

Monadnock Regional School District & SAU #93

School Board Agenda

January 7, 2025

In-Person MRMHS Library 7:00 pm

ZOOM

Meeting ID: 841 2331 3370

Passcode: 699940

Phone: +1 646 931 3860

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 THE MEETING TO ORDER 7:00
2. PUBLIC COMMENTS (15 minutes)
3. #celebrateMRSD
4. MATTERS FOR INFORMATION & DISCUSSION
 - a. Standing agendas:
 - i. Student Government Report
 - ii. Superintendent Goals
 - iii. Board Meeting Calendar & Goals
 - iv. School Resource Officer (Status Update)
 - v. Staffing Update
 - b. Budget Committee Update
 - c. Policies for 1st Read
 - i. IHAM - Health Education and Exemption From Instruction
 - ii. IGE - Parental Objections to Specific Course Material
 - iii. JJA - Student Activities & Organizations
 - iv. JJIB - Interscholastic Athletics
5. MATTERS THAT REQUIRE BOARD ACTION
 - a. * Warrant Articles
 - b. * Audio/Visual Upgrade Bid
 - c. * First Student contract extension
 - d. * Winchester Process
 - e. *MRMHS Program of Studies
 - f. * Approve the Consent Agenda
 - i. December 3, 2024 Minutes
 - ii. Manifest
 - iii. Budget Transfer
6. SETTING NEXT MEETING'S AGENDA
 - a. January 21, 2025
7. PUBLIC COMMENTS (15 minutes)
8. NON-PUBLIC SESSIONS under RSA 91-A:3. II
 - a. Additional non-public sessions, TBD as required
9. ADJOURNMENT

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:

01/08/2025	Finance & Facilities Committee	6:30 pm	SAU Conference Room
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Budget Hearing: Pursuant to RSA 32:5, The Monadnock Regional School District School Budget Committee will hold a public budget hearing at **7:00 pm in the MRMHS Library 580 Old Homestead Hwy, Swanzey, NH on Thursday January 9th, 2025** to receive public input on the proposed budget to be acted on at the Annual School District Meeting.

01/21/2025	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
01/22/2025	Education Committee	6:00 pm	SAU Conference Room
01/28/2025	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 Meeting 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.****

Policy Motions and Actions from December 19, 2024

IHAM: Health Education and Exemption From Instruction

MOTION: *To update policy IHAM to NHSBA sample policy.*

- Policy required by law
 - Revised to reflect updates to 186:11, IX-c due to HB1312 regarding curricula requiring parental notification.
-

IGE: Parental Objections to Specific Course Material

MOTION: *To update policy IGE to NHSBA sample policy.*

- Policy required by law
 - Revised to reflect updates to NH RSA 186:11, IX-c due to HB1312.
-

JJA: Student Activities & Organizations

MOTION: *To update policy JJA to NHSBA sample policy.*

- Policy recommended
 - Last revision 1999
 - Current question from a child's parent spurred on the review
-

JJIB: Interscholastic Athletics

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

- Policy Recommended
 - Last revision 1999
-

Committee Work not requiring Board Approval

IKF: High School Graduation Requirements

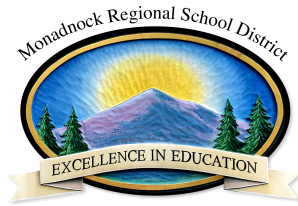
MOTION: *To refer policy IKF to administration.*

- Policy required by law
 - Revised to reflect HB1066, which amended RSA 193:26-a to remove the 2021 requirement that students complete a FAFSA as a graduation requirement. RSA 193:26-a, now only requires school districts to provide information to students eligible for graduation as to how to obtain and properly complete the free FAFSA application. Revision also included placing the early graduation language into a separate section.
-

JJA-R(1): Student Activities & Organizations - Eligibility Standards

MOTION: *To forward to administration JA-R(1) NHSBA sample.*

- Appendix is not in our books
 - Useful
-



Book	I: Instruction
Section	Series I
Title	Health Education & Exemption from Instruction
Code	IHAM
Status	Active
Adopted	September 1, 2008
Last Revised	June 1, 2021

HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

Consistent with state law and Department of Education requirements, health, and physical education, including, instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and sexually transmitted infections.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require those faculty members who present this instruction to receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings, or phone call, not less than two (2) weeks in advance of the use of the curriculum course material to be used for instruction of human sexuality or human sexual education. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. Accordingly, the notice will identify and provide contact information for the Principal or other staff member a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction. (Note: Per RSA 186:11, IX-c, Parents/guardians have additional opt-out rights under Board policy IGE.)

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

Legal References:

20 U.S.C §1232h, (c)(1)(C), Protection of Pupil Rights

RSA 186:11, IX, Instruction as to Intoxicants and Sexually Transmitted Diseases

RSA 186:11, IX-b, Health and Sex Education

RSA 186:11, IX-c, Objectionable Course Material

RSA 186:11, IX-e Notice to Parents/Guardian Required

NH Code of Administrative Rules, Section Ed 306.40, Health Education Program

NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program

Revision Dates: 6/1/2021, 9/1/2017

Last Modified by Lillian Sutton on June 9, 2021



Book	I: Instruction
Section	Series I
Title	Health Education & Exemption from Instruction
Code	IHAM
Status	Policy Committee Review
Adopted	September 1, 2008
Last Revised	June 1, 2021

DRAFT

HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

Consistent with state law and Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and sexually transmitted infections.

Instruction or programming must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that teachers present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum or program of human sexuality, human sexual education, sexual orientation, gender, gender identity, or gender expression. Such notice will be delivered via email, other website/social media posting, or phone call. The notice shall identify and provide contact information for the Principal or other staff member whom a parent or guardian should contact to inspect the curriculum course material. However, no notice is required if a District employee is responding to a question from a student during class.

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, and also in accordance with NH RSA 186:11, Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The parent/guardian shall be provided the requested instructional material promptly (as is reasonable under the circumstances) to instructional material within a reasonable period of time after the request is received. According to the request, the parent/guardian shall identify and provide contact information for the Principal or other staff member whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious beliefs, may have their child opt-out of such instruction. (Note: Per RSA 186:11, IX-c, parents/guardians have additional opt-out rights under Board policy **IGE**.)

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course Material Form. Opt-out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment shall be provided by the health education teacher in conjunction with the Principal.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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 record of the Board's actions. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 186:11, IX
RSA 186:11, IX-b
RSA 186:11, IX-c
RSA 186:11, IX-e

Description

[Instruction as to Intoxicants and Sexually Transmitted Diseases](#)
[Health and Sex Education](#)
[Objectionable Course Material](#)
[Notice to Parents/Guardian Required](#)

NH Dept of Ed Regulation

NH Code of Admin. Rules, Sect. Ed 306.40
NH Code of Admin. Rules, Sect. Ed 306.41

Description

[Health Education Program](#)
[Physical Education Program](#)

Federal Statutes

20 U.S.C §1232h, (c)(1)(C)

Description

[Protection of pupil rights](#)

Cross References

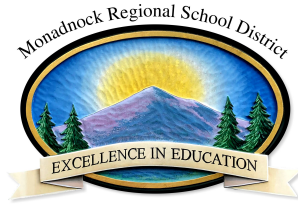
Code

EBCG
IGE
JLIF
JLIF-R(1)

Description

[Communicable & Infectious Diseases](#)
[Parental Objections to Specific Course Material](#)
[Receipt and Use of Sex Offender Registry Information](#)
[Receipt and Use of Sex Offender Registry Information](#)

Last Modified by Kristen Noonan on December 31, 2024



Book	I: Instruction
Section	Series I
Title	Parental Objections to Specific Course Material
Code	IGE
Status	Active
Adopted	January 1, 2012
Last Revised	January 4, 2022

Parental Objections to Specific Course Material

The Board recognizes that there may be specific course materials that some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building Principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building Principal and the parent/guardian must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.

School District staff will make reasonable efforts, within the scope of existing time, schedules, resources, and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school through approved independent study, or through another method agreed to by the parent/guardian and the building Principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents/guardians who wish for particular instructional material be reviewed for appropriateness may submit a request for review in accordance with Board policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material

within a reasonable period of time after the request is received.

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to the instruction of human sexuality or human sex education, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction.

Revision Dates: 1/4/2022, April 3, 2018

Related Policies: [IHAM](#), KEC

Legal References:

RSA 186:11, IX-c & IX-e State Board of Education; Duties.

20 U.S.C §1232h, (c)(1)(C), Protection of pupil rights

RSA 193:40, Prohibition on Teaching Discrimination

Revised: September 2017

New Sample Policy: January 2012

Last Modified by Lillian Sutton on January 10, 2022



Book	I: Instruction
Section	Series I
Title	Parental Objections to Specific Course Material
Code	IGE
Status	Policy Committee Review
Adopted	January 1, 2012
Last Revised	January 4, 2022

DRAFT

Parental Objections to Specific Course Material

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building Principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing. Parent/Guardian names and any reasons given for an objection to material shall not be public information.

The building Principal and the parent/guardian must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.

School District staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school through approved independent study, or through another method agreed to by the parent/guardian and the building Principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents/guardians who wish for particular instructional material to be reviewed for appropriateness may submit a request for review in accordance with Board policy **(**)**KEC.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, and NH RSA 186:11, IX-c, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide access to the requested instructional material promptly (as is reasonable under the circumstances).

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11, IX-c and Board policy **(**)**IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction or program of human sexuality, human sexual education, sexual orientation, gender, gender identity, or gender expression, including, among other things, the right to receive a minimum of 2 weeks advance notice of any curriculum course material to be used with respect to such instruction or program. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. As indicated in RSA 186:11, IX-c, no notice is required if the District employee is responding to a question from a student during class.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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.

NH Statutes

RSA 186:11, IX-b & IX-c

RSA 193:40

Description

[State Board of Education; Duties](#)

[Prohibition on Teaching Discrimination](#)

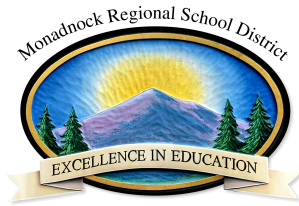
Federal Statutes

20 U.S.C §1232h, (c)(1)(C)

Description

[Protection of pupil rights](#)

Last Modified by Kristen Noonan on October 28, 2024



Book	J: Students
Section	Series J
Title	Student Organizations/Activities
Code	JJA
Status	Active
Adopted	May 4, 1993
Last Revised	November 1, 1999

STUDENT ACTIVITIES, ORGANIZATIONS

Student activities are an important part of the educational process, the Board encourages students to participate in a wide variety of co-curricular activities.

Any student organization must be recommended by the Principal and approved by the Board.

Policy References:

Category - Optional

Last Modified by Lillian Sutton on July 5, 2017



Book	J: Students
Section	Series J
Title	DRAFT Student Organizations/Activities
Code	JJA
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	November 1, 1999

DRAFT

STUDENT ACTIVITIES, ORGANIZATIONS

It is the policy of the Board to allow opportunities for all students residing in the District to participate in co/extra-curricular activities and programs designed to meet their needs and interests. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others.

Such activities and programs are intended to supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics, performing groups, or encourage service to the school and community.

Any student organization or school/District sanctioned team, club, or activity must be recommended by the building Principal and approved by the Board.

A. Eligibility.

To participate in co-curricular and extra-curricular activities, all students must meet eligibility requirements, and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship/sportsmanship, parental permission, fees, and physical exams/health requirements. The eligibility standards and procedures will be published in the student/parent handbooks. **The building Principal, or his/her designee(s), will verify that all students meet eligibility standards and procedures prior to the students' participation in the activity.** Any person so designated by the Principal must be trained on the requirements of Board policy {**}JJJ.

In addition, participation in interscholastic sports or other school activities affiliated with outside organizations (e.g., the New Hampshire Interscholastic Athletic Association, or the New Hampshire Music Educators Association, etc.) is subject to the rules and eligibility requirements of those organizations. Additional Board policies, administrative regulations, or activity rules may apply to specific programs, clubs, and activities. See, e.g., Board policy {**}JJIB, regarding interscholastic athletics.

In the event that a program has reached capacity, determinations must be made in the same manner as described in Section A of Board policy {**}JJJ.

B. Participation by Home Education and Other Non-Enrolled District Students.

Participation in student activities and organizations must have the same eligibility and participation requirements for both district students and for home educated, charter school, or non-enrolled district school resident students ("non-enrolled district students"). See Board policy {**}JJJ for information on participation by such students.

C. Appeals.

Any student/parent who believes that the district's policies/regulations or the State's laws/regulations have not been appropriately or fairly interpreted regarding eligibility or participation in a school a course or program may appeal in the same manner as provided in Section E of Board policy {**}JJJ.

D. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy. Such regulations or procedures must also comply with Board policy {**}JJJ.

* [Delete fn.] Category has been changed from "Optional" to "Recommended" to reflect the importance of compliance with RSA 193:1-e and 193-A:6, III relative to participation in district programs by home educated and other non-enrolled district students.

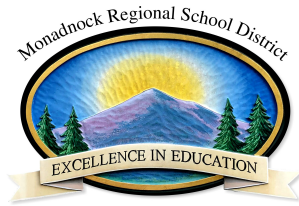
District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Last Modified by Kristen Noonan on December 31, 2024



Book	J: Students
Section	Series J
Title	Interscholastic Sports
Code	JJIB
Status	Active
Adopted	May 4, 1993
Last Revised	September 1, 1999

INTERSCHOLASTIC ATHLETICS

The Board will offer interscholastic athletics subject to budgetary considerations. The purpose of interscholastic athletics is both educational and recreational. The athletic program should encourage participation by as many students as reasonably possible and should be carried on with the best interests of the participants as the first consideration. This should be done in conjunction with the academic program.

Participation in interscholastic athletics is subject to the rules adopted by the New Hampshire Interscholastic Athletic Association and other rules adopted by the Superintendent and the Principal.

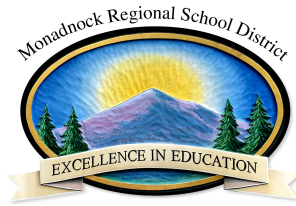
Policy References:

Appendix: IJOC-R

Category - Optional

Policy Cross References:

Last Modified by Lillian Sutton on July 5, 2017



Book	J: Students
Section	Series J
Title	DRAFT Interscholastic Sports
Code	JJIB
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	September 1, 1999

DRAFT

INTERSCHOLASTIC ATHLETICS

The School Board recognizes the value of athletic participation to the development of well-rounded students. Significant evidence exists to show that students who participate in extracurricular activities often perform better academically than those who do not. The School Board promotes athletic participation in the belief that successful athletic programs promote individual and team potential by helping to develop high standards of competence, character, civility and citizenship for student-athletes. The School Board recognizes that in addition to promoting the physical and social well-being of participating students, athletic programs offered can be a potent factor in both establishing a positive school climate and nurturing strong community-school bonds.

It is the Board's policy, therefore, to provide opportunities for interscholastic athletic competition in a variety of sports as budgetary considerations allow. Such opportunities should encourage participation by as many students as reasonably possible and should be carried on with the best interests of the participants as the first consideration.

All school/district sponsored athletic programs shall require the approval of the School Board, and shall be administered by ~~title of program director; e.g.,~~ **the Athletic Director and/or, the Building Principal(s), etc.** subject to the supervision of the Superintendent. Different programs that the Board may from time-to-time approve, can include fully sponsored school teams, club teams, and/or intramural teams. Competitions offered as part of otherwise approved instructional programs do not require specific Board approval.

Qualified personnel should be provided for coaching and supervising all athletic programs.

Participation in interscholastic athletics is subject to the rules adopted by the New Hampshire Interscholastic Athletic Association, other similar sponsoring organizations or leagues, other Board policies (e.g., JJA, JJIC, JJJ, etc.), and any rules adopted by the Superintendent, the Athletic Director, the Principal, or a team coach.

Category - Optional

Last Modified by Kristen Noonan on December 31, 2024

MRSD Warrant Articles for 2025/26 (working copy)

ARTICLE ONE: Shall the Monadnock Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations votes separately, totaling **\$39,199,676** (\$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 **\$xxx** (\$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 _____ this article. The Budget Committee _____ this article. (Majority vote required)

ARTICLE TWO: 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 District Educators Association of SAU 93 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
2025/26	\$524,604 - Salaries
	\$141,118 - Wage associated costs
	<u>\$ 59,500</u> - Increases in various stipends and professional development
	\$725,222
2026/27	\$365,602 - Salaries
	<u>\$ 98,273</u> - Wage associated costs
	\$463,875
2027/28	\$362,333 - Salaries
	<u>\$ 97,395</u> - Wage associated costs
	\$459,728

And further to raise and appropriate the sum of **\$725,222** for the 2025-26 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 2024-25 year. The School Board supports this article. The Budget Committee _____ this article. (Majority vote required)

ARTICLE THREE: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of \$120,000 to renovate a portion of the roof at the 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 renovation projects are complete, or June 30, 2028, whichever is earlier. The School Board supports this article. The Budget Committee _____ this article. (Majority vote required)

ARTICLE FOUR: 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, 2025 unassigned fund balance available for transfer on July 1, 2025. No new amount will be raised from taxation. The School Board _____ this article. The Budget Committee ____ this article (Majority vote required)

ARTICLE FIVE: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of **\$25,000** to be added to the District Vehicle Expendable Trust Fund previously established. This sum is to come from the June 30, 2025 unassigned fund balance available for transfer on July 1, 2025. If there is an insufficient, unassigned fund balance as of June 30, 2025, to fund this appropriation and the appropriation in Article Four, then Article Four 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 _____ this article. The Budget Committee ____ this article (Majority vote required)

ARTICLE SIX: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of **\$200,000** to be added to the School Grounds Expendable Trust Fund previously established. This sum is to come from the June 30, 2025 unassigned fund balance available for transfer on July 1, 2025. If there is an insufficient, unassigned fund balance as of June 30, 2025, to fund this appropriation and the appropriations in Articles Four and Five, Four and 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 _____ this article. The Budget Committee ____ this article (Majority vote required)

ARTICLE SEVEN: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of **\$1** to be added to the School Bldg. Maintenance Expendable Trust Fund previously established. This sum is to come from the June 30, 2025 unassigned fund balance available for transfer on July 1, 2025. If there is an insufficient, unassigned fund balance as of June 30, 2025, to fund this appropriation and the appropriations in Articles Four, Five, and Six, then Four, Five, and Six 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 _____ this article. The Budget Committee ____ this article (Majority vote required)

ARTICLE EIGHT: PLACEHOLDER - Voters Yes/No to sell/dispose of Cutler

ARTICLE NINE: 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)

Monadnock Regional Middle High School



PROGRAM OF STUDIES
2025-2026

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

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

Administrative Offices

Gregory Pickering- Principal
Becky Russell - High School Assistant Principal
Paul Goodhind - Middle School Assistant Principal
Kathryn Schnare - Special Education Coordinator
Tom Cote - Athletic Director
Samantha Sestito - Middle School Counselor
Kelsey Kilburn - High School Counselor
Bethany Maynard - High School Counselor

Division Leaders

Linda Minickiello - ELA and Social Studies
Erin Condap - FACS and Technology
Trevor Blanchard - Math
Matt Caron - PE, World Language and Fine and Performing Arts
John Naso - Science

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

Dear 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 school 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 your 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 students' interests in mind. Please read over our Program of Studies and feel free to email me or call me if you have any questions.

Respectfully,

Gregory Pickering

Principal

Monadnock Regional Middle High School

gpickering@mrds.org

603-352-6575

Monadnock Regional Middle High School is fully accredited by the New England Association of Secondary Schools.

Accreditation of an institution by the New England Association indicates that it meets or exceeds standards and criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

The goals of NEASC Accreditation are effectiveness, improvement, and public assurance. Unlike popular websites, this does not involve comparing or ranking schools, but rather establishes a level of acceptable quality for all Accredited schools.

Accreditation has two faces: quality assurance and school improvement. Attention to the former has proved essential defending the independence of schools and providing relief from external regulation.

The primary function of NEASC Accreditation, however, is school improvement. Every independent school accredited by NEASC is assessed using the same protocols and materials, thus assuring that the school is faithful to its missions, conducts its programs appropriately to meet its goals, and fulfills the Standards of Accreditation established by the Commission on Independent Schools.

Introduction to our 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, interest and post-secondary plans.

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

- Students must take all of the courses listed as required.
- Students must earn the required state credits to graduate. Credit will be awarded when all course competencies have been met.
- 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.
- 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.
- Students in grades 9, 10 and 11 must take at least six credited classes at MRMHS per semester.
- Students in the 12th grade must take at least five credited classes at MRMHS per semester.

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 requirement of 21 credits by the end of the 4th year, will be retained and may be ineligible to graduate the following year. (See reference pg. 11)

Add/Drop 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 scheduling conflicts, they must be initiated within the first two weeks of a semester. No changes will be considered without extenuating circumstances and with Principal approval. Teacher initiated changes will be considered for placement considerations at any time during the year with permission of the parent, School 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 official transcript.

Early Graduation Procedure:

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

Step 1: A letter written and signed by the parent/guardian and student stating their request and reason for early graduation.

Step 2: Parent/Guardian and student forwards the letter to the appropriate School Counselor.

Step 3: The 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 the Principal

Step 4: The School Counselor submits the packet to the Principal containing parent/student letter, School Counselor's letter and student transcript.

Step 5: The Principal makes the final decision and will reach out to the student, family and School Counselor with the decision.

Academic levels

Monadnock's courses are designed to suit students' academic abilities. Honors, College Prep (CP), and General vary in pace and depth. This allows teachers to use differentiation techniques to meet individual students' needs. At Monadnock, a number of our courses are categorized into those three academic levels: Honors, College Prep and General.

General Requirements and Course Selection Process

General Requirements:

To earn a Monadnock Regional Middle High School diploma, students must accrue at least 21 credits. Monadnock's school year is divided into two semesters. One credit (1.0) is earned by successfully completing a full-year course that meets daily. A half credit (0.5) is earned by successfully completing a half-year course that meets daily. Students will be informed of course competencies by individual teachers at the start of each course.

9th grade	
English 9	1 credit
Algebra*	1 credit
Earth Science	1 credit
History of Western Society	1 credit
Physical Education	1 credit
Elective course(s)	1.5 credits

- 9th grade students who have successfully earned Algebra credit in 8th grade will not need to repeat Algebra in 9th grade. Students will be placed in a Geometry course.

10th grade	
English 10	1 credit
Geometry	1 credit
Biology	1 credit
US History Pt. 1*	1 credit
Life Choices	.5 credit
Elective course(s)	1.5 credits

- Instead of taking USH Pt.1, students may also elect to take AP European History.

11th grade	
English 11	1 credit
Mathematics	1 credit
Chemistry	1 credit
US History Pt. 2	1 credit
Elective course(s)	2 credits

12th grade	
English 12	1 credit
Mathematics	1 credit
Physics	1 credit
Civics*	.5 credit
Economics	.5 credit
Elective course(s)	1 credit

- Students must pass the naturalization examination developed by the 2020 United States Citizen and Immigration Services, with a 70 percent or better, in order to graduate.

General Requirements and Course Selection Process

Diploma choices

Credits required for individual tiered diploma options

	MRMHS	NH Scholars	NH Scholars Fine Arts	NH Scholars STEM	MRMHS Distinction
English: 4 credits	4 credits required	4 credits required	4 credits required	4 credits required	4 credits required
Math: 4 credits	4 credits required ¹	4 credits required ²	4 credits required ³	4 credits required ⁴	4 credits required ⁵
Earth Science: 1 credit	1 credit required	1 credit required	1 credit required	1 credit required	1 credit required ⁶
Biology: 1 credit	1 credit required	1 credit required	1 credit required	1 credit required	1 credit required ⁷
Science electives: 2 credits	2 credits required	2 credits required ⁸	2 credits required ⁹	2 credits required ¹⁰	2 credits required ¹¹

¹ Algebra 1 is required

² Algebra 1, Geometry and Algebra 2 are required

³ Algebra 1, Geometry and Algebra 2 are required

⁴ Algebra 1, Geometry and Algebra 2 are required

⁵ Courses must be taken at a CP, Honors or AP level

⁶ Courses must be taken at a CP, Honors or AP level

⁷ Courses must be taken at a CP, Honors or AP level

⁸ Chemistry or Physics or HAP

⁹ Chemistry or Physics or HAP

¹⁰ Chemistry or Physics or HAP

¹¹ Chemistry or Physics or HAP

Civics: .5 credit	.5 credit required	.5 credit required	.5 credit required	.5 credit required	.5 credit required
Economics: .5 credit	.5 credit required	.5 credit required	.5 credit required	.5 credit required	.5 credit required
History of Western Civ.: ¹² 1 credit	1 credit required	1 credit required	1 credit required	1 credit required	1 credit required ¹³
USH Pt. 1: 1 credit	1 credit required	1 credit required	1 credit required	1 credit required	1 credit required ¹⁴
USH Pt. 2: ¹⁵ 1 credit	1 credit required	1 credit required	1 credit required	1 credit required	1 credit required ¹⁶
World Language		2 credits required	2 credits required	2 credits required	3 credits required
Arts:	.5 credit required	.5 credit required	.5 credit required	.5 credit required	.5 credit required
Computers:	.5 credit required	.5 credit required	.5 credit required	.5 credit required	.5 credit required
Life Choices: .5 credit	.5 credit required	.5 credit required	.5 credit required	.5 credit required	.5 credit required
Physical Education: 1 credit	1 credit required	1 credit required	1 credit required	1 credit required	1 credit required

¹² AP European History can be a substitute for HWC

¹³ Courses must be taken at a CP, Honors or AP level

¹⁴ Courses must be taken at a CP, Honors or AP level

¹⁵ AP US History can be a substitute for USH Pt. 2

¹⁶ Courses must be taken at a CP, Honors or AP level

Electives	2.5 credits required	3 credits required	3 credits required	3 credits required	4.5 credits required
Total credits required:	21 credits	23.5 credits	23.5 credits	23.5 credits	26 credits

Husky Habits

All courses at Monadnock Regional Middle High School are designed around essential knowledge and skills described by the following school-wide Husky Habits. These are the skills that we believe all students will need in order to be successful in the 21st century. All students must be college or career ready by the time they graduate from high school. Even if a student chooses not to attend post-secondary institutions upon graduation, they must have the knowledge and skills which will enable them to succeed in whichever direction they decide to pursue.

The requirements to work in today's world are constantly changing. Most careers demand continuous training. Most employers will require their employees to continue to learn to further their knowledge-base and to learn new skills. The technology and work processes in the 21st century continue to develop, improve, and change. Part of our job at Monadnock is to help ensure our students become successful young citizens that are prepared to adapt to the ever changing world.

The following Husky Habits are what we imbed in our curriculum at Monadnock. We believe that these skills are important to have in order to help students become successful adults in the future. Please take a moment and look over our Husky Habits and their rubrics.

COMMUNICATION:

The transfer of ideas and information

4 Advanced	3 Proficient	2 Improving	1 Beginning	0 No Evidence
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
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 Improving	1 Beginning	0 No Evidence
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 Improving	1 Beginning	0 No Evidence
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
	I can consistently:	Most of the time I can independently:	With coaching, I can:	With direct assistance, I can:	
Collaboration	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	

English

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 contexts. 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 pre-writing 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.

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

English (Grades 9–12) (Offered as General, College Prep or Honors/AP)

1 credit

English is intended to prepare students for college or career after 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 (Grades 9–12)

.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 (Offered as College Prep or 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. All students will participate in the Monadnock Reads program over the summer. Below you will find a list of Senior course topics and their descriptions.

***Please note: Seniors must be enrolled in a senior English course each semester.**

Nightmare and Vision

.5 credit

Nightmare and Vision is a course designed for students to explore the origins and components of the horror genre around the globe, focusing on the three subcategories of classic horror, gothic horror, and contemporary literary horror/social horror. The horror genre is often a vehicle to demonstrate the darker side of the human experience and call attention to injustice, ugliness, or potential danger often normalized by society. Students will explore the concept of otherness, the unknown, morality, and vulnerability through this lens. Students will learn to sharpen critical thinking and literary analysis skills as they identify and contemplate themes, events, and concepts in fiction and reality. Students will also learn the author's craft in creating suspense, mood, and plot lines, befitting the horror genre by constructing their own horror story.

British Literature

.5 credit

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

.5 credit

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.

Survey of Crime and Justice

.5 credit

This elective 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.

Film Studies

.5 credit

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.

Literature of the Vietnam War

.5 credit

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 relationships 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

.5 credit

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, and understand the benefits and potential negative effects of media content, while identifying techniques to become more media literate.

Science Fiction and Fantasy

.5 credit

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.

Sports Literature

.5 credit

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 world wide. Students will also research proactive safety measures as well as reactive ones in the case of protection, a given injury, and/or emergency.

Visual and Performing Arts

Advanced Placement Studio Art (Grades 10-12)

1 credit

AP Studio Art can be taken for credit both junior and senior years. It is a year-long 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. Typically, students do not submit a portfolio during their junior year, but are required to submit a portfolio in May of their senior year. Students will select from the following portfolio offerings: Drawing or 2D Design.

Prerequisite: PRE-AP Art

PRE-AP Studio Art (Grade 11-12)

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 in PRE-AP Art will begin working on their portfolio during their junior year.

Prerequisite: Prior completion of 2 credits of art

Art Foundations (Grades 9-12)

.5 credit

This is a one-semester course designed to introduce students to a variety of visual arts 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.

3D Art (Grades 9-12)

1 credit

Keep your hands busy in this year-long course where students will build 3D art. 3D art will be created using a variety of materials like cardboard, clay, stain glass, plastic, fiber arts, etc. You will learn how to screen print a design onto t-shirts. **This course may be repeated for a level 2 experience and additional credit.**

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. Students will spend time in class discussing and analyzing, therefore any art created will be to reinforce their knowledge of an artist or artistic style. Reading articles, note taking, and short written assignments 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 posters, slideshows, projects, and art history games.

Fun with Clay (Grades 9-12)

.5 credit

Let your creativity soar in this one-semester course where you will make creatures, animals, and other decorative pieces using clay. Students will use hand building techniques and explore a variety of glazing methods. Functional pieces like bowls and vases will also be made by students. **This course may be repeated for a level 2 experience and additional credit.**

Jewelry Making (Grades 9-12)

.5 credit

This one semester course teaches you how to create wearable pieces of jewelry. You'll learn basic techniques of fabrication in sterling silver and copper, setting semi-precious gems, exploring enameling, 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. **This course may be repeated for a level 2 experience and additional credit.**

Sketchbook Mania I (Grades 9-12)

1 credit

Do you love to draw? This year-long course is all about drawing using a variety of mediums. You'll practice skills guided by the teacher as well as have plenty of independent drawing time. Listen to some music and lose yourself in your sketchbook. You'll also learn how to take a sketchbook and turn it into an idea book with lessons on visual journaling. **This course may be repeated for a level 2 experience and additional credit.**

Paint Everywhere! (9-12)

.5 credit

This class will explore the world of painting as a means of creating playful, colorful art. Students will use watercolor and acrylic paint on a variety of surfaces. For example, projects could include painting chairs or working to complete a school mural.

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 a selected repertory 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 encouraged 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.

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.

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.

Music Theory (Grades 9-12)

.5 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 understand 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.**

Theater Arts (Grades 9-12)

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 theater arts course is required.

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

Social Studies

Geography & Current Events (11-12)

.5 Credit

This half year class for juniors or seniors will focus on the ongoing and current events in America and across the world during the given semester. Although some discussions and units will be determined by the events of the day, the course will specifically discuss and attempt to explain the conflicts in the Middle East, South and East Asia, Sub-Saharan Africa, Eastern Europe, and Latin America. Domestically, we will look at political, demographic, and cultural changes the US is going through.

New Hampshire History (11-12)

.5 credit

This half-year class for juniors or seniors will specifically look at New Hampshire history: the native and colonial influences, immigrant groups, agriculture and industrialization, and important historical figures. In addition to New Hampshire-specific events, it will look at national events and how each affected New Hampshire. It will also specifically look at the history of the Monadnock Region and Cheshire County.

Abnormal Psychology (Grades 11-12)

.5 credit

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. 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 (Grades 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 concepts 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.

Civics (Grade 12)

.5 credit

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.

***Required credit for graduation. Students must pass the Civics final exam and naturalization exam in order to graduate in the state of NH.**

Criminal Justice (Grades 10-12)

.5 credit

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 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 (Grades 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. 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 Western Society (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 (Grades 11-12)

.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, and class discussions.

Psychology (Grades 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 (Grades 10-12)

.5 credit

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, multimedia, and other in-class activities.

Sociology of Deviance (Grades 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. Students will be expected to read, write, and participate in class discussions.

United States History Part I (Grade 10)

1 credit

This course will emphasize 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 Part II (Grade 11)

1 credit

This course will emphasize the political, economic, intellectual, and social trends in America from the postCivil 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.

Advanced Placement 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. Students will 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.

World Language

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 communication skills by listening to, viewing, and reading simple Spanish materials presented through a variety of media and based on familiar topics. They develop presentational communication 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.

Business Technology

Accounting I (Grades 9–12)

1 credit

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. 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

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 study the history of the Internet to use its capabilities more effectively. Students will explore some of today's most powerful tools and computer applications. Students will acquire the kinds of essential skills needed for 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.

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: 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 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 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 Programming (Grades 9-10)

.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.

Personal Finance (Grades 9-12)

.5 credit

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.

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 and Consumer Science

Apartment Cooking (Grades 11-12)

.5 credit

Apartment Cooking 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).

Early Childhood Education (Grades 10-12)

.5 credit

This course prepares high school students 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.

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 (Grade 10)

.5 credit

This course uses the 21st century learning skills of writing, reading, viewing, and 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

Advanced Placement Statistics (Grades 11–12)

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.

Algebra I (Grade 9)

1 credit

An introduction to the structure of Algebra as applied to the real number system. Students will develop a variety of problem solving techniques and apply them to problems within and outside the field of mathematics. Mathematical modeling will be stressed. Topics covered will include single variable equations and inequalities, linear and quadratic functions, polynomial expressions and more.

Algebra II (Grade 10)

1 credit

This course provides a thorough introduction to the standard topics of the second year Algebra curriculum. Topics include quadratic and other nonlinear functions, irrational and complex numbers and more. The concepts of functions and graphic solutions will be emphasized as well as problem solving and critical thinking. Utilizing technology will be involved whenever appropriate.

Business Math

1 credit (Grades 10–12)

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.

Math for Life

1 credit (Grades 10–12)

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.

STEM Mathematics

1 credit (Grades 10–12)

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 (Grade 10)

1 credit

This course is an introduction to academic geometry. Both inductive and deductive reasoning will be utilized in the development and understanding of geometric concepts and proofs. Theoretic and practical applications of geometry will be studied as well as basic ideas on trigonometry.

Pre-Calculus

1 credit

This course deals with advanced algebraic and trigonometric concepts with significant emphasis on the theory of functions. The solution of advanced equations is pursued using both technologic and algebraic methods. A broad variety of topics are presented, building a strong foundation for the future study of Calculus and Analysis.

Prerequisite: Algebra II

Research Methods (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 (Grades 11-12)

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.

Physical Education

General Physical Education (9-12)

.5 Credit

The purpose of general 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.

This course can be repeated for credit.

Weight Training (9-12)

.5 Credit

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

This course can be repeated for credit.

Lifetime Fitness (9-12)

.5 credit

The Lifetime Fitness course is designed for students to develop skills and gain knowledge in improving overall health wellness. Focus of units will allow students to improve muscular endurance, flexibility and mental health. Units can include yoga, pilates, weight training, walking, and other individual fitness pursuits and sports.

This course can be repeated for credit.

Team Sports (9-12)

.5 credit

Team Sports provides students with a deeper understanding of movement and fitness within a variety of team sports. Students will also learn concepts involved in coaching and sports leadership.

This course can be repeated for credit.

Prerequisite: Completion of General Physical Education, Weight Training, or Lifetime Fitness.

Adapted Physical Education (9-12)

.5 credit

Adapted Physical Education provides a modified general physical education curriculum for students who qualify for the course.

Prerequisite: Recommendation from IEP Team

Physical Education ELO (9-12)

.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.

Prerequisite: Completion of General Physical Education, Weight Training or Lifetime Fitness and approval from Physical Education Faculty.

Science

Advanced Placement Chemistry

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, gasses, 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. The course is designed to prepare students for the Advanced Placement Chemistry examination.

Advanced Placement Physics

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. 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.

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 (Grade 11-12)

1 credit

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 gasses; 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.

Survey of Physics (Grade 11-12)

1 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.

Environmental Science (Grade 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.

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.

Human Anatomy and Physiology (Grade 11-12)

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 (Grades 11-12)

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 (Grade 11-12)

.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 and Technology

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

CAD / Architectural Design (Grades 11-12)

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.

CAD / Engineering Graphics (Grades 11-12)

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.

Graphic Design (Grades 9-12)

.5 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

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 11-12)

1 credit

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

Building Construction (Grades 9-12)

.5 credit (2nd semester)

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.

Home Maintenance (Grades 9-12)

.5 credit (1st semester)

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 specific responsibilities and schedules.

Introduction to Electricity (Grades 9-12)

.5 credit

Introduction to Electricity/Electronics; designed for the hands-on student. Students work on individual and group projects. Assignments provide opportunities 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 and career skills will be emphasized through a series of guided projects that include working in sheet metal fabrication, machine tool processes, 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 10-12)

.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 application.

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.

**Monadnock Regional School District
School Board/Budget Committee Joint Meeting
December 3, 2024 (Not Yet Approved)
MRMHS Library Swanzey NH**

School Board Member: Lisa Steadman, Gina Carraro, Edmond LaPlante, Jeff Cesaitis, Kristen Noonan, Hannah Blood, Betty Tatro and Cheryl McDaniel-Thomas.

Absent: Dan LeClair, Scott Peters, Jennifer Strimbeck, Brian Bohannon and Eric Stanley,

8:30

Budget Committee Members: Wayne Lechlides, Robert Audette, Ed Sheldon, Anne Marie Osheyack, Doug Bersaw, Jack Gettens, Sarah Burgess and Nancy Carney.

Absent: Jon Hoden, Virginia Doerpholz, Bruce Murphy, Unassigned seats from Roxbury.

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

1. CALL THE MEETING TO ORDER: 7:00 PM

a. School Board Roll Call: L. Steadman called the School Board Meeting to order. Roll call was taken.

b. Budget Committee Roll Call: E. Sheldon called the Budget Committee Meeting to order. Roll call was taken.

2. PUBLIC COMMENTS: There were no public comments.

3. MATTERS FOR JOINT MEETING INFORMATION & DISCUSSION:

a. Building Project Update: J. Rathbun introduced Andrew the Project Manager and K. Barker is on Zoom. Andrew explained that the steel is up and a lot of the roof is up. K. Barker said the MTC drawings are complete and they are working on the kitchen drawings. The administration, K. Barker and Andrew are working on the interior design which will go out to bid by Christmas. Everything is close to budget and on time. **G. Carraro arrives.** Andrew reported that Emerson is a little different due to the smaller amount of renovations. The final stages of the drawings for the Troy School are being done. They are working out the details. The final bids will go out in January. Gilsum School is the smallest of all the schools. The committee will be meeting tomorrow to discuss the process and timeline. Everyone is working together and it is running smoothly. At Emerson they will be drilling a new well. Hutter will be working around the old well until the new one is done. Andrew explained that the softball field looks great, the field is seeded, paving and the foundation is complete. The slabs are being poured for the steel decking for the second floor. There is radiant heat under the

administration area. More slabs to be poured soon. The electrical is in place and the tents of tarps are up for the cold weather. Everything is going smoothly. Hutter is doing a great job managing the project. The communication between all parties is great. There is a terrific working relationship. At Emerson there is a focus on the addition in the front of the building and the 2 new classrooms in the back. The footings are poured and the walls in the back are to be poured soon and then the framing. Hutter is planning ahead for the HVAC work. It was explained that the contingency for MTC has not been used, MTC is $\frac{1}{3}$ complete and 32.92% of the budget has been spent. J. Rathbun said he could not be happier with Andrew, K. Barker and Hutter. Working together and getting things done. The kids are great, the principals are wonderful and very understanding with help in solving the issues.

b. MDEA Contract Overview: A.M. Osheyack arrives. L. Steadman presented information to the committees regarding the MDEA Contract. She explained it is a 3-year contract and the most expensive they have had but necessary to keep up with the other districts. The Negotiating Committee ran comparisons with area districts. There was an increase in health insurance. L. Steadman explained the steps scale, the career rate, off step employees, professional development, tuition assistance and stipends. She explained that the committee felt this was a good agreement. The teachers were satisfied.

c. Budget Presentation: J. Rathbun explained the important dates that are required by the RSA. February is the Deliberative Session. J. Rathbun explained that the BOY is up in Swanzey and there are decreases in other schools. There were 14 new students from the building by Gomarlos. Cutler is up by 25 students. There are 326 students at Cutler which is the most ever. There are 1598 students and 24 out of district students. The cost per pupil is lower than the State's at \$20,065.87. J. Rathbun explained that the Board gave directions to the administration to keep the proposed budget with an increase of no higher than 1.5%. The administration was set to deliver a flat budget with no initiatives. The slight increase went out the door with the Health Trust in the amount of \$936,000. The second year of the MESSA Contract is in the proposed budget as well as the increase in Out of District tuition, transportation and related services. With the 1.6% million-dollar drivers the proposed budget increase is at 3.84%. The administration worked to reduce the proposed budget by \$200,000 more. The Board had a wish list to hire 2 permanent substitute teachers for the amount of \$120,000 and to increase the coach and advisor stipends by \$25,000. J. Rathbun explained the revenues that come into the district such as adequacy and Medicare reimbursement. W. Lechliden asked if the administration is doing everything possible to keep the Out of District students here. J. Rathbun said that we do not want to send kids out. We want to keep them in the district. It is never the goal. Sending students out is very difficult to do. We are relooking at this. Some Superintendents are looking to team up. We are seeing an influx of kids. We are not different from other districts. We are

confident that we are doing everything. W. Lechliden asked about changing the health insurance. J. Rathbun explained that we can shop next year. We have had this conversation.

J. Rathbun was asked about the conversation with the Winchester School District regarding sending the Winchester high school students to Monadnock or 2 other districts. He said there was an open conversation. He also said that the headline in the paper was incorrect. We are not competing, only talking. There are 136 students in grades 9-12. We do have the space. Bringing the students to Monadnock would require teachers and a school counselor. The tuition would be 2 or 2.5 million for the district.

d. Warrant Articles Under Construction: **Article One** is the proposed budget in the amount of \$39,199,676 with no default number at this time. **Article Two** is the MDEA Contract. **Article Three** is the renovations to the roof over the boy's locker room and the connecting roof to the girl's locker room. **Article Four** is the Special Education Expendable Trust. **Article Five** is the Vehicle Expendable Trust. **Article Six** is the Building and Grounds Expendable Trust. **Article Seven** is the School Building Maintenance Expendable Trust. It was explained that the Expendable Trusts will only be funded if there is a surplus. W. Lechliden would like to change the amounts of Article Six to \$100,000 and Article Seven to \$100,000. W. Lechliden suggested rearranging the articles and having Article Seven after Article Four. K. Noonan did not agree. E. Sheldon said it is a smoother process if we put in a certain amount in each year. It was explained that there may be an Article Eight regarding the sale of Cutler. O'Shaughnessy gave legal advice and said the School District can not sell Cutler without the vote of the people. The Board would like to have an article regarding the Cutler Building. J. O'Shaughnessy would like to work on the wording of the article. D. Bersaw asked if the funds from the sale of Cutler would go in the general fund. J. Rathbun mentioned that there is a State law which says if the building is vacant it must be offered to a Charter School. We are required to notify the State if there is a vacant building. J. Rathbun explained that they are waiting for a legal opinion. **Article Nine** to receive and approve the reports.

E. Sheldon will take over the Budget Committee Meeting:

4. Budget Committee Meeting:

a. Approval of the August 27, 2024 Budget Committee Meeting Minutes:
MOTION: W. Lechliden **MOVED** to approve the August 27, 2024 Budget Committee Meeting Minutes as presented. **SECOND:** A.M. Osheyack. **VOTE:** N. Carlson-abstain and all remaining members-yes. **Motion passes.**

b. January Budget Hearing-January 9 or 16 and December Budget Committee Meeting: The committee would like to hold the Public Hearing on January 9, 2025 and the Budget Committee Meeting on December 16, 2024 to discuss the

proposed default number. **MOTION:** D. Bersaw **MOVED** to schedule the Public Hearing for January 9, 2025 and the Budget Committee Meeting for December 16, 2024.

SECOND: N. Carlson. **VOTE:** Unanimous for those present. **Motion passes.**

5. **L. Steadman takes over the meeting:**

6. **Motion to approve the Consent agenda:** **MOTION:** K. Noonan **MOVED** to approve the manifest in the amount of \$887,535.86 and the November 19, 2024 School Board Meeting Minutes and Non-Public Meeting Minutes with a correction. **SECOND:** B. Tatro. **VOTE:** Unanimous for those present. **Motion passes.**

7. **Motion to adjourn the Budget Committee Meeting:** **MOTION:** D. Bersaw **MOVED** to adjourn the Budget Committee Meeting **SECOND:** A. M.Osheyack **VOTE:** Unanimous for those present. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
MRSD Recording Secretary

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session
December 3, 2024(Not Yet Approved)
Monadnock Middle/High School Library, Swanzey, NH**

Members Present: Betty Tatro, Kristen Noonan, Hannah Blood, Lisa Steadman, Jeff Cesaitis, Cheryl McDaniel-Thomas, Edmond LaPlante, Gina Carraro. **Absent:** Brian Bohannon, Eric Stanley, Jennifer Strimbeck, Scott Peters and Dan LeClair.

Administration Present: J. Rathbun, Superintendent, Lisa Spencer, Assistant Superintendent and J. Morin, Business Administrator.

8:30 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: Notifications: J. Rathbun informed the Board of two resignations. Dawn Strahan will be resigning on December 20, 2024 and Quinn Underwood will be resigning on December 6, 2024.

MOTION: K. Noonan **MOVED** to leave Non-Public Session and adjourn the meeting.

SECOND: C. McDaniel-Thomas **VOTE:** Unanimous for those present. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

December 17, 2024 School Board Meeting
Budget Transfer

Budget Transfers

1. Requested by: Janel Morin, Business Administrator

FROM:	01.1200.51100.00.00000	MRMHS Spec Ed Teacher Salaries	\$ 57,500.00
	01.1200.52110.00.00000	MRMHS Spec Ed Health Ins	\$ 30,200.00
TO:	01.1200.54300.09.00000	DW Spec Ed Contracted Svcs	\$ 6,300.00
	01.1200.55690.09.00000	DW OOD Tuition	\$ 53,000.00
	01.1200.55190.09.00000	DW Spec Ed Transportation	\$ 28,400.00

◆ Amount: \$87,700

◆ Reason: Transfer funds from MRMHS Spec Ed Salaries and benefits to cover increased costs under DW Special Education Contracted Services, OOD Tuition and Special Education Transportation.



MONADNOCK REGIONAL SCHOOL DISTRICT
Towns of Swanzezy, Richmond, Fitzwilliam, Troy, Gilsum, Roxbury

PUBLIC NOTICES

Budget Hearing

Pursuant to RSA 32:5, The Monadnock Regional School District School Budget Committee will hold a public budget hearing at 7:00 pm in the MRMHS Library 580 Old Homestead Hwy, Swanzezy, NH on Thursday January 9th, 2025 to receive public input on the proposed budget to be acted on at the Annual School District Meeting (Deliberative Session Feb. 1st, 2025 and ballot voting March 11th, 2025)

The **MRSD Supervisors of the Checklists** will be in session at the following locations, on the dates and times listed below:

- **Swanzezy:** Tuesday, January 21st, 2025 at Swanzezy Town Hall, 5:00 p.m. - 5:30 p.m.
- **Richmond:** Tuesday, January 21st, 2025 at Richmond Veterans Hall, 6:00 p.m. - 6:30 p.m.
- **Fitzwilliam:** Tuesday, January 21st, 2025 at Fitzwilliam Town Hall, 5:00 p.m. - 5:30 p.m.
- **Gilsum:** Tuesday, January 21st, 2025 at the Gilsum Public Library, 7:00 p.m.-7:30 p.m.
- **Roxbury:** Tuesday, January 21st, 2025 at Roxbury Town Hall, 5:00 p.m. - 5:30 p.m.
- **Troy:** Tuesday, January 21st, 2025 at Town Hall, 7:00 p.m. - 7:30 p.m.

Voters must go to the supervisors' meeting in the towns in which they live if they wish to register or change registration. These will be the only dates and times available to update the checklist prior to the Deliberative Session.

Filing for District Offices:

Persons interested in being a candidate for the following school district offices may file for these positions starting **Wednesday, January 22nd, 2025 to Friday January 31st, 2025**. Those interested must file in person at the SAU #93 Central Office, 600 Old Homestead Highway, Swanzezy, NH. Office hours are 8:00 a.m. to 4:00 p.m. except on Friday, January 31st, 2025 the office will be open until 5:00 p.m. Declarations will not be accepted after 5:00 pm on the 31st.

DISTRICT MODERATOR

(1) One Year Term

SCHOOL BOARD

For a Three-Year Term

(2) Representatives Swanzezy

(1) Representative Gilsum

For a One-Year Term

(1) Representative Swanzezy

BUDGET COMMITTEE

For a Three-Year Term

(2) Representatives Swanzezy

(1) Representative Roxbury

For a One-Year Term

(1) Representative Troy

MRSD Deliberative Session: will be held on **February 1st, 2025 beginning at 10:00 am** in the MRMHS Auditorium. 580 Old Homestead Hwy. Swanzezy, NH 03446

MRSD Annual Meeting (School District Vote): March 11th, 2025 in the following locations:

- Fitzwilliam- Town Hall, 11 am - 7 pm
- Gilsum- Gilsum Community Center, 1 pm -7 pm
- Richmond- Veteran's Hall, 11 am -7 pm
- Roxbury- Meeting House, 6 pm - 8 pm (7 pm town meeting)
- Swanzezy- Monadnock Regional Middle-High School Gymnasium, 8 am -7 pm
- Troy- Samuel E. Paul Community Center 10 am -7pm

Request for Absentee Ballots for the Monadnock Regional School District may be requested from their local Town Offices during regular business hours with the exception of Roxbury. Roxbury Absentee Ballots are requested through SAU #93 Office (600 Old Homestead Hwy. Swanzezy, NH 03446). Absentee ballots will be mailed to eligible voters by their local Town Office. Roxbury Absentee Ballots will be mailed to eligible voters by the SAU #93 Office.

School District Officers will be elected at the second session of the Annual Meeting of the Monadnock Regional School District on March 11th, 2025 in accordance with the statutory election procedures adopted by a vote of the District on March 11, 1996. The School District Warrant for the election of School District Officials will be posted in accordance with Revised Statutes Annotated (RSA) 40:13 in each of the District's member Towns.