked that the Board change Warrant Articles in Plain English to Warrant Articles in Plain Language.

5. MATTERS THAT REQUIRE BOARD ACTION:

a. March 2023 Warrant Articles: S. Peters explained the warrant articles have been submitted and there is no need for review.

b. Policies for 2nd Read:

i. EB-Joint Loss Management Committee:

ii. JLCB-Immunization of Students:

iii. JLCF-Wellness:

iv. IICA/IICA-E/IICA-R-Field Trip and Excursions: MOTION:

K. Noonan **MOVED** to approve the policy changes in Policy EB-Joint Loss Management Committee, JLCB-Immunization of Students, JLCF-Wellness and IICA/IICA-E/IICA-R-Field Trip and Excursions as presented in the packet. **SECOND:** C. Toomey. **VOTE:** 11.663/0/0/1.337. **Motion passes.**

c. 2023-2024 MRMHS Program of Studies: J. Rathbun presented the Board with a copy of the Program of Studies. He explained there are no additional classes. There has been a small change. The students are taking Earth Science but are still required to take a physical science. The Program of Studies has added Topics of Chemistry and Topics of Physics. This will meet the minimum standards. The English Capstone will now be an ELO. The Senior Project has been done for 25-30 years. It is a wonderful project. The idea is to stop and take a break. The Senior Project takes over and the other classes are slighted. It is not required to graduate. K. Noonan said she is disappointed about the Senior Project not being done. L. Steadman asked if another language was going to be offered to the students. J. Rathbun said it is due to class size. S.Peters asked if the parents and students are surveyed to see if they would like another language offered. J.Rathbun will contact L. Spencer, he is not sure of the answer. The Program of Studies presented in paper copy was not complete. The Board will vote on it at the next meeting.

d. January 12, 2022 Bond Hearing Meeting Minutes: MOTION: M. Connor **MOVED** to accept the January 12, 2023 Bond Hearing Meeting Minutes as presented. **SECOND:** B.Tatro **VOTE:** 8.268/0/3.395/1.337. **Motion passes.**

e. January 17, 2022 School Board Meeting Minutes: MOTION: C. Toomey **MOVED** to accept the January 17, 2023 School Board Meeting Minutes as presented. **SECOND:** M. Connor **VOTE:** 8.268/0/3.395/1.337. **Motion passes.**

f. Motion on the Manifest: MOTION: B. Tatro **MOVED** to approve the manifest

in the amount of \$2,937,714.51 as presented by the administration. **SECOND:** K. Noonan **VOTE:** 11.663/0/0/1.337. **Motion passes.**

g. Budget Transfer: MOTION: D.LeClair **MOVED** to approve the transfer request from J. Rathbun in the amount of \$23,600.00 from multiple lines in the budget to the School Board Contracted Service line and to approve a transfer request from M. Suarez in the amount of \$7,000.00 from the Special Ed. Health Ins. to the Regular Instruction Furn/Equipment line. **SECOND:** C. McDaniel-Thomas. **DISCUSSION:** The first transfer was to cover the cost of the Guilfoil Firm. K. Noonan would like to review the invoice provided by Guilfoil. **VOTE:** 11.663/0/0/1.337. **Motion passes.**

6. Setting Next Meeting's Agenda:

- 1. Policies for 2nd Read**
- 2. Board Evaluation Survey**
- 3. Superintendent Evaluation Process**
- 4. Listening Session Debrief**
- 5. Approve Calendar**
- 6. Program of Studies**

7. Public Comments: S. Ciolino of Swanzey commented that he would agree with L. Steadman about another language. He said his children came from a school that offered Chinese and there were many students who took the course. There are a lot of Chinese students who speak English but not a lot of Americans speaking Chinese.

8. 7:42 PM: Motion to Enter into Non-Public Session under RSA 91-A:3, II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting: MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3,II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. **SECOND:** M. Connor. **VOTE:** 11.663/0/0/1.337. **Motion passes.**

9. Return to Public Session: The Board appreciated the gift cards from the MESSA Union but D. LeClair asked if it was okay to take gifts as Board Members. S. Peters will do a little more research on this topic. Thank you MESSA. *M. Connor leaves the meeting.*

10. ADJOURNMENT: MOTION: C. Toomey **MOVED** to adjourn the meeting at 7:50 PM. **SECOND:** C. McDaniel-Thomas **VOTE:** 10.545/0/0/2.445. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

VOTING KEY:Yes/No/Abstain/Absen

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session (Not Yet Approved)
February 7, 2023
MRMHS Library/Zoom, Swanzey, NH**

Members Present: Lisa Steadman, Scott Peters, Kristen Noonan, Dan LeClair, Michelle Connor, Jennifer Strimbeck, Cheryl McDaniel-Thomas, Betty Tatro, Jeff Cesaitis, Colleen Toomey and Eric Stanley. **Absent:** Nick Mosher and Brian Bohannon

Also Present: L. Witte, Superintendent via Zoom, J. Rathbun, Assistant Superintendent and J. Morin, Business Administrator.

7:42 PM Non-Public Session RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.

Issue #1: J. Rathbun presented the resignation of Ally McCall as of the end of this school year and intermittent unpaid leave of up to 5 days for Erin O'Brien. He explained that the administration is recommending these requests. **MOTION:** L. Steadman **MOVED** to approve the requests presented and recommended by the administration. **SECOND:** C. McDaniel-Thomas. **VOTE:** 11.663/0/0/1.337. **Motion passes.**

MOTION: K. Noonan **MOVED** to leave non-public session. **SECOND:** C. McDaniel-Thomas **VOTE:** 11.663/0/0/1.337. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
MRSD Recording Secretary**