

**Monadnock Regional School District & SAU #93**

**School Board Agenda**

**January 21, 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. Winchester Process
  - c. First Student contract extension
  - d. Multi-age Classrooms Overview
  - e. Policies for 1st Read
    - i. EH - Public Access to School District Records
    - ii. EH-R (1) - Public Access to School District Records/" RTK"
    - iii. EBCA - Crisis Prevention and Emergency Response Plan
    - iv. EBCH - Chemical Safety Chemical Hygiene Plan
5. MATTERS THAT REQUIRE BOARD ACTION
  - a. \* MRMHS Program of Studies
  - b. \* COSSBA Annual Conference
  - c. \* Warrant Articles & Prepare for Deliberative Session
  - d. \* Authorize CRC to edit WAIPE post-Deliberative
  - e. \* Policies for 2nd 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
  - f. \* Approve the Consent Agenda
    - i. January 7, 2024 Minutes
    - ii. Manifest
    - iii. Budget Transfers
6. SETTING NEXT MEETING'S AGENDA
  - a. February 4, 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:**

<b>01/21/2025</b>	<b>MRSD/SAU 93 School Board</b>	<b>7:00 pm</b>	<b>MRMHS Library</b>
<b>01/22/2025</b>	<b>Education Committee</b>	<b>6:00 pm</b>	<b>SAU Conference Room</b>
<b>01/28/2025</b>	<b>Budget Committee</b>	<b>7:00 pm</b>	<b>MRMHS Library</b>

**February 1st, 2025**

**Deliberative Session**

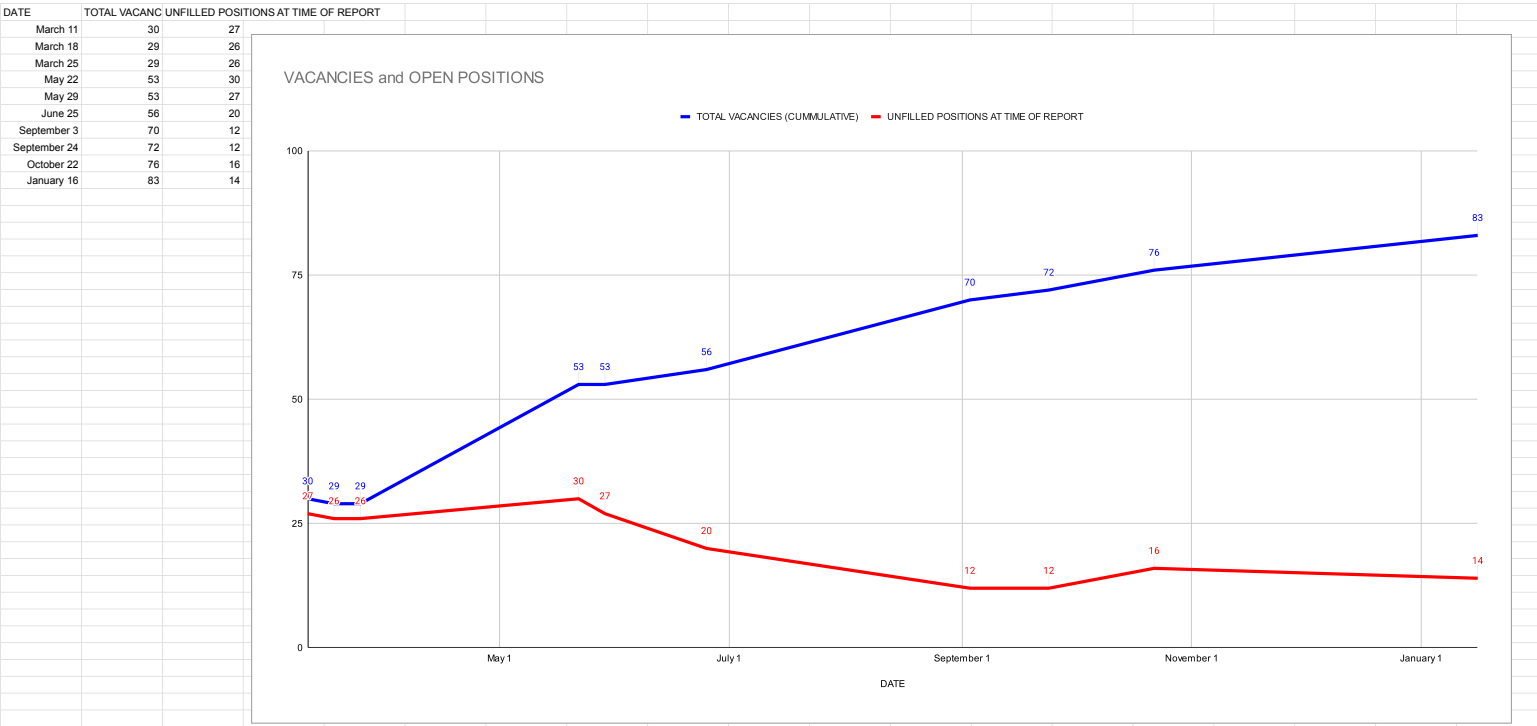
**10:00 am MRMHS Auditorium**

<b>02/04/2025</b>	<b>MRSD/SAU 93 School Board</b>	<b>7:00 pm</b>	<b>MRMHS Library</b>
<b>02/11/2025</b>	<b>Policy Committee</b>	<b>7:00 pm</b>	<b>SAU Conference Room</b>
<b>02/12/2025</b>	<b>Finance &amp; Facilities Committee</b>	<b>6:30 pm</b>	<b>SAU Conference Room</b>

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.\*\***

Total Vacancies 2024/25	Count	Current Vacancies 2024/25	Count
Administrative Assistant	6	Administrative Assistant	0
ASL Interpreter	1	ASL Interpreter	0
Assistant Superintendent	1	Assistant Superintendent	0
Biology Teacher	1	Biology Teacher	0
Business Teacher	1	Business Teacher	0
Custodian	3	Custodian	0
Earth Science Teacher	1	Earth Science Teacher	0
Elementary Teacher	18	Elementary Teacher	1
Elementary Teacher (Prek)	1	Elementary Teacher (Prek)	0
HS English teacher	1	HS English teacher	0
HS Social Studies	1	HS Social Studies	0
Interventionist	1	Interventionist	1
MS English Teacher	1	MS English Teacher	0
MS Science	1	MS Science	0
MS Social Studies	1	MS Social Studies	0
Music Teacher	1	Music Teacher	0
Nurse	2	Nurse	0
Paraprofessional	18	Paraprofessional	7
PE Teacher	1	PE Teacher	0
Reading Specialist	1	Reading Specialist	0
Reading Teacher	1	Reading Teacher	0
School Counselor	2	School Counselor	0
School Psychologist	2	School Psychologist	0
School Psychologist (.5)	1	School Psychologist (.5)	1
Social Worker	2	Social Worker	0
Spanish Teacher	1	Spanish Teacher	0
Special Ed Teacher	6	Special Ed Teacher	2
Special Ed Teacher (.5)	1	Special Ed Teacher (.5)	0
Speech Pathologist	2	Speech Pathologist	1
Technology Education Teacher	1	Technology Education Teacher	1
Wellness Interventionist	2	Wellness Interventionist	0
1/16/2025	83	1/16/2025	14



## **Policy Motions and Actions from January 14, 2025**

### **EH: Public Access to School District Records**

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

- Policy recommended
  - September 2024, revisions generally intended to reflect that EH-R should now require Board approval as a "procedural policy" due to contemporaneous revisions to EH-R in response to 2024 amendments to 91-A:4 relative to fees for electronic communications.
- 

### **EH-R(1): Public Access to School District Records – Procedures for Public Access to District Records “Right to Know Requests”**

**MOTION:** *To adopt procedural policy EH-R(1) NHSBA sample policy. In addition, adopt forms EH-F(1) and EH-F(2) that support this policy.*

- Policy required by law or recommended
- The catalyst for the revision is passage of HB1002 (amending RSA 91-A:4). See Endnote #1 for further information on the amendment. However, the revisions to this sample also include reformatting and re-arranging for flow, addition of captions and other edits, in addition to revisions responsive to HB1002, which (a) puts into law the long recommended practice of contacting a requester to try and simplify complicated or overly-broad requests, (b) allows additional charges for certain requests that result in extensive electronic communications - subject to certain exceptions, and (c) requires an estimation of costs to be made at the same time as the initial response to a request if the request will not be satisfied within the allotted 5 days, the appropriateness of allowing public bodies to charge for electronic communication records and requiring fee waivers in case of the requestor's financial hardship.

---

## **EBCA: Crisis Prevention and Emergency Response Plan**

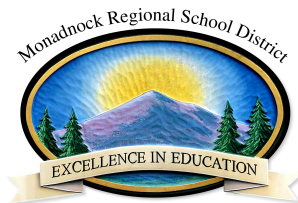
**MOTION:** *To update policy EBCA to NHSBA sample policy.*

- Policy recommended
  - Revised to include reference to new chemical safety and chemical hygiene sample policy EBCH.
- 

## **EBCH: Chemical Safety and Chemical Hygiene Plan**

**MOTION:** *To adopt policy EBCH NHSBA sample policy.*

- Policy Required by law
  - NHSBA created this new sample policy (a) to satisfy a requirement in NH Ed 320.02(b)(3) that districts have a policy to minimize the use of toxic chemicals, and provisions prohibiting employees from bringing their own cleaning products or pesticides into school buildings, and (b) to include information regarding the requirement under Ed 320.02(b)(8) that districts create a chemical hygiene plan with elements as described in that section of Ed 320.02. The Upper Valley Lake Sunapee Regional Planning Commission has graciously made available a sample Chemical Hygiene Plan template for districts to use in preparing their own plans. That template is provided as EBCH-E(1)
-



Book	E: Support Services
Section	Series E
Title	Data Management
Code	EH
Status	Active
Adopted	May 4, 1993
Last Revised	March 3, 2020

## **DATA MANAGEMENT**

(Public Use of School Records)

The Superintendent is hereby designated the custodian of all “District records”, which term shall have the same meaning as “governmental records” as that term is defined in the state’s Right to Know law, RSA 91-A:1-a. Without limiting that meaning, District records shall include board or board committee minutes, documents, writings, letters, memoranda, e-mails, images, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.).

The Superintendent shall develop written procedures concerning all requests by the public to inspect or obtain copies of school district records (i.e., “governmental records”). The procedures shall conform in all respects to the Right to Know Law. The written procedures should contain provisions clearly indicating personnel responsible for processing any request for District records, as well as the cost for providing requested copies. No fee or expense shall be charged other than as allowed under RSA 91-A:4.

The Superintendent shall review such procedures annually and make such changes as are required as a result of legislative changes to the Right to Know or other applicable law or regulations, or as s/he may deem appropriate. Any changes to the written procedures should be provided to all appropriate personnel and to the School Board.

All District records shall be retained, deleted or destroyed in accordance with Board policy EHB, and Administrative Procedures EHB-R. Minutes of school board meetings, and materials used to prepare the same, shall also be made available in accordance with Board policy BEDG.

The Superintendent is authorized to contact the District's attorney for any matter related to requests for public records and/or the development of the written procedures required under this policy.

### **Legal References:**

*RSA 91-A, New Hampshire Right To Know Law*

**Revision Dates:** 3/3/2020, 9/4/2018

**Last Modified by Lillian Sutton on April 7, 2020**





Book	E: Support Services
Section	Series E
Title	Draft Data Management
Code	EH
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	September 4, 2018
Last Reviewed	August 1, 2018

## DRAFT

### DATA MANAGEMENT

The Superintendent is hereby designated the custodian of all “District records”, which term shall have the same meaning as “governmental records” as that term is defined in the state’s A:1-a. Without limiting that meaning, District records shall include board or board committee minutes, documents, writings, letters, memoranda, e-mails, images, or other information of maintained by the District in any physical form (written, visual, electronic, digital, etc.).

The Board has adopted procedural policy EH-R{\*\*}, to serve as the minimum requirements for procedures governing all requests by the public to inspect or obtain copies of school district “governmental records”) and the District’s responses to those requests. The Superintendent should develop additional written administrative procedures to ensure appropriate implementation of procedural policy EH-R{\*\*}. Such administrative procedures shall conform in all respects to the Right to Know Law. They should contain provisions clearly indicating personnel response request for District records, as well as a method for logging and tracking both the requests and the responses, and may contain provisions for including a log on the District’s website.

The Superintendent shall review such procedures annually and make such changes as are required as a result of legislative changes to the Right to Know or other applicable law or regulation. The Superintendent deems appropriate. Any changes to the written procedures should be provided to all appropriate personnel and to the School Board.

All District records shall be retained, deleted or destroyed in accordance with Board policy EHB{\*\*}, and Administrative Procedures EHB-R{\*\*}. Minutes of school board meetings, and the same, shall also be made available in accordance with Board policy BEDG{\*\*}.

The Superintendent or designee is authorized to contact the District’s attorney for any matter related to requests for public records and/or the development of the written procedures required.

---

#### **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. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

#### **NH Statutes**

RSA 194-C:4 II (a)  
RSA 91-A

#### **Description**

[Superintendent Services](#)  
[New Hampshire Right To Know Law \("Access to Governmental Records and Meetings"\)](#)

#### **Cross References**

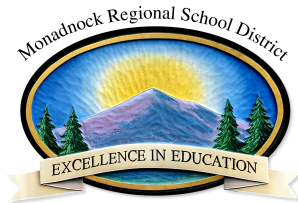
#### **Code**

BEDG  
EHB  
EHB-R(1)  
JRA  
JRA-R(1)

#### **Description**

[Meeting Minutes](#)  
[Data/Records Retention](#)  
[Data/Records Retention - Local Records Retention Schedule](#)  
[Student Records and Access \(FERPA\)](#)  
[Student Records and Access \(FERPA\)](#)

**Last Modified by Kristen Noonan on January 14, 2025**



Book	E: Support Services
Section	Series E
Title	Administrative Procedures for Public Access to District Records "Right To Know Requests"
Code	EH-R
Status	Active
Adopted	March 3, 2020

#### ADMINISTRATIVE PROCEDURES FOR PUBLIC ACCESS TO DISTRICT RECORDS "RIGHT TO KNOW REQUESTS"

1. These procedures will apply to all requests to inspect or obtain copies of "District records", which term shall have the same meaning as "governmental records" as that term is defined in the state's Right to Know law, RSA 91-A:1-a. Without limiting that meaning, District records shall include board or board committee minutes, and any other documents, writings, letters, memoranda, e-mails, images, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.).
2. All requests for access to or copies of District records should be made to the Superintendent through the SAU office. Any board member or staff member who receives a request from a member of the public to see, receive or otherwise inspect any District record(s) ("Right to Know request") should immediately communicate that request to the SAU office.
3. Individuals making Right-to-Know requests are encouraged to discuss their requests with the school administration to ensure the request is stated in a manner that will focus on the records desired and avoid being unnecessarily overboard. Carefully tailored requests often can be fulfilled more promptly and help avoid resources being expended to retrieve and prepare material which exceeds what is actually being sought. Members of the public are encouraged to make their requests in writing and to include a specific description of the desired record(s). Right to Know requests for District records will not be denied if such request is not in writing. If the person making the request refuses to put the request in writing, the staff member receiving the request shall put the request in writing and shall provide the person with a copy.
4. Records requested under the Right-to-Know law which are not exempt under RSA 91-A:5 (or otherwise) will be made available immediately when such records are so available for such release. If such records are not immediately available, if a determination needs to be made if such records exist, or if a determination needs to be made whether such records are exempt from public disclosure, the Superintendent will, within five (5) business days of the request, respond to the requestor, in writing, acknowledging receipt of the request and providing a statement of the time reasonably necessary to determine whether the request shall be granted or denied. The Superintendent or designee may contact the person making the request if the request is unclear or will be time-consuming or onerous to fulfill to determine if the person will clarify the request or agree to narrow the request. Any clarification or narrowing of the request shall be documented in writing and a copy of the re-formed request provided to the person making the request.
5. Records will be reviewed in their entirety by either the Superintendent or his/her designee before they are released in order to ensure that no confidential or exempted information is disclosed. District legal counsel may be consulted as necessary.

6. Records exempted from disclosure by RSA 91-A:5 or other law will not be disclosed. If a member of the public requests records that are determined to be exempt from disclosure under RSA 91-A:5 or other law, the Superintendent will respond to the requestor, in writing, including a statement of the specific exemption authorizing the withholding, and a brief explanation of how the exemption applies to the record(s) withheld.
  7. The School District will charge a fee of \$0.25 per page for copying/photocopies of records when the person requests a paper copy. No cost or fee shall be charged for the inspection or delivery, without copying of records, whether in paper, electronic, or other form.
  8. Electronic records may be provided via e-mail or on a portable storage device (thumb drive), if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.
  9. All District records shall be retained, deleted or destroyed in accordance with Board policy [EHB{\\*\\*}](#) and administrative procedure [EHB-R{\\*\\*}](#). Minutes of school board meetings shall also be made available in accordance with Board policy [BEDG{\\*\\*}](#).
- 

Legal References:

RSA 91-A, New Hampshire Right To Know Law

**Last Modified by Lillian Sutton on March 16, 2020**



Book	E: Support Services
Section	Series E
Title	DRAFT Administrative Procedures for Public Access to District Records "Right To Know Requests"
Code	EH-R(1)
Status	Policy Committee Review
Adopted	March 3, 2020

DRAFT  
ADMINISTRATIVE PROCEDURES FOR PUBLIC ACCESS TO DISTRICT RECORDS "RIGHT TO KNOW REQUESTS"

This procedural policy applies to all requests to inspect or obtain copies of "District records", which term shall have the same meaning as "governmental records" as that term is defined in law, RSA 91-A:1-a. Without limiting that meaning, District records shall include board or board committee minutes, and any other documents, writings, letters, memoranda, e-mails, images, communications, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.). The Superintendent is authorized to issue procedures as the Superintendent deems appropriate.

- 1. Board and Staff Member Responsibilities.** All requests for access to or copies of District records should be made through the \_\_\_\_\_ office. Any board member or staff member who receives a request from a member of the public to see, receive or otherwise inspect any District records (to know request") should immediately communicate that request to \_\_\_\_\_ the SAU office for processing under Board policy \_\_\_\_\_ these procedures.
- 2. Written Requests Encouraged.** To help ensure common understanding between the requester and the staff responsible for responding to a request, making requests for records are strongly encouraged to submit their requests in writing and include a specific description of the desired records. A written request can greatly assist in minimizing confusion or misunderstanding exactly what is being requested.  
  
However, although written requests are preferred, a request will not be denied simply because it is not in writing. If the person making the request is unable to put the request in writing, the staff member receiving the request shall reduce the request to writing and shall provide the person with a copy of the written request.
- 3. Clarification, Refinement & Modification of Requests.** Carefully tailored requests can often be fulfilled more promptly and help avoid re-submitting requests. Retrieving and preparing material which exceeds what the requester is actually seeking. The Superintendent, designee or staff responsible for responding to the request may contact the person making the request if the request is unclear or will be time-consuming or onerous to fulfill to determine if the request can be clarified or agree to narrow the request. Staff responsible for responding to the request may suggest to the requestor reasonable modifications to the language of the request, but the requester is not required to accept them. Any modification, clarification or narrowing of the request agreed upon shall be documented in writing and a copy of the re-formed request provided to the person making the request.
- 4. Record Availability.** Records requested under the Right-to-Know law which are not exempt under RSA 91-A:5 (or otherwise) will be made available when such records are so available for such release. If such records are not immediately available, if a determination needs to be made if such records are exempt from public disclosure, the Superintendent or designee will, within five (5) business days of the request, respond to the requestor, in writing. The response shall acknowledge receipt of the request, provide a statement of the time reason for the delay, determine whether the request shall be granted or denied, and include an itemized estimate of the cost of making the record available. Records shall be released in their entirety by either the Superintendent or his/her designee before they are released in order to ensure that no confidential or exempted information is disclosed. District legal counsel may be consulted as necessary.
- 5. Exempt Information and Redaction.** Information exempt from disclosure by RSA 91-A:5 or other law will not be disclosed. The Superintendent or designee shall direct District staff to consult with the District's legal counsel when questions regarding application of exemptions to certain records or information arise.

In some instances, records containing information exempt from disclosure may reasonably be redacted in order to make the remainder of the records available.

If a member of the public requests records that are determined to include information exempt from disclosure, the Superintendent/designee will inform the requestor, in writing, including a statement of the specific exemption authorizing the withholding, and a brief explanation of how the exempt information is withheld.

Records will be reviewed in their entirety by either the Superintendent/designee before they are released in order to ensure that no confidential information is disclosed.

- 6. Copy Fees.** The School District will charge a fee of \_\_\_\_\_ {insert fee amount or fee structure} {see \*endnote\*} \$0.25 for copying/photocopying. The person requesting a paper copy. This fee reflects the actual cost of producing the copy(ies). No cost or fee shall be charged for the inspection or copying of records, whether in paper, electronic, or other form. ~~{optional language to include only if adopting section 8, below}~~, except below for certain individual electronic communications. Any costs associated with mailing copies - if available - must be paid for in advance of mailing.

Electronic records may be provided ~~{OPTIONAL, see Endnote #2}~~ [via e-mail or] on a portable storage device (thumb drive), if the requestor agrees that such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.

7. **Electronic Records.** Electronic records (including electronic communications as defined in Section 8) may be provided on a portable storage if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.
8. ~~SECTION 8 IS OPTIONAL - See Endnote #1 for further information.~~ **Charges for Certain Electronic Communications.** In addition to the copying fee in paragraph 6, the District may charge a reasonable fee prior to disclosing certain electronic communications as set forth in this Section.
- a. **Definitions.** For purposes of this Policy, the terms below will have the definitions provided.
- "Individual electronic communication" includes the communication itself as well as the responses and attachments to each communication on the same subject line. However, text or chat message threads regarding the same topic shall be considered an individual electronic communication if it exceeds 50 individual messages, at which point each additional group of 50 messages will be a separate individual electronic communication.
- "Media requestors" means organizations or individuals who publish information in accepted digital, print, or broadcast formats and to state or local government recognized by professional news organizations that do not serve primarily as a platform to promote the interest and/or opinions of a specific person or cause.
- b. **Digital Communication Charges.** The District will charge ~~insert fee of up to \$1.00~~ per individual electronic communication, regardless of whether they are delivered in hard copy or electronically, subject to the following:
- No charge shall be issued for the first 250 individual electronic communications.
  - Multiple requests from any person or entity to the same public body within a 30-day time period (measured from the date of the first request) shall be considered a single request (i.e. in the aggregate);
  - The charge shall be paid prior to any copies of electronic communications exceeding the first 250 individual electronic communications (above).
- c. **Waiver of Digital Communication Charges.** Waiver of digital communication charges is available as set forth below. It is up to the person requesting records to request to apply for and establish the waiver using the **District's Waiver of Electronic Communication Record Charge Form F(1) ("Waiver Request Form")**. The **Waiver Request Form** may be filed at any time, but it is required after the requester receives the charges and before the requested records are copied and made available. The waiver is available to requestors falling into one or more of the following categories:
- Any individual who can establish indigency as established by the federal poverty line (published each year by the Federal Department of Human Services). For purposes of establishing indigency, individuals may use:
    - copies of documentation submitted to or received from state or federal benefits agencies dated within 9 months;
    - a completed **"Financial Affidavit for Waiver of Electronic Communication Charge"** ~~(\*\*)~~ **EH-F(2)**; or
    - other documents or evidence satisfactory to the Superintendent or Superintendent's designee.
  - A media requestor or authorized representative of a media requester (satisfactory evidence of the status must be produced with the **Form**).
  - Any individual or entity who can establish that the disclosure of requested information requesting information is likely to contribute to the public understanding of the operations or activities of the district, its officials and its schools, and is not primarily in the commercial interest. For purposes of meeting the criteria, the requestor must complete the pertinent section of the **Waiver Request Form**. In deciding whether the request should be waived under this criteria, the Superintendent/designee will consider the following factors: ~~See Endnote #3 for source~~
    - The subject of the request must concern identifiable operations or activities of the District, with a connection that is direct and not attenuated.
    - The disclosable portions of the requested records must be meaningfully informative about government operations or activities that "contribute" to an increased public understanding of those operations or activities. Information that is already in the public domain in the same or a substantially identical form, would not contribute to such understanding.
    - The disclosure must contribute to the understanding of a reasonably broad audience of persons interested in the subject, as opposed to the requestor's individual understanding.
    - It should appear likely that the public's understanding of the subject will be enhanced to a significant extent by the disclosure.

---

**District Policy/Procedure History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

**District revision history:**

---

~~DELETE ALL END NOTES BEFORE ADOPTION~~

~~Endnote #1: 2024 Amendments to 91-A:4 allow districts to require an additional "charge" for copies of electronic communications that are voluminous. The amendments further require that if an entity adopts the provision allowing have a policy relative to the charges. Unfortunately, the amendments also include requirements for waivers from the charge for 3 categories of requests or requestors. The tests for two of these might prove more problematic than sin themselves. Accordingly, districts may choose not to adopt provisions relating to the permitted charges, in which case the policy remains only recommended.~~

~~Endnote #2: The District may, but is not required to, provide copies of records via email.~~

~~Endnote #3: The factors listed as i – iv are adapted from the guidelines established by the U.S Department of the Interior Guidelines for FOIA fee waivers. <https://www.doi.gov/foia/fccs-waivers> (Accessed 2024.9.26).~~

*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 reci Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

**NH Statutes**

RSA 194-C:4 II (a)

RSA 91-A

**Description**

[Superintendent Services](#)

[New Hampshire Right To Know Law \("Access to Governmental Records and Meetings\)](#)

Cross References

**Code**

BEDG

EHB

EHB-R(1)

JRA

JRA-R(1)

**Description**

[Meeting Minutes](#)

[Data/Records Retention](#)

[Data/Records Retention - Local Records Retention Schedule](#)

[Student Records and Access \(FERPA\)](#)

[Student Records and Access \(FERPA\)](#)

Last Modified by Kristen Noonan on January 14, 2025

NHSBA SAMPLE FORM for EH-F(1)

Request for Waiver of Electronic Communication Record Charge **Only needed if adopting optional Section 8 of EH-R(1)**

~~~~~

\_\_\_\_\_ School District, SAU \_\_\_\_\_

**Request for Waiver of Charge for Individual Electronic Communications**

*This form should be used only when a person/entity is requesting a waiver of a charge for records of Individual Electronic Communications*

**Requestor Information:**

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Information Relating to Request for Electronic Communications:**

Date of Records Request: \_\_\_\_\_

Records Requested: (general description only) \_\_\_\_\_  
\_\_\_\_\_

Estimated Charge Provided by District/SAU \$ \_\_\_\_\_

**Reason for Requesting Fee Waiver:**

(Please check the box(es) that apply to your situation.)

- ☐ **Financial Hardship/Indigency.** This waiver is available to any individual who can establish indigency as established by the federal poverty line (published each year by the Federal Department of Health and Human Services). For purposes of establishing indigency, individuals may use:
- i. copies of documentation submitted to or received from state or federal benefits agencies dated within 9 months;
  - ii. a completed "Financial Affidavit for Waiver of Charges";
  - iii. other documents or evidence satisfactory to the Superintendent or Superintendent's designee.
- ☐ **Media Requestor** (defined in EH-R and RSA 91-A:4, X). (Satisfactory evidence of the status must be produced at the time this form is submitted.)
- ☐ **Public Understanding** The request is not primarily in the commercial interest of the requestor, and disclosure requested information requesting information is likely to contribute significantly to public

understanding of the operations or activities of the district, its officials, employees or its schools.

In deciding whether the fee should be waived under this criteria, the Superintendent/designee will consider the following factors:

- i. The subject of the request must concern identifiable operations or activities of the District, with a connection that is direct and clear, not remote or attenuated.
- ii. The disclosable portions of the requested records must be meaningfully informative about government operations or activities to be "likely to contribute" to an increased public understanding of those operations or activities. Information that is already in the public domain, in either the same or a substantially identical form, would not contribute to such understanding.
- iii. The disclosure must contribute to the understanding of a reasonably broad audience of persons interested in the subject, as opposed to the requestor's individual understanding.
- iv. It should appear likely that the public's understanding of the subject will be enhanced to a significant extent by the disclosure.

Outline or provide any information relative to the above criteria (especially iii & iv) which might assist the Superintendent/designee making a determination relative to the potential contribution to public understanding of the operations or activities of the District, its officials, employees or schools.

---

---

---

(Please attach any documents that support your request for a waiver.)

### CERTIFICATION

I hereby certify that the information provided in this request is true and correct to the best of my knowledge. I understand that providing false information may result in the denial of my request for a fee waiver.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

### **\*\*For Office Use Only:\*\***

Date Received: \_\_\_\_\_

Request Approved: ☐ Yes ☐ No

Approved By: \_\_\_\_\_

Notes: \_\_\_\_\_



**Affidavit of Indigency for Waiver of Electronic Communication Charge**



\_\_\_\_\_ School District, SAU \_\_\_\_\_

**Request for Waiver of Charge for Individual Electronic Communications**

*This form should be used only when a person/entity is requesting a waiver of a fee for waiver of a charge for records of Individual Electronic Communications based upon indigency.*

**Requestor Information:**

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**Information Relating to Request for Electronic Communications:**

Date of Records Request: \_\_\_\_\_

Records Requested: (general description only) \_\_\_\_\_  
\_\_\_\_\_

Estimated Charge Provided by District/SAU \$ \_\_\_\_\_

**Eligibility Determination Form: Federal Poverty Guidelines**

**Applicant Information**

- Name: \_\_\_\_\_
- Address: \_\_\_\_\_
- City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_
- Phone Number: \_\_\_\_\_
- Email Address: \_\_\_\_\_

**Household Information**

**1. Household Size**

- Total number of people living in your household (including yourself): \_\_\_\_\_

**2. Household Members**

- Please list each household member and their relationship to you:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

*Include additional household members on rear of form.*

### **Income for the Current Year**

- Annual **CURRENT\*** gross income of the **ENTIRE** household (before taxes): \$\_\_\_\_\_

(Although a tax return from a prior year can be helpful documentation, the amount included here should be based upon current circumstances. Include all sources of income: wages, salaries, social security, unemployment benefits, child support, etc.)

#### **4. Sources of Income** (Check all that apply):

- ☐ Wages/Salary \_\_\_\_\_
- ☐ Social Security
- ☐ Unemployment Benefits
- ☐ Child Support/Alimony
- ☐ Pension/Retirement
- ☐ Disability
- ☐ Self-employment
- ☐ Other: \_\_\_\_\_

Please attach any documents that support your statements above.

### **CERTIFICATION**

I hereby certify that the information provided in this request is true and correct to the best of my knowledge. I understand that providing false information may result in the denial of my request for a fee waiver.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

#### **\*\*For Office Use Only:\*\***

Date Received: \_\_\_\_\_

Request Approved: ☐ Yes ☐ No

Approved By: \_\_\_\_\_



|              |                                               |
|--------------|-----------------------------------------------|
| Book         | E: Support Services                           |
| Section      | Series E                                      |
| Title        | Crisis Prevention and Emergency Response Plan |
| Code         | EBCA                                          |
| Status       | Active                                        |
| Adopted      | May 4, 1993                                   |
| Last Revised | March 3, 2020                                 |

## **EBCA - CRISIS PREVENTION & EMERGENCY RESPONSE PLANS**

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy [EBCB](#). The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liaison with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school.

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such a review, the plan remains unchanged, then the Superintendent

shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is updated/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Revision Dates: 3/3/2020, 1/22/2019, 8/1/2018

Legal References:

- RSA 193-F, Pupil Safety and Violence Prevention
- RSA 193-D, Safe School Zones
- RSA 189:64, Emergency Response Plans
- NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

Related Policies: [EB](#) & [JICK](#)

See also: [EBCA-R](#)

**Last Modified by Lillian Sutton on January 8, 2021**



|              |                                                     |
|--------------|-----------------------------------------------------|
| Book         | E: Support Services                                 |
| Section      | Series E                                            |
| Title        | DRAFT Crisis Prevention and Emergency Response Plan |
| Code         | EBCA                                                |
| Status       | Policy Committee Review                             |
| Adopted      | May 4, 1993                                         |
| Last Revised | March 3, 2020                                       |

## DRAFT

### EBCA - CRISIS PREVENTION & EMERGENCY RESPONSE PLANS

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

A. **Site-specific Emergency Operations Plan (RSA 189:64).** Each school shall develop a site-specific school emergency operations plan ("EOP") based on and conforming with the Incident Command System and the National Incident Management System and pursuant to RSA 189:64.

Each Emergency Operations Plan will address hazards as including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities.

School building principals, or their designee, shall annually review their site-specific EOP and submit updated plans (or report of no changes) to the Superintendent for review by ~~September 15th.~~ <sup>†</sup> ~~delete fn.~~

If, after such review, the plan remains unchanged, then the ~~Superintendent or their designee/Principal~~ shall notify the New Hampshire Department of Safety by October 15 that the plan is unchanged. If an Emergency Operations Plan is updated/revised, the ~~Superintendent or their designee/Principal~~ shall submit the updated Emergency Operations Plan to the Director of Homeland Security and Emergency Management of the Department of Safety by October 15.

*All hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB <sup>(\*\*)</sup>.*

#### B. **District-wide Crisis Prevention and Response Plan.**

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan (the "District Crisis Plan"). The District Crisis Plan shall serve as a compilation of each site-specific Emergency Operations Plan for each District school and shall include the current Sports Injury Emergency Action Plan as required under Board policy <sup>(\*\*)</sup>JLCJA and RSA 200:40-c.

The District-wide Crisis Plan will include provisions addressing coordination of crisis prevention and responses between and among the different schools, grounds, school buses, and other facilities of the District. Additionally, the District Crisis Plan should address:

~~*Insert other provisions or issues the Board wishes such plan to address.*~~

In order to avoid plan/policy conflicts, the District Crisis Plan will reference applicable sections of other pertinent plans rather than restate (e.g., crisis communications should be addressed in the District Communication Plan, <sup>(\*\*)</sup>EG-R, emergencies relating to hazardous chemicals use should be addressed in the Chemical Hygiene Plan created under policy should be <sup>(\*\*)</sup>EBCH.

The District Crisis Plan shall be updated and provided to the Board for review by October 31 each year (i.e., after the site-specific EOP's are submitted to the state).

C. **Coordination.** The Superintendent will establish a relationship with local and state emergency services (e.g., police, fire, ambulance, etc.). Unless otherwise provided in a site-specific EOP, the District-wide Crisis Prevention and Response Plan or the District Communication Plan, the Superintendent, or his/her designee, will serve as the coordinator/liaison with these authorities. Additionally, the Superintendent should designate personnel to explore the availability of any training or support provided by the New Hampshire Departments of Education and/or Safety associated with risk assessment, crisis management, and other matters related to this policy.

---

<sup>†</sup> ~~[Delete fn.] This date should be early enough to allow the Superintendent/facilities director sufficient time for review before the October 15 deadline to submit to the state.~~

Last Modified by Kristen Noonan on January 14, 2025



|         |                                           |
|---------|-------------------------------------------|
| Book    | E: Support Services                       |
| Section | Series E                                  |
| Title   | Chemical Safety and Chemical Hygiene Plan |
| Code    | EBCH                                      |
| Status  | Policy Committee Review                   |

## DRAFT

### Chemical Safety and Chemical Hygiene Plan

A. **Purpose.** The Board's objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and other school property. The policy accomplishes this in two ways. First, it establishes standards regarding the use and handling of toxic chemicals for control. Second, it directs the creation of a chemical hygiene and safety plan (the "Plan") for managing hazardous substances on District property in the event of any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and stored on District property, including, but not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food service, groundskeeping, or custodial services.

"Hazardous substances" as used in this Policy shall mean and include any material specifically designated as hazardous by state or federal law, or a substance or mixture of substances which may be explosive, ignitable, corrosive, reactive, or toxic.

B. **Plan Preparation and Contents.** The Board directs the **Superintendent or their designee** to prepare a Chemical Hygiene Plan that complies with federal laws and regulations which pertain to the proper management of hazardous materials. When necessary, the District shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services (NHDES) to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried, and a classification system for grouping hazardous materials for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response;
2. General provisions outlining response to Hazardous Substance Emergencies, with such items as responsible personnel, required resources, communication plans, ladders, message-specific templates, parental notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Response Plan<sup>+</sup> and site-specific Emergency Operations Plans prepared under Board policy **{\*\*}EBCA**;
3. Special provisions for specific substances, e.g., and as pertinent:
  - a. Criteria for acquisition
  - b. Storage
  - c. Use
  - d. Disposal
  - e. Incident prevention
  - f. Special provisions relative to accidental release or other emergency;
4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products onto District property without prior approval from the administration;
5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto District property;
6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is updated, frequency, how and by whom training syllabi are established; Additionally, employees receiving such training will be encouraged to make safe substitutions for hazardous substances to the extent possible and to minimize the generation of such substances;
8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable **Student Codes of Conduct** and/or **Handbooks**;
10. Protocols for reporting general (non-emergency) concerns regarding hazardous substances on District property.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

C. **Prohibition of Introduction of Cleaning Products or Pesticides by School Staff.** No employee or designated volunteer may bring any cleaning products or pesticides onto District property without prior approval of the school administration, or as specifically provided in the Plan.

- D. **Biennial Review and Update.** The Superintendent and/or designee shall ensure that the Plan and all procedures and protocols adopted pursuant to this policy shall be reviewed no less than every two (2) years and updated as necessary. The Copies of the updated Plan and procedures should be provided to the start of each school year. Recommendations requiring Board policy changes should be brought to the ~~Policy Committee and~~ Board as soon as practicable.

~~\*[Delete fn.] NHSDA sample policy EBCA directs the creation of a coordinated "District-wide Crisis Prevention and Emergency Response Plan", which, among other things, includes required site-specific Emergency Operations Plans (see RSA 189:64). Districts which do not adopt EBCA nonetheless must file annual site-specific Emergency Operation Plans, which include relating to communications in event of certain emergencies.~~

**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. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**NH Dept of Ed Regulation**

N.H. Code Admin. Rules Ed 320

**Description**

School Facility Approval Process

Cross References

**Code**

EBCA

**Description**

Crisis Prevention and Emergency Response Plans

Last Modified by Kristen Noonan on January 14, 2025

## Program of Studies 2025-2026 updates

### Classes that have been removed:

- Gender and Race (ELA)
- Art Survey (VAPA)
- Art 1 (VAPA)
- Art 2 (VAPA)
- Creative Studio Arts (VAPA)
- Ceramics (VAPA)
- H.O.P.E (Physical Education)
- Physical Education 1 (Physical Education)
- Physical Education 2 (Physical Education)

### Classes that have been added:

- Nightmare and Vision (ELA)
- Pre-AP Art (VAPA)
- Art Foundations (VAPA)
- 3-D Art (VAPA)
- Art History (VAPA)
- Fun with Clay (VAPA)
- Sketchbook Mania (VAPA)
- Paint Everywhere! (VAPA)
- Geography and Current Events (Social Studies)
- NH History (Social Studies)
- General Physical Education (Physical Education)
- Lifetime Fitness (Physical Education)
- Team Sports (Physical Education)
- Physical Education ELO (Physical Education)



# **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.<sup>2</sup>

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](mailto: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.

| <b>9th grade</b>           |             |
|----------------------------|-------------|
| 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.

| <b>10th grade</b>  |             |
|--------------------|-------------|
| 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.

| <b>11th grade</b>  |           |
|--------------------|-----------|
| English 11         | 1 credit  |
| Mathematics        | 1 credit  |
| Chemistry          | 1 credit  |
| US History Pt. 2   | 1 credit  |
| Elective course(s) | 2 credits |

| <b>12th grade</b>  |           |
|--------------------|-----------|
| 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:<br>4 credits           | 4 credits required              | 4 credits required              | 4 credits required              | 4 credits required               | 4 credits required               |
| Math:<br>4 credits              | 4 credits required <sup>1</sup> | 4 credits required <sup>2</sup> | 4 credits required <sup>3</sup> | 4 credits required <sup>4</sup>  | 4 credits required <sup>5</sup>  |
| Earth Science:<br>1 credit      | 1 credit required               | 1 credit required               | 1 credit required               | 1 credit required                | 1 credit required <sup>6</sup>   |
| Biology:<br>1 credit            | 1 credit required               | 1 credit required               | 1 credit required               | 1 credit required                | 1 credit required <sup>7</sup>   |
| Science electives:<br>2 credits | 2 credits required              | 2 credits required <sup>8</sup> | 2 credits required <sup>9</sup> | 2 credits required <sup>10</sup> | 2 credits required <sup>11</sup> |

<sup>1</sup> Algebra 1 is required

<sup>2</sup> Algebra 1, Geometry and Algebra 2 are required

<sup>3</sup> Algebra 1, Geometry and Algebra 2 are required

<sup>4</sup> Algebra 1, Geometry and Algebra 2 are required

<sup>5</sup> Courses must be taken at a CP, Honors or AP level

<sup>6</sup> Courses must be taken at a CP, Honors or AP level

<sup>7</sup> Courses must be taken at a CP, Honors or AP level

<sup>8</sup> Chemistry or Physics or HAP

<sup>9</sup> Chemistry or Physics or HAP

<sup>10</sup> Chemistry or Physics or HAP

<sup>11</sup> Chemistry or Physics or HAP



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

---

<sup>12</sup> AP European History can be a substitute for HWC

<sup>13</sup> Courses must be taken at a CP, Honors or AP level

<sup>14</sup> Courses must be taken at a CP, Honors or AP level

<sup>15</sup> AP US History can be a substitute for USH Pt. 2

<sup>16</sup> 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

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

# **PROBLEM-SOLVING:**

**Applying previous learning to new situations**

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

# **TECHNOLOGY LITERACY:**

## **Human innovation in action**

| <b>4<br/>Advanced</b>                                                                                          | <b>3<br/>Proficient</b>                                                                                        | <b>2<br/>Improving</b>                                                                                         | <b>1<br/>Beginning</b>                                                                                         | <b>0<br/>No<br/>Evidence</b> |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>I can consistently:</b>                                                                                     | <b>Most of the time I can independently:</b>                                                                   | <b>With coaching, I can:</b>                                                                                   | <b>With direct assistance, I can:</b>                                                                          |                              |
| 1. Use and manage technological systems and resources appropriately<br><br>2. Use technological systems safely | 1. Use and manage technological systems and resources appropriately<br><br>2. Use technological systems safely | 1. Use and manage technological systems and resources appropriately<br><br>2. Use technological systems safely | 1. Use and manage technological systems and resources appropriately<br><br>2. Use technological systems safely |                              |

# CREATIVITY:

The development of new and innovative ideas and artifacts

| 4<br>Advanced                                                                              | 3<br>Proficient                                                                            | 2<br>Improving                                                                             | 1<br>Beginning                                                                             | 0<br>No<br>Evidence |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------|
| I can consistently:                                                                        | Most of the time I can independently:                                                      | With coaching, I can:                                                                      | With direct assistance, I can:                                                             |                     |
| 1. Generate original ideas<br><br>2. Combine ideas in the creation of an original artifact | 1. Generate original ideas<br><br>2. Combine ideas in the creation of an original artifact | 1. Generate original ideas<br><br>2. Combine ideas in the creation of an original artifact | 1. Generate original ideas<br><br>2. Combine ideas in the creation of an original artifact |                     |

# LIFE AND CAREER SKILLS:

## The successful navigation of life after Monadnock

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

## 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 **\$38,819,434** (\$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 supports 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 supports 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 supports 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 supports this article. The Budget Committee supports 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 supports this article. The Budget Committee supports 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 supports this article. The Budget Committee supports 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 supports this article. The Budget Committee supports this article (Majority vote required)

ARTICLE EIGHT: To see if the Monadnock Regional School District will vote to authorize the School Board to convey the parcel of land with the buildings thereon located at 31 South Winchester Street in West Swanzey, as identified on the Town of Swanzey's tax records as Tax Map 109, Lot 22 (current location of the Cutler School), and to further authorize the School Board to take such additional action as necessary to facilitate and/or consummate such conveyance, including securing the necessary approvals and the execution of any documents necessary or attendant thereto. The School Board \_\_\_\_\_ this article. The Budget Committee supports this article (Majority vote required)

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)

## **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**

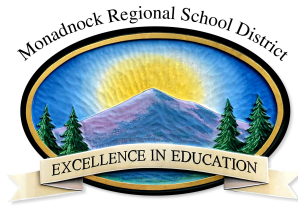
**MOTION:** *To refer policy IKF to administration.*

- 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 all 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

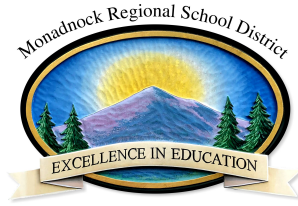
**Code**

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](#)

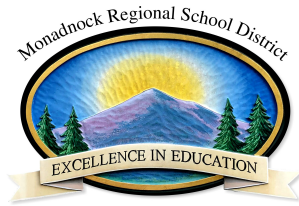
#### **Federal Statutes**

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.

---

<sup>†</sup> [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:**

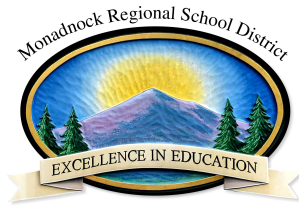
First reading: \_\_\_\_\_

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.

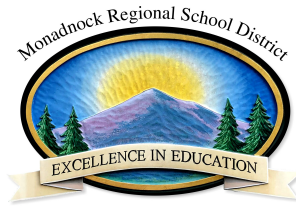
### **Policy References:**

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**



**Monadnock Regional School District (MRSD)**  
**School Board Meeting Minutes**  
**January 7, 2025(Not Yet Approved)**  
**Monadnock Regional Middle/High School, Swanzey, NH**

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

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

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

**2. PUBLIC COMMENTS:** T.J., a student at the Lady of Mercy Academy in Keene who lives in Chesterfield is asking the Board for permission to be a part of the Monadnock Powerlifting Club. Keene High does not offer Powerlifting. He has been in contact with the coach and the coach assures him that he is not taking anyone's spot on the team. He commented that he is a very good student, well behaved and will be a positive representative to the team and the community.

Justin Blood who has 2 children in the district is here to support T.Cote remain in the head baseball coach position. It is hard to find qualified coaches and successful ones. The issue is T. Cote being the full time AD and the coach. Anyone that you hire will probably have a full-time job. Why part ways with a highly recommended coach. Make the right decision. ***B. Bohannon arrives.***

Ben Dean, a former student of Monadnock is here to support T.Cote as the baseball coach. He said it was a privilege to have such a role model as T. Cote as his baseball coach. He said he is one reason he is the player he is today. He commented on the Championships that they have won under T. Cote and the respect that he gives the players. He said he is the best coach ever. ***E. Stanley leaves.***

**3. #celebrate MRSD:** S.Peters mentioned that the School Board has received thank you cards from the staff regarding the Staff Appreciation luncheon. K. Noonan also mentioned she had received thank you notes from Emerson and she emailed it to the Board Members. J.Rathbun commented that everyone made it through and back from vacation.

**4. MATTERS FOR INFORMATION & DISCUSSION**

**a. Standing agenda:**

- i. Student Government Report:** There is no representative present.
- ii. Superintendent Goals Update: Building Project:** J. Rathbun informed the Board that there is a lot of work going on at Emerson. The work at MTC is incredible,

moving very quickly with updates at the next meeting.

**iii. Board Meeting Calendar & Goals:** Finance/Facilities will meet on January 15, 2025. The Education Committee will be meeting with the administration during the school day to discuss the Proposed Cell Phone Policy. The Policy Committee will be meeting on January 14, 2025.

**iv. School Resource Officer (Status Update):** J. Rathbun will be discussing the SRO in Non-Public Session.

**v. Staffing Update:** J. Rathbun explained they have hired 2 paraprofessionals and that will be coming to the Board in non-public tonight.

**b. Budget Committee Update:** It was mentioned at a previous Budget Committee a member suggested reducing the School Grounds Expendable Trust to \$100,000 and increasing the Building Maintenance Expendable Trust to \$100,000. Also, to change the order of the Warrant articles as they appear on the ballot, change Article 7 to Article 5 and Article 5 to Article 7. There was no motion from the Budget Committee.

**c. 1st Read Policies:**

**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:** The Policy Committee presented the four policies for a first read.

**5. MATTERS THAT REQUIRE BOARD ACTION:**

**a. Warrant Articles:** There were no comments on **Article One** and **Article Two**.

**MOTION:** B. Tatro **MOVED** to adjust the Building Maintenance Expendable Trust Article from \$1.00 to \$100,000 and to reduce the School Grounds Expendable Trust from \$200,000 to \$100,000. **SECOND:** B.Bohannon. **DISCUSSION:** J. Morin explained that the Building and Grounds projects are more than \$100,000 and the Building Maintenance projects have not been identified. S.Peters commented to use the funds to hire a firm to do a study of the MRMHS. The goal of harmony with the Budget Committee. K. Noonan does not agree. J. Morin said it was a discussion but no motion from the Budget Committee. **VOTE:** 0/6.24/1.132/5.628. **Motion fails.** **Article Eight Sale of Cutler:** The process to sell Cutler will require an additional Warrant Article on next year's ballot. J.Morin explained that the exact language came from Attorney O'Shaughnessy. S.Peters commented that the Board already said to sell the property. J.Morin will reach out to the attorney after discussion at the Public Hearing. **MOTION:** B. Bohannon. **MOVED** to support Article Eight (Cutler Sale) as written on highlighted text pending feedback from legal counsel. **SECOND:** K.Noonan. **VOTE:** 7.376/0/0/5.628. **Motion passes.**

**b. Audio/Visual Upgrade Bid:** The Board had asked the administration to get three bids for the audio and visual upgrades, the Fine Arts lighting and sound system. Upstream Sound did not respond, MFI did not respond and AMT, Alex Trembley provided a bid in the amount of \$62,173.00 to be withdrawn from the Trust fund. **MOTION:** K. Noonan **MOVED** to approve

the bid in the amount of \$62,173 provided by AMT to upgrade the audio/visual to the Fine Arts lighting and sound system at MRMHS. **SECOND:** L.Steadman. **VOTE:** Unanimous for those present. **Motion passes.**

**c. Winchester Process:** J.Rathbun explained that the Winchester School Board would like to allow their voters to choose between 2 schools for their high school students. They would like to have one of the schools to be guaranteed to educate 20-25 students through a tuition agreement. The other students if they choose will have individual tuition agreements with another school. He is asking the Board if they would like to consider negotiating to become the anchor school. This vote is only part of the negotiations. The tuition rate will have to be set. All students will be charged regular tuition and the special ed. services will also be charged to the district. B. Bohannon said he has a lot of questions. We do not have almost any information. J. Rathbun explained that the administration might recommend 4 more teachers and a school counselor focusing only on the Winchester students for the transition. B.Bohannon said he will need more information on the cost impact if not this is being reckless. J.Rathbun explained they are asking for a vote to just consider us. This building can handle more kids. The tuition will cover all of the costs. The high school tuition is currently \$20,066 per student. B. Bohannon commented that the District will not breakeven the first year with only one class in attendance. J. Rathbun explained that they will need a decision by January 23, 2024. S. Peters would suggest the administration go deeper with the information. ***E. Stanley returns to the meeting.*** S.Peters commented no one is making a motion until there is more concrete information. The administration does not feel it is their place to recommend or not. This is a Board decision. He is asking the Board to consider being considered, not to say yes or no. S.Peters would like to see the article language being used on the Winchester Ballot. The Board will relook at this issue on January 21, 2025.

**d. First Student Contract Extension:** J. Rathbun explained that it is the end of a 5-year contract with First Student. There is no one year extension which had been mutually agreed upon. First Student explained the reason was because labor costs had gone up. First Student has come back with a few offers after discussion about negotiations. They have offered a 2-year extension with the first-year increase of 6.75% and the second year 12% and a 5-year contract with the first-year increase of 4.5% and each of the remaining 4 years at a 7% increase. Keene is out to bid currently. J. Rathbun explained that there is a better relationship with First Student after the driver negotiations but we should have known about their decision not to offer the 1-year extension sooner. He commented that this is a big company and we are a small district. We will not get a better rate. G. Carraro would like to go out to bid. B. Tatro said going out to bid is a waste of time. S.Peters was not happy that they waited until the budget was formed. J. Rathbun explained that he addressed that concern with First Student. L. Steadman commented that this conversation should be in Non-Public. Anyone bidding would love this conversation.

**8:18 PM Non-Public Session RSA 91-A:3 II ( 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:**  
**MOTION:** B.Bohannon **MOVED** to enter into Non-Public Session RSA 91-A:3 II ( 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. **SECOND:** B. Tatro. **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**RETURN TO PUBLIC SESSION: MOTION:** S. Peters **MOVED** to Seal the January  
7, 2025 8:18 PM Non-Public Session Meeting Minutes until January 7, 2030. **SECOND:**  
B.Tatro. **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**e. MRMHS Program of Studies:** The Board had received the 2025-26 Program of  
Studies prior to the Board Meeting. L.Spencer and G.Pickering worked on this. L.Spencer  
explained that there are a few new courses. **MOTION:** K.Noonan **MOVED** to approve the  
2025-26 Program of Studies. **SECOND:** B.Tatro. **DISCUSSION:** **MOTION:** S.Peters  
**MOVED** to table the motion to approve the Program of Studies until the January 21, 2025 Board  
Meeting. **SECOND:** L.Steadman **VOTE:** 6.278/2.229/0/4.493. **Motion passes.**

**f. Powerlifting Request:** S.Peters explained that the student who had requested to be  
part of the Powerlifting Club had already received a response from the administration. J.Rathbun  
said it is possible to be a part of the Club if it is not under NHIAA rules.

**g. Approve the Agenda**

**i. December 3, 2024 Minutes:**  
**ii. Manifest: 5,579,265.64**  
**iii. Transfers: MOTION:** J.Strimbeck **MOVED** to accept the December 3,  
2024 Public, the Non-Public Meeting Minutes, to approve the budget transfer requested by J.  
Morin in the amount of \$87,700 to come from the MRMHS Special Ed. Salary line and benefits  
lines to be placed in the DW Special Ed. Contracted Services, DW OOD tuition and DW Special  
Ed. Transportation line and to approve the manifest in the amount \$5,579,265.64. **SECOND:** B.  
Tatro **VOTE:** 8.507/0/0/4.4.493. **Motion passes.**

**6. SETTING NEXT MEETING'S AGENDA:**

- a. January 21, 2025 Board Meeting**
  - 1. Overview Conval Funding Case.**
  - 2. Multiage Classrooms**
  - 3. Winchester Process**
  - 4. Second Read Policies**
  - 5. First Student**

**7. PUBLIC COMMENTS:** There were no public comments.

**8. 9:05 PM Non-Public Session RSA 91-A:3 II ( 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.**

**MOTION:** K. Noonan **MOVED** to enter into Non-Public Session RSA 91-A:3 II ( 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.

**SECOND:** J. Strimbeck. **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**9. 9:19 PM Non-Public Session RSA 91-A:3 II (b) The hiring of any person as a public employee: MOTION:** K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3 II (b) The hiring of any person as a public employee. **SECOND:** J. Strimbeck **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**10. 9:35 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.**

**MOTION:** B.Bohannon **MOVED** to enter into 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. **SECOND:** K. Noonan **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**11. 9:39 PM MOTION TO ADJOURN: MOTION:** K. Noonan **MOVED** to adjourn the meeting at 9:39 PM. **SECOND:** J.Strimbeck **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**Respectfully submitted,**

**Laura L. Aivaliotis**  
**Recording Secretary**

**VOTING KEY:**Yes/No/Abstain/Absent



**Monadnock Regional School District  
School Board Meeting Minutes  
Non-Public Session  
January 7, 2025(Not Yet Approved)  
Monadnock Middle/High School Library, Swanzey, NH**

**Members Present:** Betty Tatro, Kristen Noonan, Lisa Steadman, Edmond LaPlante, Gina Carraro, Brian Bohannon, Eric Stanley, Jennifer Strimbeck and Scott Peters.

**Absent:** Dan LeClair, Hannah Blood, Jeff Cesaitis and Cheryl McDaniel-Thomas.

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

**9:05 PM Non-Public Session RSA 91-A:3 II ( 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.**

**Issue #1:** J. Rathbun explained that he is trying to have a solution to the SRO issue. He spoke to the town administrator and they felt it might make it easier if the District hired a full time SRO with benefits. There is no guarantee. He did speak to Sheriff Rivera and he said there may be retired deputies that might want to be a part time truant officer. This person will go to all of the schools and be armed. This person will have a working relationship with students and parents. J. Rathbun explained he spoke to the Swanzey Police and they were happy to hear about this option. K. Noonan commented that she was happy with the relationship between the former SRO and the students but she is happy to hear there are options. B. Tatro said the SSO Frank DeTurris, has a great relationship with the students.

**MOTION:** K. Noonan **MOVED** to leave Non-Public and enter into Non-Public Session B. **SECOND:** J. Strimbeck **VOTE:** Unanimous for those present. **Motion passes.**

**Respectfully submitted,**

**Laura L. Aivaliotis  
Recording Secretary**

**Monadnock Regional School District  
School Board Meeting Minutes  
Non-Public Session  
January 7, 2025(Not Yet Approved)  
Monadnock Middle/High School Library, Swanzey, NH**

**Members Present:** Betty Tatro, Kristen Noonan, Lisa Steadman, Edmond LaPlante, Gina Carraro, Brian Bohannon, Eric Stanley, Jennifer Strimbeck and Scott Peters.

**Absent:** Dan LeClair, Hannah Blood, Jeff Cesaitis and Cheryl McDaniel-Thomas.

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

**9:19 PM Non-Public Session RSA 91-A:3 II (b) The hiring of any person as a public employee:**

**Issue #1:** J. Rathbun informed the Board that the administration has hired Julie Riley and Catherine Tempesta.

**Issue #2:** J. Rathbun explained that T.Cote the AD as well as the current Baseball Coach had been asked to post the Baseball Coach position for the past 4 years and did not have any candidates. This year the administration had asked T.Cote again to post the position per Board Policy. J.Rathbun commented that he would like it posted to see if there is any interest, and have a conversation in the best interest of all the students. The Board Members had an in depth conversation with the administration. He said the best and most qualified will be hired.

**MOTION:** B.Bohannon **MOVED** to leave Non-Public Session. **SECOND:** K. Noonan  
**VOTE:** Unanimous for those present. **Motion passes.**

**Respectfully submitted,**

**Laura L. Aivaliotis  
Recording Secretary**

**Monadnock Regional School District  
School Board Meeting Minutes  
Non-Public Session  
January 7, 2025(Not Yet Approved)  
Monadnock Middle/High School Library, Swanzey, NH**

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

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

**9:35 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:** Maggie Tremblay is asking for unpaid leave. The administration has recommended 2 days of unpaid leave. **MOTION:** B.Bohannon **MOVED** to allow 2 days of unpaid leave to Maggie Tremblay as recommended by the administration. **SECOND:** J.Strimbeck. **VOTE:** 8.507/0/0/4.493. **Motion passes.**

**MOTION:** B.Bohannon **MOVED** to leave Non-Public Session. **SECOND:** K. Noonan **VOTE:** Unanimous for those present. **Motion passes.**

**Respectfully submitted,**

**Laura L. Aivaliotis  
Recording Secretary**

**January 21, 2025 School Board Meeting  
Budget Transfer**

**Budget Transfers**

1. Requested by: Janel Morin, Business Administrator

|       |                        |                                  |              |
|-------|------------------------|----------------------------------|--------------|
| FROM: | 01.1200.51100.03.00000 | Troy Spec Ed Teacher Salaries    | \$ 37,500.00 |
|       | 01.1200.52220.00.00000 | Troy Spec Ed Fica                | \$ 1,500.00  |
|       | 01.1200.52300.00.00000 | Troy Spec Ed Teacher Retirement  | \$ 2,030.00  |
| TO:   | 01.1200.51100.09.00000 | DW Spec Ed Salaries              | \$ 37,500.00 |
|       | 01.1200.52220.09.00000 | DW Special Ed Fica               | \$ 1,500.00  |
|       | 01.1200.52300.09.00000 | DW Special Ed Teacher Retirement | \$ 630.00    |
|       | 01.1200.52310.09.00000 | DW Spec Ed NT Retirement         | \$ 1,400.00  |

◆ Amount: \$41,030

◆ Reason: Transfer funds from Troy Spec Ed Salaries and benefits to DW Special Ed Salaries and benefits due to change in model.

2. Requested by: Janel Morin, Business Administrator

|       |                        |                               |              |
|-------|------------------------|-------------------------------|--------------|
| FROM: | 01.1200.52110.03.00000 | Troy Spec Ed Health Insurance | \$ 45,000.00 |
| TO:   | 01.2722.55190.09.00000 | DW Spec Ed Transportation     | \$ 45,000.00 |

◆ Amount: \$45,000

◆ Reason: Transfer funds from Troy Spec Ed Health Insurance to DW Special Ed Transportation to continue to address increased costs and placements.

3. Requested by: Janel Morin, Business Administrator

|       |                        |                                |             |
|-------|------------------------|--------------------------------|-------------|
| FROM: | 01.1200.52110.00.00000 | MRMHS Spec Ed Health Insurance | \$ 8,000.00 |
| TO:   | 01.1200.53060.09.00000 | DW Spec Ed Evaluations         | \$ 8,000.00 |

◆ Amount: \$8,000

◆ Reason: Transfer funds from MRMHS Spec Ed Health Insurance to DW Special Ed Evaluations to cover required evaluations.

4. Requested by: Janel Morin, Business Administrator

|       |                        |                                 |             |
|-------|------------------------|---------------------------------|-------------|
| FROM: | 01.2110.52110.00.00000 | MRMHS Social Worker Health Ins  | \$ 5,600.00 |
| TO:   | 01.2310.53301.09.00000 | DW Contracted Professional Svcs | \$ 5,600.00 |

◆ Amount: \$5,600

◆ Reason: Transfer funds from MRMHS Social Worker Health Insurance to DW Contracted Professional Svcs to cover increased costs for voting machines and programming.