

**Hinsdale School Board Meeting  
February 12, 2025  
SAU Conference Room  
6:00 PM**

This meeting is being held in person and via Zoom.

Zoom Link:

<https://us06web.zoom.us/j/83981747011?pwd=iqWf1UHUF4vLrz3pPiwQ8MRs49AaIq.1>

Meeting ID: 839 8174 7011

In an effort to maximize our meeting time and make efficient our work on behalf of our students, Hinsdale School Board members have subscribed to the following meeting norms:

1. We will be respectful to all speakers.
2. We listen to understand and not to respond.
3. We will be fully present at the meeting by becoming familiar with materials before we arrive.
4. We will be attentive to how our physical and verbal expressions affect others.
5. Each of us is responsible for respectfully airing disagreements with each other in a timely manner rather than sharing them with others.
6. We will be responsible for examining all points of view before a consensus is accepted.

- |           |                                |             |
|-----------|--------------------------------|-------------|
| <b>1.</b> | <b>Call to Order</b>           | A. Anderson |
| <b>2.</b> | <b>Review of the Manifests</b> | A. Anderson |
| <b>3.</b> | <b>Minutes</b>                 | A. Anderson |

1. Motion to accept the public and non-public minutes of January 8, 2025.
2. Motion to accept the public and non-public minutes of January 15, 2025.
3. Motion to accept the public and non-public minutes of January 29, 2025.
4. Motion to accept the public minutes of February 4, 2025.

- |           |                           |             |
|-----------|---------------------------|-------------|
| <b>4.</b> | <b>Citizens' Comments</b> | A. Anderson |
|-----------|---------------------------|-------------|

Citizens will state their name and then direct their comment to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

- |           |                                                          |                        |
|-----------|----------------------------------------------------------|------------------------|
| <b>5.</b> | <b>Student Presentation: Leadership Seminar Students</b> | Dr. Ryan & K. Thompson |
| <b>6.</b> | <b>Student Board Member Items</b>                        | K. Howe                |
| <b>7.</b> | <b>Superintendent's Report</b>                           | Dr. Ryan               |

1. Superintendent's Report – D. Ryan

2. Business Administrator's Report - J. Fortson
3. Director of Academics and Career Readiness' Report - K. Thompson
4. Principals' Reports - A. Roth (HMHS); Dr. Bremner (HES)
5. IT Director's Report - J. Therieau
6. Director of Student Services' Report – P. Wallace
7. Facilities Director's Report – N. Boudreau

## **8. New Board Business**

A. Anderson

1. Public Budget Hearing Discussion
2. District Meeting Discussion
3. Yearbook Ads
4. Set 2025 Graduation Date
5. Proposed 2025-2026 School Calendar
6. 2025-2026 Program of Studies
7. Policies – First Readings:
  - a. ACF – Food and Nutrition Antidiscrimination
  - b. ACN – Accommodation of Lactation Needs
  - c. Appendix IHBA-R(1) – Program for Pupils with Disabilities
  - d. Appendix IHBA-R(1) – Program for Pupils with Disabilities – Section 504 – Notice of Parent & Student Rights
  - e. JICG – Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes, and E-Liquids in and on School Facilities and Grounds
  - f. JLP – Parental Notification of and Involvement in Student Welfare

## **Other Business**

8. Any other business to be conducted by the Board

A. Anderson

## **9. Committee Reports**

A. Anderson

1. Budget Committee Representative (A. Anderson, K. Hemlow = alternate)
2. Community Connections (A. Anderson, K. Hemlow)
3. Facilities Maintenance/Emergency (W. Dingman, Jr.)
4. HASP Advisory Board (K. Gardner, K. Hemlow)
5. Legislation/NHSBA (A. Anderson)
6. Personnel Committee (A. Anderson, W. Dingman, Jr.)
7. Policy Committee (K. Gardner)
8. Selectboard Representative (W. Dingman, Jr., M. Sprague = alternate)
9. Strategic Plan Steering Committee (A. Anderson, K. Hemlow)
10. Tuition Exploratory Committee (K. Gardner, K. Hemlow)
11. Wellness (K. Hemlow, M. Sprague)

### **Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

### **Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.



12. Winchester Hinsdale Tuition Agreement Committee (A.  
Anderson, K. Hemlow; M. Sprague = alternate)

**10. Citizens' Comments**

A. Anderson

Citizens will state their names and then direct comments to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

**11. Non-public RSA 91 A:3 II (a)(b)(c)(d)(e)(i)(k)(l)(m) (as needed)**

A. Anderson

**12. Adjournment**

A. Anderson

**Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

**Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.

# MINUTES

**Hinsdale School Board Meeting**  
**SAU Conference Room**  
**January 8, 2025**  
**6:00 PM**

Zoom Link:

<https://us06web.zoom.us/j/83981747011?pwd=iqWf1UHUF4vLrz3pPiwQ8MRs49AaIq.1>

Meeting ID: 839 8174 7011

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Board Member Excused:** Kaylee Howe

**Administration Present:** Nathan Boudreau, Facilities Director; Dr. Molly Bremner, HES Principal; Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; Karen Thompson, Director of Academics and Career Readiness; and Patty Wallace, Director of Student Services

**Others Present:** Anna Bassett, MTSS-Reading Coordinator; and Jeanne Sturges, Curriculum Coordinator

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 6:00 pm.

A. Anderson reviewed the guidelines for holding the Zoom meeting.

**Review of the Manifests:**

The Board signed the manifests. There were no questions.

**Minutes:**

1. Public and non-public minutes of December 11, 2024.

It was noted that on page 3 of the public minutes, under the Social Media Protocol, community members should contact both A. Anderson and Dr. Ryan.

**W. Dingman, Jr. MOVED to approve the group of minutes above as amended. M. Sprague SECONDED. 5-0-0, MOTION PASSED.**

### **Citizens' Comments:**

A. Anderson opened Citizens' Comments for 30 minutes. There were no comments.

### **Student Board Member Items:**

K. Howe was not present.

### **Student Agency Presentation:**

K. Thompson introduced students from the HMHS student agency group. The students presented regarding their conference in Concord. The students described the activities they participated in and outlined their process for identifying topics to focus on going forward. The students will be working on authentic learning and student engagement to address learning in the classrooms that meet their learning styles.

K. Thompson noted that this work will be a two-year process for the students.

The Board thanked the students for their presentation.

K. Thompson presented a request for approximately 14 students to attend an overnight conference in May with chaperones. Costs will be covered by a grant.

**W. Dingman, Jr. MOVED to approve the overnight trip in May. K. Hemlow SECONDED. 5-0-0, MOTION PASSED.**

### **The Science of Reading Presentation:**

Anna Bassett, MTSS-Reading Coordinator, presented new practices and goals to improve student's reading capabilities at the HES. Wants to review our practices to see how they align with the Science of Reading.

J. Sturges shared regarding staff training and resources for staff.

A. Bassett, J. Sturges, and Dr. Bremner answered questions. Dr. Bremner will share the presentation with parents and families. Discussed how we will measure progress using DIBELS and Amplify.

The Board thanked A. Bassett for her presentation.

***A. Bassett and J. Sturges were excused following the presentation.***

### **Superintendent's Report:**

Dr. Ryan reviewed his report with the Board. Highlighted:

- Winchester High School Selection Committee Update – discussed the Public Forum held on 1/4/2025. Winchester will have a community forum on 1/23/2025. The Town of Winchester will vote on an anchor school on 3/6/2025.
- School Board Goals Update
- Staff Climate Survey – was sent out today.

- AP Potential List - 37 students out of 120 have qualified for AP courses. Will hold an AP Breakfast again this year.

The Board thanked Dr. Ryan for his report.

#### **Business Administrator's Report:**

J. Fortson shared regarding upcoming Budget Committee meetings.

#### **Academics and Career Readiness Report:**

K. Thompson reviewed her report with the Board. Thanked the Board for approving the overnight trip in May. The Board is looking forward to hearing about the trip.

The Board was appreciative of the holiday events in the schools.

K. Thompson shared regarding Career Day for Grades 6-12 on March 21st. Requested names and contact information for former students who will be willing to come and speak.

Kindness Day will be April 18<sup>th</sup>.

#### **Principals' Reports:**

A. Roth reviewed her HMHS report with the Board. Shared regarding the December calendar of activities for the staff and the students.

Dr. Bremner reviewed her HES report with the Board. Dr. Bremner expressed appreciation for all of the paras and Title I staff. Shared regarding the all-school meeting in December. There was a combined HES and HMHS winter concert. Dr. Bremner invited the Board to attend the all-school meetings.

The Board thanked the Principals for their reports and appreciated the holiday activities.

#### **Technology Report:**

J. Therieau reviewed his report with the Board. Shared regarding the new email for Community Connections: [cc@hnhdsd.org](mailto:cc@hnhdsd.org) and the demo form.

The Board thanked J. Therieau for his report.

#### **Student Services Report:**

P. Wallace reviewed her report with the Board. Highlighted the ongoing projects through Special Education and training for staff. The HES Special Education Coordinator position is open, and P. Wallace and Sarah Burgess will be providing support to HES.



The Board thanked P. Wallace for her report.

### **Facilities Report:**

N. Boudreau reviewed his report with the Board. Emphasized that being fully staffed has been very beneficial. Thanked the custodial employees for all of their flexibility with the work due to the holiday events before break. W. Dingman, Jr. shared the cost savings from bringing the recyclable cardboard to the transfer station.

The Board congratulated N. Boudreau on completing the first phase of being a certified Facilities professional.

The Board thanked N. Boudreau for his report and all of the work the Facilities department is doing.

### **PTA Presentation:**

Sarah Hudon, PTA President, stated that the PTA would like to fundraise for a new playground at HES. Discussed improvements that are needed. Discussed the goal to develop a committee and a survey that will be developed. Also, would like staff input. Anticipate that this will be a two-year process.

Would like to have a table at Math Night on March 26<sup>th</sup>. K. Thompson shared the Winchester ELMM Center has undergone a similar process and may be a good resource.

No Board action was needed, but the Board requested a plan proposal and a timeline.

### **Budget Development Update:**

J. Fortson shared updates from the January 7th Budget Committee meeting. Provided updated handouts to the Board.

The next joint meeting with the Budget Committee is January 15th.

### **Public Forum Discussion:**

Discussed the Public Forum on January 4th during Dr. Ryan's report. The presentation is on the website.

### **District Meeting Discussion:**

The Board discussed offering a community budget forum prior to the Annual District Meeting.

### **School Board Evaluations:**

The Board will meet on February 12<sup>th</sup> at 4:45 PM.

### **Policies – Final Readings:**

Dr. Ryan reviewed the policy drafts with the NHSBA Fall 2024 proposed changes:

1. BBBF - Student Board Members
2. DAF – Administration of Federal Grant Funds
3. EBCA – Crisis Prevention & Emergency Response Plans
4. EBCH – Chemical Safety & Chemical Hygiene Plan
5. EH – Public Use of School Records
6. EH-F (1) – Public Access to School District Records – Request for Waiver
7. EH-F (2) – Public Access to School District Records – Financial Affidavit
8. GBGBA – Use of Automated External Defibrillator
9. IC – School Year (new draft)
10. ICA – School Calendar
11. IGE – Parental Objections to Specific Course Material
12. IHAM – Health Education & Exemption from Instruction
13. IKF – HS Graduation
14. JJIB – Interscholastic Athletics
15. JLCEA – Use of Automated External Defibrillator
16. JLCJA – Sports Injuries
17. JLF – Reporting Child Abuse or Neglect
18. JLF-F (1) - Child Abuse and/or Neglect Reporting Form
19. JLP – Parental Notification of and Involvement in Student Welfare
20. KFD – Use and Location of Automated External Defibrillators

After discussion, the following motions were made:

**W. Dingman, Jr. MOVED to accept the policies above as Final Readings with one amendment to JLF. K. Hemlow SECONDED. 5-0-0, MOTION PASSED.**

### **Other Business:**

A. Anderson discussed Policy BBAB – Roles and Duties of the Board Chairperson.

*N. Boudreau, A. Roth, J. Therieau, K. Thompson, and P. Wallace were excused at 8:09 pm.*

### **Committee Reports:**

1. **Budget Committee** – Met 1/7th. Next Joint Meeting is 1/15<sup>th</sup> at 6:00 PM.
2. **Community Connections** – The new email address was shared during J. Therieau's report. Reviewed a post for social media.
3. **Facilities Maintenance/Emergency** – Met 12/13th. Discussed the Capital Improvement Plan (CIP).
4. **HASP Advisory Board** – Met 12/11<sup>th</sup>.
5. **Legislation/NHSBA** – A. Anderson shared regarding recent webinars and upcoming legislation.

6. **Personnel Committee** – Meeting 1/28th. Negotiations meeting 1/13<sup>th</sup>.
7. **Policy Committee** – Meeting 1/29<sup>th</sup> (new date).
8. **Selectboard** – M. Sprague shared topics covered at the recent meeting.
9. **Strategic Planning Steering Committee** – Captain's meeting on 2/10<sup>th</sup>.
10. **Tuition Exploratory Committee** – Public forum was 1/4<sup>th</sup>. Will set a range for the tuition rate to bring to the Board.
11. **Wellness** – Meeting 2/12<sup>th</sup>.

**Citizens' Comments:**

There were no comments from the citizens attending in-person, and no citizens attending online.

**Non-public:**

**K. Gardner MOVED to go into a nonpublic session according to RSA 91 A:3 II (a)(c) at 8:27 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**W. Dingman, Jr. MOVED to reconvene the public session at 8:43 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**K. Gardner MOVED to adjourn the meeting at 8:44 pm. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_



**Hinsdale School Board  
Joint Meeting with the Budget Committee  
SAU Conference Room  
January 15, 2025  
6:00 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Administration Present:** Jane Fortson, Business Administrator; and Dr. David Ryan, Superintendent

**Others Present:** Steve Diorio, Dennis Nadeau, Ken Howe, Sean Leary, Karen Johnson, Mike Bomba, Alex Duso, William Nebelski, Dan Seymour, and Taran Benedict

**Minutes Recorded for the School Board by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 6:00 pm.

**Citizen's Comments:**

A. Anderson opened Citizen's Comments for 30 minutes.

There were no citizens present.

**Joint Meeting with the Budget Committee:**

J. Fortson shared that there will be increased costs for the bus company, but we do not have the amount yet.

Discussed the costs of transportation and exploring ways to decrease costs for the next budget cycle. J. Fortson agreed to provide data on the number of students who use the buses.

W. Dingman, Jr. noted it costs \$200 a month for the electricity to plug in the buses.

Discussed the projected increase on the tax burden of \$724,419, which will decrease as we receive the fund balances.

Reviewed and discussed the proposed 2025-2026 budget:

**A. Hinsdale Elementary School**

Discussed Guidance salaries.

**B. Hinsdale Middle High School**

Discussed Guidance salaries. Discussed the numbers of Paras and Special Education Case Managers. The IEPs determine the number of Paras required.

**C. Information Technology**

J. Fortson shared regarding the funding we may receive back on the internet due to E-Rate.

**D. Buildings and Grounds**

K. Howe shared that the Town readjusted the water/sewer rate to 15%.

Regular maintenance is being done, and plans are in process for any major upgrades in the future. J. Fortson noted that the Facilities Committee is working on the Capital Improvement Plan (CIP).

**E. SAU and District Wide**

It was noted that this budget cycle will be the last one that includes payment for the school.

**Other Questions from the Budget Committee:**

When asked, J. Fortson shared the average teacher salary at HSD is \$58,145. The New Hampshire average is \$69,432. The cost per pupil at HSD is \$25,047. New Hampshire is \$21,545. Student-Teacher ratio at HSD for K-12 is 1:15.5.

Dr. Ryan shared that this week, the Winchester School Board voted to negotiate with the Hinsdale School Board to be their anchor school. This will potentially result in revenue from tuition for 120 additional high school students in the future.

The Board outlined the process that they undertook to develop the budget, and shared examples of decreases that were made. The Board does not wish to further decrease the budget. This would negatively impact the students and involve more staffing decreases.

The Budget Committee thanked the Board for their work on the budget and recognized the amount of time administration and the Board spent on the work.

**Budget Committee Action on the Budget:**

After discussion, the following motions were made by the Budget Committee:

**K. Howe MOVED to T/A the proposed budget for 2025-2026 at \$15,279,585.00. B. Nebelski SECONDED. VOTE: 9-0-0, MOTION PASSED.**

The Budget Committee members were excused at 7:25 PM.

**Board Action on the Budget:**

**W. Dingman, Jr. MOVED to T/A the proposed budget for 2025-2026 at \$15,279,585.00. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.**

**Board Action on the Winchester High School Selection Process:**

**K. Hemlow MOVED to enter into negotiations with the Winchester School Board to become their anchor school. K. Gardner SECONDED. VOTE: 5-0-0, MOTION PASSED.**

Dr. Ryan recommended that the Board create a committee for negotiations with Winchester. Also recommends that the Tuition Exploratory Committee continues to meet and explore other options for revenue.

The Board agreed that A. Anderson and K. Hemlow will serve on the negotiations committee, with M. Sprague as an alternate.

**Other Business:**

There was no other business at this time.

**Non-public:**

**W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (c) at 7:43 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**W. Dingman, Jr. MOVED to reconvene the public session at 7:46 pm. K. Gardner SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**M. Sprague MOVED to adjourn the meeting at 7:46 pm. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

**Hinsdale School Board  
Joint Meeting with the Winchester School Board  
Winchester School Library  
January 29, 2025  
6:00 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Administration Present:** Jane Fortson, Business Administrator; and Dr. David Ryan, Superintendent

**Others Present:** Jacob Blake, Peggy Higgins, Dr. Karen Jerome, and Amanda Winchester

**Minutes Recorded for the Hinsdale School Board by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 6:00 pm. The meeting began with the Pledge of Allegiance.

**Non-public:**

**K. Hemlow MOVED to go into a nonpublic session according to RSA 91 A:3 II (k) at 6:03 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**K. Hemlow MOVED to reconvene the public session at 7:04 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**Recess:**

The Winchester School Board and staff ended their meeting and left the room at 7:04 PM.

A. Anderson called a recess at 7:04 PM.

**Recall to Order:**

A. Anderson recalled the meeting to order at 7:21 PM

**Other Business:**

**W. Dingman, Jr. MOVED to accept the 2025-2028 Hinsdale Federation of Teachers (HFT) contract. K. Gardner SECONDED. 4-1-0-MOTION PASSED.**

The Board discussed that at the Town Public Budget Forum, they will direct questions to the administration members, as needed.



**Adjournment:**

**K. Hemlow MOVED to adjourn the meeting at 7:43 pm. W. Dingman, Jr. SECONDED.  
VOTE: 5-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_ approved on \_\_\_\_\_  
Maria A. Webb

**Hinsdale School Board Work Session  
Hinsdale Town Hall Auditorium  
February 4, 2025  
6:00 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Administration Present:** Nathan Boudreau, Facilities Director; Dr. Molly Bremner, HES Principal (online); Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; Karen Thompson, Director of Academics and Career Readiness; and Patty Wallace, Director of Student Services

**Budget Committee Members Present:** Dennis Nadeau, Ken Howe, Sean Leary, Mike Bomba, Alex Duso, William Nebelski, and Dan Seymour

**Minutes Recorded for the School Board by:** Maria Webb, Executive Assistant

**Call to Order:**

The Budget Committee opened the public hearing for the proposed School District budget at 6:00 PM.

Select Board Chair, Steve Diorio, reviewed the meeting guidelines.

**Town of Hinsdale Public Budget Forum:**

Budget Committee Chair, Dennis Nadeau, reviewed the School District's summary page and the 2025 Warrant Articles.

**Article 01 Operating Budget:**

The total proposed school district operating budget is \$16,178,585. The total increase to the budget is \$255,950, which represents a 1.7% increase over last year.

After discussion, the following motions were made by the Budget Committee:

**K. Howe MOVED to approve the school district's proposed 2025-2026 operating budget. M. Bomba SECONDED. VOTE: 8-1-0, MOTION PASSED.**

*S. Leary noted that two (2) Budget Committee members had cast absentee votes.*

**Article 02 – Collective Bargaining Agreement Hinsdale Federation of Teachers (HFT):**

Members of the Budget Committee and citizens expressed that the proposed teacher salaries were excessively high. Reference was made to low test scores and the burden on the town's taxpayers. Several made comments to the effect that the school budget is not sustainable.

J. Fortson shared factors that were considered in the salary proposals. Noted that our average teacher salary is below the state average, and seventh overall for our local region. Discussed the increasing costs of insurance.

Board members expressed that we need to retain good teachers in order to provide a good education for our students. A. Anderson shared ways we are trying to increase revenue for the school district, including negotiating with Winchester to become their anchor school for high school.

Dr. David Ryan shared examples of initiatives to improve both test scores and the quality of education in our district. Noted that there are more students taking AP courses and participating in ELOs.

Dr. David Ryan shared the vision of the Strategic Plan to help us move forward. Noted that the teachers are volunteering their time to work on committees because they want to help our kids. K. Gardner stated examples of teachers purchasing items for their students with their own money.

Dr. David Ryan asked the Budget Committee to give serious consideration to the proposed budget.

Members of the Budget Committee thanked the School Board and Administration for their work decreasing expenses in this budget.

After discussion, the following motions were made by the Budget Committee:

**B. Nebelski MOVED to approve the school district's proposed 2025-2026 operating budget.**  
**A. Duso SECONDED. VOTE: 9-0-0, MOTION PASSED.**

*As noted above, two (2) Budget Committee members had cast absentee votes.*

The Budget Committee concluded the School District portion of the public hearing at 6:53 PM.

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

Report from the  
SUPERINTENDENT



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

# HINSDALE

## SCHOOL DISTRICT

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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### February Superintendent Report January 2025

#### AP Breakfast and Program

We were pleased to host over 30 students at our AP Breakfast on February 4 where several staff members spoke about the challenge of AP coursework, the belief that we all have in our students to be successful in challenging coursework, and the ins and outs of earning college credit through successful completion of the AP exam. We are introducing five new AP courses to the program this year thanks to our AP Rural Collaborative Network with Gorham, Lisbon, Littleton, Lin-Wood, and Profile High Schools, bringing our total to eleven (11) AP offerings. Courses offered in the 2025-2026 school year include:

Onsite at Hinsdale High School

[AP Seminar](#)

[AP Art History](#)

[AP English Literature and Composition](#)

[AP United States History](#)

[AP French Language and Culture](#) (our virtual offering to the Network)

[AP Calculus AB](#)

On the AP Rural Collaborative Network (virtual)

[AP Psychology](#)

[AP United States Government and Politics](#)

[AP Modern World History](#)

[AP Pre-Calculus](#)

[AP Statistics](#)

The [telecommunications system we will be using is from Owl Labs](#) and has all of the features to meet our needs for teaching in a virtual space. Each unit is portable, works off of our Wi-Fi in its current state, and needs no installation or enhancements. Depending upon the size we will need, they range in price from \$1049 - \$1999, and we will be applying to the Holt Fund (deadline May, 2025) for enough funds to purchase three units.

### **Hinsdale School District Staff Climate Survey**

We conducted the anonymous staff climate survey from January 8 - January 21 and gathered 96 submissions from a pool of 160. The results have been prepared for the board to discuss in non-public session under NH RSA 91-A:3, II (c) and after the board has released the report, a redacted copy will become available for the staff.

### **Winchester Hinsdale Tuition Agreement Committee**

As has been shared with you, the Winchester and Hinsdale School Boards have selected two members from each board to work with the two districts' business administrators and Superintendent to develop a high school tuition agreement to begin in the 2026-2027 school year. The committee has already met once on February 5 and is scheduled to meet on four more posted dates: February 13, February 24, March 3, and March 13. Ideally, the draft agreement will be reviewed by legal counsel and posted by March 17 to permit public hearings to take place in early April. Both school boards will receive updates from their committee members in non-public session under NH RSA 91-A:3, II (k) until the draft agreement is finalized, at which point all drafts and minutes of the sessions will be posted alongside the public hearing posting on March 17. The committee made significant progress already and it should not be unexpected that a draft agreement will be reached very soon.

The remainder of the draft agreement timeline is as follows:

Wednesday, April 9	Public Hearing and School Board Vote
Friday, April 11	Post Special Meeting Notice and Warrant Information
Saturday, May 3	Town Meeting to Vote on Tuition Agreement
Thursday, June 5	Agreement must be at NHDOE by this date to be put on June Consent Agenda
Thursday, June 12	NH State Board of Education Approval

### **Strategic Planning in Full Gear**

Our strategic planning process continues to move full speed ahead as the four teams have been gathering community stakeholder data through interviews, observations, and surveys over the past few months. Next steps include a Team Captain's meeting with the Steering Committee that was scheduled for Monday, February 10 in which all four teams will have shared their progress reports and next steps in their process. Soon, teams will be producing summaries of their findings and begin developing goals and strategies to be included in the draft final report.

### **Career and Technical Education**

We continue to work with Cheshire Career Center to open slots for our students in their more popular CTE programs, however we are beginning to see a slowdown in their enthusiasm for our students. Karen Thompson has done an exceptional job advocating for our students and will continue to do so over the next year. We will be reaching out to Windham Regional Career Center in

Brattleboro to see how we might be helpful to each other in terms of funding affordability and expansion of their CTE enrollment, and we will begin investigating the possibility of adding three or four CTE programs on the Winchester School campus to supplement the program. Our desire is to make available as many programs and opportunities as possible for all of our students, and we intend to follow through on that goal by consolidating our efforts and using the resources we have at our disposal. Our investigation for funding these CTE programs will hopefully lead to private and public funding, and we would be looking to offer the three or four most popular programs that our students currently do not have access to in Keene.

Report from the  
BUSINESS  
ADMINISTRATOR



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

# HINSDALE

## SCHOOL DISTRICT

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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**To: Hinsdale School Board**  
**From: Jane Fortson, CPA**  
**Business Administrator**  
**and Title IX Coordinator**  
**Re: Monthly Report – February 2025**  
**Date: 2/6/2025**

The Budget has been approved by both the Board and the Budget Committee. It is posted online (without the wage information). Should anyone have any questions regarding the budget feel free to direct them to me for responses.

The MS27 (the recommended budget) which gets signed by the Budget Committee is ready to be posted on Monday, as well as the Warrant, which is signed by the School Board.

We are hoping the audit will close soon, we seem to have questions or requests for documentation that come up from time to time but are in hopes we will receive our report soon.

We will be updating wage schedules over the next couple of months in anticipation of getting letters of assurance out prior to the April break (at least for those staff covered by collective bargaining agreements). Additionally, we are getting the rate information put together for the various employee insurances offered during the open enrollment period in May.

I will be continuing review of the year-to-date budget to determine any shortfalls or excess balances in account lines and will be reporting to the Board in April to update you on the status of the nine months ending March 31, 2025.

The SAU will be updating job descriptions over the next year, we will be starting with the Administrative assistant to the Superintendent, the Accountant, the SAU Assistant and the Business Administrator to start with. These will be reviewed by the Personnel Committee before coming to the full board.

Respectfully submitted,

Jane

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 1/31/2025

Account Mask: 100????????????????

Account Type: REVENUE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.0000.41111.00.00000 Hinsdale Assess.	\$0.00	(\$3,942,856.61)	(\$3,942,856.61)	\$3,942,856.61	\$0.00	\$3,942,856.61 0.00%
100.0000.41310.00.00000 Preschool Tuition	\$0.00	(\$5,160.00)	(\$5,160.00)	\$5,160.00	\$0.00	\$5,160.00 0.00%
100.0000.41700.00.00000 Yearbook	\$0.00	\$4,040.50	\$4,040.50	(\$4,040.50)	\$0.00	(\$4,040.50) 0.00%
100.0000.41980.00.00000 Refund Of A Prior Year Expenditure	\$0.00	(\$460.00)	(\$460.00)	\$460.00	\$0.00	\$460.00 0.00%
100.0000.41990.00.00000 Other Local Revenues	\$0.00	(\$4,845.71)	(\$4,845.71)	\$4,845.71	\$0.00	\$4,845.71 0.00%
100.0000.43111.00.00000 Adequate Education Aid	\$0.00	(\$3,396,267.00)	(\$3,396,267.00)	\$3,396,267.00	\$0.00	\$3,396,267.00 0.00%
100.0000.43112.00.00000 State Education Tax	\$0.00	(\$232,143.39)	(\$232,143.39)	\$232,143.39	\$0.00	\$232,143.39 0.00%
100.0000.43190.00.00000 Other State Aid	\$0.00	(\$15,100.56)	(\$15,100.56)	\$15,100.56	\$0.00	\$15,100.56 0.00%
100.0000.43210.00.00000 Building Aid	\$0.00	(\$231,401.00)	(\$231,401.00)	\$231,401.00	\$0.00	\$231,401.00 0.00%
100.0000.43230.00.00000 Catastrophic Aid	\$0.00	(\$215,826.72)	(\$215,826.72)	\$215,826.72	\$0.00	\$215,826.72 0.00%
100.0000.43241.00.00001 Voc Tuition Aid	\$0.00	(\$18,932.46)	(\$18,932.46)	\$18,932.46	\$0.00	\$18,932.46 0.00%
100.0000.44580.00.00000 Medicaid Reimbursement	\$0.00	(\$19,526.02)	(\$19,526.02)	\$19,526.02	\$0.00	\$19,526.02 0.00%
100.5200.49300.00.00000 TRANSFERS IN	\$0.00	(\$106,427.76)	(\$106,427.76)	\$106,427.76	\$0.00	\$106,427.76 0.00%
Fund: 100	\$0.00	(\$8,184,906.73)	(\$8,184,906.73)	\$8,184,906.73	\$0.00	\$8,184,906.73

### Hinsdale School District

#### General Ledger - On Demand Report

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance %

Remaining Bud

Grand Total:

\$0.00

(\$8,184,906.73)

(\$8,184,906.73)

\$8,184,906.73

\$0.00

\$8,184,906.73

End of Report

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

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Account Type: EXPENDITURE

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.0000.52120.00.00000 Dental	\$0.00	(\$329.16)	(\$329.16)	\$329.16	\$0.00	\$329.16 0.00%
100.0000.52200.00.00000 Social Security	\$0.00	\$0.00	\$0.00	\$0.00	\$988.46	(\$988.46) 0.00%
100.0000.52320.00.00000 Teacher Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$2.82	(\$2.82) 0.00%
100.1100.51100.21.00000 Teacher Salaries Reg Ed Elementary	\$1,099,946.00	\$494,277.05	\$494,277.05	\$605,668.95	\$568,656.95	\$37,012.00 3.36%
100.1100.51100.22.00000 Teacher Salaries Reg Ed Middle/High	\$1,478,419.00	\$678,484.15	\$678,484.15	\$799,934.85	\$809,009.20	(\$9,074.35) -0.61%
100.1100.51150.21.00000 Para Salaries Reg Ed Elementary	\$41,578.00	\$6,404.94	\$6,404.94	\$35,173.06	\$12,531.40	\$22,641.66 54.46%
100.1100.51150.22.00000 Para Salaries Reg Ed Middle/High	\$47,917.00	\$24,334.38	\$24,334.38	\$23,582.62	\$22,795.00	\$787.62 1.64%
100.1100.51200.21.00000 Substitutes Reg Ed Teacher Elementary	\$26,000.00	\$13,476.56	\$13,476.56	\$12,523.44	\$0.00	\$12,523.44 48.17%
100.1100.51200.22.00000 Substitutes Reg Ed Teacher Middle/High	\$40,000.00	\$23,735.49	\$23,735.49	\$16,264.51	\$22,950.10	(\$6,685.59) -16.71%
100.1100.51250.21.00000 Substitutes Reg Ed Para Elementary	\$5,000.00	\$13,469.00	\$13,469.00	(\$8,469.00)	\$0.00	(\$8,469.00) -169.38%
100.1100.51250.22.00000 Substitutes Reg Ed Para Middle/High	\$1,100.00	\$0.00	\$0.00	\$1,100.00	\$0.00	\$1,100.00 100.00%
100.1100.52110.21.00000 Health Insurance Regular Elementary	\$370,627.00	\$195,191.71	\$195,191.71	\$175,435.29	\$139,525.86	\$35,909.43 9.69%
100.1100.52110.22.00000 Health Insurance Regular Middle/High	\$585,492.00	\$266,046.54	\$266,046.54	\$319,445.46	\$173,456.39	\$145,989.07 24.93%



# Hinsdale School District

## General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.52120.21.00000 Dental Insurance Regular Elementary	\$13,275.00	\$7,185.84	\$7,185.84	\$6,089.16	\$5,107.92	\$981.24 7.39%
100.1100.52120.22.00000 Dental Insurance Regular Middle/High	\$21,010.00	\$11,311.27	\$11,311.27	\$9,698.73	\$7,226.84	\$2,471.89 11.77%
100.1100.52200.21.00000 Social Security Reg Elementary	\$87,328.00	\$36,688.44	\$36,688.44	\$50,639.56	\$40,424.44	\$10,215.12 11.70%
100.1100.52200.22.00000 Social Security Reg Middle/High	\$116,765.00	\$51,368.21	\$51,368.21	\$65,396.79	\$50,650.46	\$14,746.33 12.63%
100.1100.52310.22.00000 Nonteacher Retirement Regular Middle/High	\$3,670.00	\$2,172.06	\$2,172.06	\$1,497.94	\$1,806.00	(\$308.06) -8.39%
100.1100.52320.21.00000 Teacher Retirement Regular Elementary	\$209,604.00	\$93,763.00	\$93,763.00	\$115,841.00	\$103,042.57	\$12,798.43 6.11%
100.1100.52320.22.00000 Teacher Retirement Regular Middle/High	\$290,361.00	\$133,264.77	\$133,264.77	\$157,096.23	\$132,042.63	\$25,053.60 8.63%
100.1100.56100.22.00000 Supplies Reg Ed Middle/High	\$0.00	\$25.00	\$25.00	(\$25.00)	\$0.00	(\$25.00) 0.00%
100.1102.53000.21.00000 Artist In Residence Elementary	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.1102.56100.21.00000 Supplies Art Elementary	\$2,250.00	\$1,834.67	\$1,834.67	\$415.33	\$229.79	\$185.54 8.25%
100.1102.56100.22.00000 Supplies Art Middle/High	\$3,669.00	\$0.00	\$0.00	\$3,669.00	\$0.00	\$3,669.00 100.00%
100.1105.56100.22.00000 Supplies Language Arts Middle/High	\$1,050.00	\$53.59	\$53.59	\$996.41	\$0.00	\$996.41 94.90%
100.1105.56410.21.00000 Books Lang Arts Elementary	\$3,137.00	\$0.00	\$0.00	\$3,137.00	\$0.00	\$3,137.00 100.00%
100.1105.56410.22.00000 Books Lang Arts Middle/High	\$3,275.00	\$2,972.88	\$2,972.88	\$302.12	\$0.00	\$302.12 9.23%

## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1106.56100.22.00000 Supplies Modern Language Middle/High	\$308.00	\$255.60	\$255.60	\$52.40	\$0.00	\$52.40 17.01%
100.1107.56100.22.00000 Supplies In School Suspension Middle/High	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00 100.00%
100.1108.56100.21.00000 Supplies Phys Ed Elementary	\$1,528.00	\$1,485.88	\$1,485.88	\$42.12	\$0.00	\$42.12 2.76%
100.1108.56100.22.00000 Supplies Phys Ed Middle/High	\$1,937.00	\$1,929.71	\$1,929.71	\$7.29	\$0.00	\$7.29 0.38%
100.1109.54300.22.00000 Repairs Life Sciences Middle/High	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00 100.00%
100.1109.56100.22.00000 Supplies Life Sciences Middle/High	\$10,150.00	\$2,829.56	\$2,829.56	\$7,320.44	\$319.99	\$7,000.45 68.97%
100.1109.56410.22.00000 Books Life Sciences Middle/High	\$652.00	\$0.00	\$0.00	\$652.00	\$0.00	\$652.00 100.00%
100.1110.56100.22.00000 Supplies Tech Ed Middle/High	\$1,164.00	\$697.23	\$697.23	\$466.77	\$0.00	\$466.77 40.10%
100.1111.56100.22.00000 Supplies Mathematics Middle/High	\$2,335.00	\$2,087.76	\$2,087.76	\$247.24	\$0.00	\$247.24 10.59%
100.1111.56410.21.00000 Books Mathematics Elementary	\$1,267.00	\$1,477.44	\$1,477.44	(\$210.44)	\$0.00	(\$210.44) -16.61%
100.1111.56410.22.00000 Books Mathematics Middle/High	\$2,450.00	\$2,520.00	\$2,520.00	(\$70.00)	\$0.00	(\$70.00) -2.86%
100.1112.53000.21.00000 Repairs & Other Services Music Elementary	\$700.00	\$764.59	\$764.59	(\$64.59)	\$0.00	(\$64.59) -9.23%
100.1112.53000.22.00000 Repairs & Other Services Music Middle/High	\$2,000.00	\$785.50	\$785.50	\$1,214.50	\$0.00	\$1,214.50 60.73%
100.1112.56100.21.00000 Supplies Music Elementary	\$479.00	\$580.37	\$580.37	(\$101.37)	\$0.00	(\$101.37) -21.16%

## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1112.56100.22.00000	\$5,000.00	\$1,230.02	\$1,230.02	\$3,769.98	\$0.00	\$3,769.98
Supplies Music Middle/High						75.40%
100.1112.58100.22.00000	\$835.00	\$100.00	\$100.00	\$735.00	\$0.00	\$735.00
Dues & Fees Music Middle/High						88.02%
100.1113.56100.21.00000	\$270.00	\$194.62	\$194.62	\$75.38	\$0.00	\$75.38
Supplies Science Elementary						27.92%
100.1113.56100.22.00000	\$6,993.00	\$2,480.42	\$2,480.42	\$4,512.58	\$112.29	\$4,400.29
Supplies Science Middle/High						62.92%
100.1113.56410.21.00000	\$448.00	\$0.00	\$0.00	\$448.00	\$0.00	\$448.00
Books Science Elementary						100.00%
100.1113.56500.21.00000	\$1,475.00	\$0.00	\$0.00	\$1,475.00	\$0.00	\$1,475.00
Mystery Science Software						100.00%
100.1115.56100.22.00000	\$1,126.00	\$721.84	\$721.84	\$404.16	\$0.00	\$404.16
Supplies Social Studies Middle/High						35.89%
100.1115.56410.21.00000	\$1,318.00	\$2,292.45	\$2,292.45	(\$974.45)	\$0.00	(\$974.45)
Books Social Studies Elementary						-73.93%
100.1116.56100.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Supplies ELO						100.00%
100.1125.56410.21.00000	\$1,368.00	\$0.00	\$0.00	\$1,368.00	\$0.00	\$1,368.00
Books Reading Imp Elementary						100.00%
100.1126.53290.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Assemblies Elementary						100.00%
100.1126.55910.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trip Entry Fees Elementary						100.00%
100.1126.56100.21.00000	\$22,624.00	\$8,986.86	\$8,986.86	\$13,637.14	\$76.56	\$13,560.58
Supplies General Expense Elementary						59.94%
100.1126.56100.22.00000	\$22,553.00	\$13,056.91	\$13,056.91	\$9,496.09	\$0.00	\$9,496.09
Supplies General Expense Secondary						42.11%



## Hinsdale School District

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Budget Balance

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100.1126.56101.22.00000	\$8,110.00	\$992.76	\$992.76	\$7,117.24	\$0.00	\$7,117.24
Graduation & Special Events Middle/High						87.76%
100.1126.56410.22.00000	\$7,000.00	\$711.41	\$711.41	\$6,288.59	\$0.00	\$6,288.59
Yearbook						89.84%
100.1200.51100.21.00000	\$230,620.00	\$96,249.16	\$96,249.16	\$134,370.84	\$123,829.15	\$10,541.69
Teacher Salaries SPED Elementary						4.57%
100.1200.51100.22.00000	\$203,200.00	\$93,127.59	\$93,127.59	\$110,072.41	\$109,415.44	\$656.97
Teacher Salaries SPED Middle/High						0.32%
100.1200.51150.21.00000	\$431,107.00	\$208,185.22	\$208,185.22	\$222,921.78	\$201,698.71	\$21,223.07
Para Salaries SPED Elementary						4.92%
100.1200.51150.22.00000	\$317,264.00	\$145,541.10	\$145,541.10	\$171,722.90	\$147,357.39	\$24,365.51
Para Salaries SPED Middle/High						7.68%
100.1200.51200.21.00000	\$2,400.00	\$215.00	\$215.00	\$2,185.00	\$0.00	\$2,185.00
Substitutes SPED Teacher Elementary						91.04%
100.1200.51200.22.00000	\$3,000.00	\$125.00	\$125.00	\$2,875.00	\$6,600.00	(\$3,725.00)
Substitutes SPED Teacher Middle/High						-124.17%
100.1200.51250.21.00000	\$5,000.00	\$721.25	\$721.25	\$4,278.75	\$0.00	\$4,278.75
Substitutes SPED Para Elementary						85.58%
100.1200.51250.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Substitutes SPED Para Middle/High						100.00%
100.1200.52110.21.00000	\$139,833.00	\$69,624.63	\$69,624.63	\$70,208.37	\$60,455.50	\$9,752.87
Health Insurance SPED Teachers Elementary						6.97%
100.1200.52110.22.00000	\$136,956.00	\$65,489.08	\$65,489.08	\$71,466.92	\$50,606.35	\$20,860.57
Health Insurance SPED Teachers Middle/High						15.23%
100.1200.52120.21.00000	\$3,902.00	\$1,609.08	\$1,609.08	\$2,292.92	\$1,206.72	\$1,086.20
Dental Insurance SPED Teachers Elementary						27.84%
100.1200.52120.22.00000	\$3,484.00	\$1,770.81	\$1,770.81	\$1,713.19	\$1,024.92	\$688.27
Dental Insurance SPED Teachers Middle/High						19.76%

## Hinsdale School District

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Budget Balance

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100.1200.52200.21.00000 Social Security SPED Elementary	\$50,622.00	\$21,686.14	\$21,686.14	\$28,935.86	\$18,874.11	\$10,061.75 19.88%
100.1200.52200.22.00000 Social Security SPED Middle/High	\$39,816.00	\$16,904.80	\$16,904.80	\$22,911.20	\$14,220.38	\$8,690.82 21.83%
100.1200.52310.22.00000 Nonteacher Retirement SPED Middle/High	\$0.00	\$302.84	\$302.84	(\$302.84)	\$0.00	(\$302.84) 0.00%
100.1200.52320.21.00000 Teacher Retirement SPED Elementary	\$45,294.00	\$18,903.29	\$18,903.29	\$26,390.71	\$18,720.53	\$7,670.18 16.93%
100.1200.52320.22.00000 Teacher Retirement SPED Middle/High	\$39,908.00	\$16,625.06	\$16,625.06	\$23,282.94	\$16,542.57	\$6,740.37 16.89%
100.1200.53001.20.00000 Related Services SPED Out Of District	\$52,500.00	\$66,401.67	\$66,401.67	(\$13,901.67)	\$0.00	(\$13,901.67) -26.48%
100.1200.53001.21.00000 Related Services In District Elem	\$165,000.00	\$14,117.02	\$14,117.02	\$150,882.98	\$0.00	\$150,882.98 91.44%
100.1200.53001.22.00000 Related Services In District Middle/High	\$0.00	\$1,400.00	\$1,400.00	(\$1,400.00)	\$0.00	(\$1,400.00) 0.00%
100.1200.53002.20.00000 Charter School Special Ed Services	\$0.00	\$1,066.55	\$1,066.55	(\$1,066.55)	\$0.00	(\$1,066.55) 0.00%
100.1200.53300.20.00000 Legal SPED Out Of District	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.1200.55601.20.00000 Tuition SPED Public	\$3,000.00	\$52,423.12	\$52,423.12	(\$49,423.12)	\$0.00	(\$49,423.12) -1647.44%
100.1200.55602.20.00000 Tuition SPED Private	\$931,300.00	\$517,947.19	\$517,947.19	\$413,352.81	\$0.00	\$413,352.81 44.38%
100.1200.56100.20.00000 Supplies & Medical Hardware Out Of District	\$850.00	\$68.88	\$68.88	\$781.12	\$0.00	\$781.12 91.90%
100.1200.56100.21.00000 Supplies & Medical Hardware Elementary	\$2,000.00	\$988.01	\$988.01	\$1,011.99	\$0.00	\$1,011.99 50.60%

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 1/31/2025

Account Mask: 100??????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1200.56100.22.00000	\$1,089.00	\$862.64	\$862.64	\$226.36	\$0.00	\$226.36
Supplies & Medical Hardware Middle/High						20.79%
100.1210.51100.21.00000	\$20,000.00	\$10,204.38	\$10,204.38	\$9,795.62	\$0.00	\$9,795.62
Salaries						48.98%
100.1210.51100.22.00000	\$12,000.00	\$3,183.50	\$3,183.50	\$8,816.50	\$0.00	\$8,816.50
Salaries						73.47%
100.1210.52200.21.00000	\$1,530.00	\$778.45	\$778.45	\$751.55	\$0.00	\$751.55
Social Security						49.12%
100.1210.52200.22.00000	\$918.00	\$243.54	\$243.54	\$674.46	\$0.00	\$674.46
Social Security						73.47%
100.1210.52320.21.00000	\$3,928.00	\$865.14	\$865.14	\$3,062.86	\$0.00	\$3,062.86
Retirement						77.98%
100.1210.52320.22.00000	\$2,357.00	\$449.27	\$449.27	\$1,907.73	\$0.00	\$1,907.73
Retirement						80.94%
100.1260.51100.20.00000	\$40,000.00	\$14,758.48	\$14,758.48	\$25,241.52	\$16,751.52	\$8,490.00
Teacher Salaries ESL						21.23%
100.1260.52200.20.00000	\$3,060.00	\$1,129.09	\$1,129.09	\$1,930.91	\$0.00	\$1,930.91
Social Security ESL						63.10%
100.1300.55610.22.00000	\$48,000.00	\$0.00	\$0.00	\$48,000.00	\$0.00	\$48,000.00
Tuition Vocational Middle/High						100.00%
100.1310.54300.22.00000	\$0.00	\$811.69	\$811.69	(\$811.69)	\$0.00	(\$811.69)
Repairs & Maintenance Driver Ed Secondary						0.00%
100.1310.55800.22.00000	\$0.00	\$644.03	\$644.03	(\$644.03)	\$0.00	(\$644.03)
Gas & Oil Driver Ed Secondary						0.00%
100.1400.51190.22.00000	\$152,864.00	\$50,763.63	\$50,763.63	\$102,100.37	\$6,712.36	\$95,388.01
Advisors Stipends						62.40%
100.1400.52200.22.00000	\$11,695.00	\$3,538.13	\$3,538.13	\$8,156.87	\$0.00	\$8,156.87
Social Security CoCurricular						69.75%



## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1400.52310.22.00000 Nonteacher Retirement CoCurricular	\$3,500.00	\$2,789.67	\$2,789.67	\$710.33	\$0.00	\$710.33 20.30%
100.1400.52320.22.00000 Teacher Retirement CoCurricular	\$9,000.00	\$2,846.13	\$2,846.13	\$6,153.87	\$0.00	\$6,153.87 68.38%
100.1400.53000.22.00000 Sports Physicals/Doctors' Services	\$1,250.00	\$14.95	\$14.95	\$1,235.05	\$0.00	\$1,235.05 98.80%
100.1400.53900.22.00000 Officials/Police Coverage	\$17,000.00	\$9,802.50	\$9,802.50	\$7,197.50	\$0.00	\$7,197.50 42.34%
100.1400.54300.22.00000 Repairs & Maintenance	\$2,500.00	\$300.00	\$300.00	\$2,200.00	\$0.00	\$2,200.00 88.00%
100.1400.55800.22.00000 Dues & Fees CoCurricular	\$6,310.00	\$3,960.00	\$3,960.00	\$2,350.00	\$0.00	\$2,350.00 37.24%
100.1400.56100.22.00000 Supplies/Awards CoCurr Secondary	\$19,871.00	\$4,668.61	\$4,668.61	\$15,202.39	\$447.27	\$14,755.12 74.25%
100.1400.58100.22.00000 Conferences CoCurr Secondary	\$2,000.00	\$444.10	\$444.10	\$1,555.90	\$0.00	\$1,555.90 77.80%
100.1430.56100.22.00000 Supplies Summer Middle/High	\$7,000.00	\$1,540.00	\$1,540.00	\$5,460.00	\$0.00	\$5,460.00 78.00%
100.2120.51100.21.00000 Guidance Salaries Elementary	\$215,416.00	\$84,122.18	\$84,122.18	\$131,293.82	\$93,091.44	\$38,202.38 17.73%
100.2120.51100.22.00000 Guidance Salaries Middle/High	\$272,910.00	\$111,075.87	\$111,075.87	\$161,834.13	\$100,895.94	\$60,938.19 22.33%
100.2120.52110.21.00000 Health Insurance Guidance Elementary	\$54,751.00	\$27,740.52	\$27,740.52	\$27,010.48	\$20,805.29	\$6,205.19 11.33%
100.2120.52110.22.00000 Health Insurance Guidance Middle/High	\$77,666.00	\$36,297.28	\$36,297.28	\$41,368.72	\$25,209.54	\$16,159.18 20.81%
100.2120.52120.21.00000 Dental Insurance Guidance Elementary	\$2,007.00	\$991.92	\$991.92	\$1,015.08	\$743.88	\$271.20 13.51%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2120.52120.22.00000 Dental Insurance Guidance Middle/High	\$2,552.00	\$2,057.20	\$2,057.20	\$494.80	\$1,203.91	(\$709.11) -27.79%
100.2120.52200.21.00000 Social Security Guidance Elementary	\$16,479.00	\$5,956.16	\$5,956.16	\$10,522.84	\$5,066.46	\$5,456.38 33.11%
100.2120.52200.22.00000 Social Security Guidance Middle/High	\$20,878.00	\$7,787.43	\$7,787.43	\$13,090.57	\$6,060.33	\$7,030.24 33.67%
100.2120.52310.22.00000 Nonteacher Retirement Guidance Middle/High	\$8,337.00	\$5,124.73	\$5,124.73	\$3,212.27	\$3,553.90	(\$341.63) -4.10%
100.2120.52320.21.00000 Teacher Retirement Guidance Elementary	\$37,211.00	\$12,006.31	\$12,006.31	\$25,204.69	\$13,948.45	\$11,256.24 30.25%
100.2120.52320.22.00000 Teacher Retirement Guidance Middle/High	\$22,828.00	\$6,847.92	\$6,847.92	\$15,980.08	\$7,989.22	\$7,990.86 35.00%
100.2120.53000.21.00000 Guidance Contracted Svcs	\$0.00	\$2,164.62	\$2,164.62	(\$2,164.62)	\$0.00	(\$2,164.62) 0.00%
100.2120.53300.22.00000 Professional Services Guidance Middle/High	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%
100.2120.56100.21.00000 Supplies Guidance Elementary	\$2,325.00	\$2,246.93	\$2,246.93	\$78.07	\$0.00	\$78.07 3.36%
100.2120.56100.22.00000 Supplies Guidance Middle/High	\$638.00	\$0.00	\$0.00	\$638.00	\$0.00	\$638.00 100.00%
100.2120.56110.21.00000 Testing Map, Etc Elementary	\$3,625.00	\$0.00	\$0.00	\$3,625.00	\$0.00	\$3,625.00 100.00%
100.2120.56110.22.00000 Testing Map, Psat, Etc Middle/High	\$7,095.00	\$3,348.62	\$3,348.62	\$3,746.38	\$0.00	\$3,746.38 52.80%
100.2120.56410.21.00000 Books Guidance Elementary	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00 100.00%
100.2120.56410.22.00000 Books Guidance Middle/High	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00 100.00%



## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2120.56500.21.00000 Guidance Software	\$2,595.00	\$120.00	\$120.00	\$2,475.00	\$0.00	\$2,475.00 95.38%
100.2120.58100.21.00000 Dues & Fees Guidance Elementary	\$250.00	\$826.30	\$826.30	(\$576.30)	\$0.00	(\$576.30) -230.52%
100.2120.58100.22.00000 Dues & Fees Guidance Middle/High	\$358.00	\$0.00	\$0.00	\$358.00	\$0.00	\$358.00 100.00%
100.2130.51100.21.00000 School Nurse Salaries Elementary	\$51,150.00	\$23,607.72	\$23,607.72	\$27,542.28	\$27,542.28	\$0.00 0.00%
100.2130.51100.22.00000 School Nurse Salaries Middle/High	\$65,118.00	\$30,054.48	\$30,054.48	\$35,063.52	\$35,063.52	\$0.00 0.00%
100.2130.52110.21.00000 Health Insurance Nurse Elementary	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00 100.00%
100.2130.52110.22.00000 Health Insurance Nurse Middle/High	\$26,173.00	\$14,956.08	\$14,956.08	\$11,216.92	\$11,216.96	(\$0.04) 0.00%
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,080.00	\$617.16	\$617.16	\$462.84	\$462.84	\$0.00 0.00%
100.2130.52200.21.00000 Social Security Nurse Elementary	\$3,913.00	\$1,806.00	\$1,806.00	\$2,107.00	\$2,633.28	(\$526.28) -13.45%
100.2130.52200.22.00000 Social Security Nurse Middle/High	\$4,982.00	\$2,024.52	\$2,024.52	\$2,957.48	\$2,482.85	\$474.63 9.53%
100.2130.52320.21.00000 Teacher Retirement Nurse Elementary	\$10,046.00	\$4,636.56	\$4,636.56	\$5,409.44	\$6,760.58	(\$1,351.14) -13.45%
100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High	\$12,789.00	\$5,902.68	\$5,902.68	\$6,886.32	\$6,886.46	(\$0.14) 0.00%
100.2130.56100.21.00000 Supplies Nurse Elementary	\$1,175.00	\$962.81	\$962.81	\$212.19	\$0.00	\$212.19 18.06%
100.2130.56100.22.00000 Supplies Nurse Middle/High	\$1,050.00	\$491.90	\$491.90	\$558.10	\$0.00	\$558.10 53.15%

## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2130.56500.21.00000 Nursing Software	\$825.00	\$825.00	\$825.00	\$0.00	\$0.00	\$0.00 0.00%
100.2130.58100.21.00000 Dues & Fees Nurse Elementary	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2140.51100.20.00000 Psychologist Salaries	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2140.53000.20.00000 Purchased Services Psychological	\$38,000.00	\$35,302.28	\$35,302.28	\$2,697.72	\$0.00	\$2,697.72 7.10%
100.2140.56100.20.00000 Supplies Psychologist	\$500.00	\$100.00	\$100.00	\$400.00	\$0.00	\$400.00 80.00%
100.2150.51100.20.00000 Speech & Language Salaries	\$126,042.00	\$59,951.76	\$59,951.76	\$66,090.24	\$65,716.91	\$373.33 0.30%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$52,346.00	\$26,819.38	\$26,819.38	\$25,526.62	\$21,049.22	\$4,477.40 8.55%
100.2150.52120.20.00000 Dental Insurance Speech & Language	\$2,160.00	\$1,182.89	\$1,182.89	\$977.11	\$925.71	\$51.40 2.38%
100.2150.52200.20.00000 Social Security Speech & Language	\$9,650.00	\$3,918.52	\$3,918.52	\$5,731.48	\$4,522.83	\$1,208.65 12.52%
100.2150.52310.20.00000 Nonteacher Retirement	\$4,945.00	\$2,523.08	\$2,523.08	\$2,421.92	\$2,371.70	\$50.22 1.02%
100.2150.52320.20.00000 Teacher Retirement Speech & Language	\$17,576.00	\$8,112.00	\$8,112.00	\$9,464.00	\$9,464.03	(\$0.03) 0.00%
100.2150.53000.20.00000 Purchased Services Speech & Language	\$84,500.00	\$45,221.37	\$45,221.37	\$39,278.63	\$0.00	\$39,278.63 46.48%
100.2150.55800.20.00000 Travel Speech & Language	\$600.00	\$295.00	\$295.00	\$305.00	\$295.00	\$10.00 1.67%
100.2150.56100.20.00000 Supplies Speech & Language	\$1,200.00	\$972.72	\$972.72	\$227.28	\$682.00	(\$454.72) -37.89%

## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2150.58100.20.00000	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
Dues & Fees Speech & Language						100.00%
100.2160.51100.20.00000	\$20,000.00	\$3,684.00	\$3,684.00	\$16,316.00	\$0.00	\$16,316.00
Occupational Therapist Salaries						81.58%
100.2160.52200.20.00000	\$1,530.00	\$281.81	\$281.81	\$1,248.19	\$0.00	\$1,248.19
Social Security Occupational Therapist						81.58%
100.2160.53000.20.00000	\$0.00	\$9,161.39	\$9,161.39	(\$9,161.39)	\$0.00	(\$9,161.39)
Purchased Services Occupational Therapy						0.00%
100.2170.51100.20.00000	\$45,839.00	\$23,309.69	\$23,309.69	\$22,529.31	\$22,919.57	(\$390.26)
Certified OT Assistant Salaries						-0.85%
100.2170.52110.20.00000	\$13,212.00	\$6,920.65	\$6,920.65	\$6,291.35	\$5,662.35	\$629.00
Health Ins Certified OT Assistant						4.76%
100.2170.52120.20.00000	\$662.00	\$343.53	\$343.53	\$318.47	\$281.07	\$37.40
Dental Insurance Certified OT Assistant						5.65%
100.2170.52200.20.00000	\$3,507.00	\$1,711.21	\$1,711.21	\$1,795.79	\$1,695.83	\$99.96
Social Security Certified OT Assistant						2.85%
100.2170.52310.20.00000	\$6,202.00	\$3,153.81	\$3,153.81	\$3,048.19	\$0.00	\$3,048.19
Nonteacher Retirement						49.15%
100.2170.52320.20.00000	\$0.00	\$0.00	\$0.00	\$0.00	\$4,501.40	(\$4,501.40)
Teacher Retirement Certified OT Assistant						0.00%
100.2170.55800.20.00000	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
Travel COTA						100.00%
100.2170.56100.20.00000	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
Supplies COTA						100.00%
100.2170.58100.20.00000	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
Dues & Fees COTA						100.00%
100.2210.53200.20.00000	\$29,000.00	\$6,536.48	\$6,536.48	\$22,463.52	\$1,223.00	\$21,240.52
Teachers' Staff Development CBA Article V.O						73.24%



## Hinsdale School District

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Budget Balance

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100.2210.53201.20.00000	\$8,000.00	\$930.63	\$930.63	\$7,069.37	\$0.00	\$7,069.37
Support Staff Development Workshops						88.37%
100.2212.51100.20.00000	\$118,036.00	\$131,645.06	\$131,645.06	(\$13,609.06)	\$82,165.96	(\$95,775.02)
Salaries Curriculum						-81.14%
100.2212.51101.20.00000	\$0.00	\$350.00	\$350.00	(\$350.00)	\$0.00	(\$350.00)
Curriculum Stipends						0.00%
100.2212.52110.20.00000	\$66,512.00	\$44,753.84	\$44,753.84	\$21,758.16	\$19,013.90	\$2,744.26
Health						4.13%
100.2212.52120.20.00000	\$2,160.00	\$1,958.60	\$1,958.60	\$201.40	\$560.75	(\$359.35)
Dental						-16.64%
100.2212.52200.20.00000	\$9,030.00	\$9,324.40	\$9,324.40	(\$294.40)	\$5,553.43	(\$5,847.83)
Social Security Curriculum						-64.76%
100.2212.52310.20.00000	\$11,869.00	\$15,287.53	\$15,287.53	(\$3,418.53)	\$8,062.68	(\$11,481.21)
Nonteacher Retirement Curriculum						-96.73%
100.2212.52320.20.00000	\$0.00	\$68.74	\$68.74	(\$68.74)	\$0.00	(\$68.74)
Teacher Retirement Curriculum						0.00%
100.2212.53200.20.00000	\$31,600.00	\$4,177.55	\$4,177.55	\$27,422.45	\$0.00	\$27,422.45
Purchased Services District						86.78%
100.2212.55800.20.00000	\$5,200.00	\$631.05	\$631.05	\$4,568.95	\$0.00	\$4,568.95
Travel & Conferences Prof Dev District						87.86%
100.2212.56100.20.00000	\$3,000.00	\$231.60	\$231.60	\$2,768.40	\$19.99	\$2,748.41
Supplies Prof Dev District						91.61%
100.2212.56410.20.00000	\$1,500.00	\$586.80	\$586.80	\$913.20	\$0.00	\$913.20
Professional Learning Texts						60.88%
100.2212.56500.20.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Software Prof Dev						100.00%
100.2212.58100.20.00000	\$500.00	\$275.00	\$275.00	\$225.00	\$0.00	\$225.00
Dues & Fees Prof Dev District						45.00%



## Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2222.51100.22.00000 Library Salaries Middle/High	\$53,600.00	\$17,013.26	\$17,013.26	\$36,586.74	\$60,852.87	(\$24,266.13) -45.27%
100.2222.51150.21.00000 Library Salaries Elementary	\$26,291.00	\$14,448.40	\$14,448.40	\$11,842.60	\$13,007.27	(\$1,164.67) -4.43%
100.2222.52110.21.00000 Health	\$22,942.00	\$12,017.17	\$12,017.17	\$10,924.83	\$10,924.63	\$0.20 0.00%
100.2222.52110.22.00000 Health Insurance Library Middle/High	\$23,423.00	\$11,842.56	\$11,842.56	\$11,580.44	\$15,142.94	(\$3,562.50) -15.21%
100.2222.52120.22.00000 Dental Insurance Library Middle/High	\$1,080.00	\$279.21	\$279.21	\$800.79	\$462.84	\$337.95 31.29%
100.2222.52200.21.00000 Social Security Library Elementary	\$2,011.00	\$771.32	\$771.32	\$1,239.68	\$653.69	\$585.99 29.14%
100.2222.52200.22.00000 Social Security Library Middle/High	\$4,100.00	\$1,128.38	\$1,128.38	\$2,971.62	\$2,260.82	\$710.80 17.34%
100.2222.52310.21.00000 Nonteacher Retirement Library Elementary	\$0.00	\$1,296.94	\$1,296.94	(\$1,296.94)	\$0.00	(\$1,296.94) 0.00%
100.2222.52320.22.00000 Teacher Retirement Library Middle/High	\$10,527.00	\$3,341.41	\$3,341.41	\$7,185.59	\$6,596.38	\$589.21 5.60%
100.2222.54300.22.00000 Repairs Library Equip Middle/High	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2222.56100.21.00000 Supplies Library Elementary	\$500.00	\$189.84	\$189.84	\$310.16	\$0.00	\$310.16 62.03%
100.2222.56100.22.00000 Supplies Library Middle/High	\$850.00	\$35.00	\$35.00	\$815.00	\$0.00	\$815.00 95.88%
100.2222.56410.21.00000 Books & Information Resources Library Elementary	\$3,000.00	\$1,678.00	\$1,678.00	\$1,322.00	\$1,403.24	(\$81.24) -2.71%
100.2222.56410.22.00000 Books & Information Resources Library Middle/High	\$6,000.00	\$203.47	\$203.47	\$5,796.53	\$3,008.19	\$2,788.34 46.47%

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 1/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2222.56420.21.00000 Other Information Resources Library Elem	\$1,600.00	\$1,347.38	\$1,347.38	\$252.62	\$0.00	\$252.62 15.79%
100.2222.56420.22.00000 Other Information Resources Library Middle/High	\$4,122.00	\$3,888.21	\$3,888.21	\$233.79	\$0.00	\$233.79 5.67%
100.2310.51100.20.00000 School Board & Others' Salaries	\$4,350.00	\$1,200.00	\$1,200.00	\$3,150.00	\$1,700.00	\$1,450.00 33.33%
100.2310.52200.20.00000 Social Security School Board	\$356.00	\$91.80	\$91.80	\$264.20	\$130.06	\$134.14 37.68%
100.2310.53000.20.00000 Purchased Services Election Officials	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00 100.00%
100.2310.53301.20.00000 Legal Expenses School Board	\$6,000.00	\$5,364.40	\$5,364.40	\$635.60	\$0.00	\$635.60 10.59%
100.2310.53302.20.00000 Audit Expenses School Board	\$22,000.00	\$14,797.50	\$14,797.50	\$7,202.50	\$0.00	\$7,202.50 32.74%
100.2310.55800.20.00000 Travel & Conferences School Board	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2310.58100.20.00000 Dues & Fees School Board	\$4,500.00	\$4,013.52	\$4,013.52	\$486.48	\$0.00	\$486.48 10.81%
100.2310.58110.20.00000 Recognition & Awards School Board	\$6,000.00	\$635.23	\$635.23	\$5,364.77	\$624.00	\$4,740.77 79.01%
100.2320.51100.20.00000 SAU Salaries	\$166,446.00	\$114,083.51	\$114,083.51	\$52,362.49	\$72,420.16	(\$20,057.67) -12.05%
100.2320.52110.20.00000 Health Insurance SAU	\$31,425.00	\$16,261.28	\$16,261.28	\$15,163.72	\$10,163.30	\$5,000.42 15.91%
100.2320.52120.20.00000 Dental Insurance SAU	\$2,256.00	\$2,198.08	\$2,198.08	\$57.92	\$1,116.62	(\$1,058.70) -46.93%
100.2320.52200.20.00000 Social Security SAU	\$12,733.00	\$8,549.62	\$8,549.62	\$4,183.38	\$5,077.85	(\$894.47) -7.02%

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 1/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

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☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2320.52310.20.00000 NH Retirement SAU	\$8,314.00	\$5,116.16	\$5,116.16	\$3,197.84	\$3,197.59	\$0.25 0.00%
100.2320.53000.20.00000 Purchased Services SAU	\$63,000.00	\$6,225.00	\$6,225.00	\$56,775.00	\$0.00	\$56,775.00 90.12%
100.2320.53130.20.00000 Background Checks	\$5,000.00	\$3,726.50	\$3,726.50	\$1,273.50	\$0.00	\$1,273.50 25.47%
100.2320.53200.20.00000 Staff Development SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.55340.20.00000 Postage SAU	\$500.00	\$168.60	\$168.60	\$331.40	\$0.00	\$331.40 66.28%
100.2320.55400.20.00000 Ads/Postings/Recruitment SAU	\$35,000.00	\$3,874.79	\$3,874.79	\$31,125.21	\$0.00	\$31,125.21 88.93%
100.2320.55500.20.00000 Printing SAU	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$0.00	\$4,200.00 100.00%
100.2320.55800.20.00000 Travel SAU	\$2,500.00	\$1,641.63	\$1,641.63	\$858.37	\$0.00	\$858.37 34.33%
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$3,439.71	\$3,439.71	\$810.29	\$35.97	\$774.32 18.22%
100.2320.56500.20.00000 Software SAU	\$3,900.00	\$1,176.00	\$1,176.00	\$2,724.00	\$0.00	\$2,724.00 69.85%
100.2320.57300.20.00000 Furniture & Equipment SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.58100.20.00000 Dues & Fees SAU	\$5,000.00	\$25.34	\$25.34	\$4,974.66	\$0.00	\$4,974.66 99.49%
100.2320.58400.20.00000 Contingency	\$0.00	\$150.00	\$150.00	(\$150.00)	\$0.00	(\$150.00) 0.00%
100.2330.51100.20.00000 Special Services Admin Salaries	\$220,601.00	\$123,459.14	\$123,459.14	\$97,141.86	\$68,765.73	\$28,376.13 12.86%



# Hinsdale School District

## General Ledger - On Demand Report

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☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2330.52110.20.00000	\$65,558.00	\$34,053.97	\$34,053.97	\$31,504.03	\$15,148.08	\$16,355.95
Health Insurance Special Services Admin						24.95%
100.2330.52120.20.00000	\$2,822.00	\$1,637.84	\$1,637.84	\$1,184.16	\$509.32	\$674.84
Dental Insurance Special Services Admin						23.91%
100.2330.52200.20.00000	\$16,876.00	\$8,866.38	\$8,866.38	\$8,009.62	\$3,996.96	\$4,012.66
Social Security Special Services Admin						23.78%
100.2330.52310.20.00000	\$7,342.00	\$4,518.40	\$4,518.40	\$2,823.60	\$2,657.68	\$165.92
NH Retirement Special Services Admin						2.26%
100.2330.52320.20.00000	\$32,668.00	\$17,685.10	\$17,685.10	\$14,982.90	\$7,012.82	\$7,970.08
Teacher Retirement						24.40%
100.2330.55800.20.00000	\$2,000.00	\$2,400.86	\$2,400.86	(\$400.86)	\$354.00	(\$754.86)
Travel Special Services Admin						-37.74%
100.2330.56100.20.00000	\$315.00	\$0.00	\$0.00	\$315.00	\$0.00	\$315.00
Supplies Special Services Admin						100.00%
100.2330.58100.20.00000	\$5,000.00	\$2,060.59	\$2,060.59	\$2,939.41	\$0.00	\$2,939.41
Dues & Fees Special Services Admin						58.79%
100.2400.51100.21.00000	\$197,538.00	\$124,877.53	\$124,877.53	\$72,660.47	\$81,017.28	(\$8,356.81)
Admin Salaries Elementary						-4.23%
100.2400.51100.22.00000	\$268,976.00	\$170,880.36	\$170,880.36	\$98,095.64	\$108,135.15	(\$10,039.51)
Admin Salaries Middle/High						-3.73%
100.2400.52110.21.00000	\$88,182.00	\$39,163.30	\$39,163.30	\$49,018.70	\$23,656.42	\$25,362.28
Health Insurance Admin Elementary						28.76%
100.2400.52110.22.00000	\$109,394.00	\$65,440.32	\$65,440.32	\$43,953.68	\$40,900.12	\$3,053.56
Health Insurance Admin Middle/High						2.79%
100.2400.52120.21.00000	\$2,822.00	\$2,098.35	\$2,098.35	\$723.65	\$817.87	(\$94.22)
Dental Insurance Admin Elementary						-3.34%
100.2400.52120.22.00000	\$3,240.00	\$2,468.64	\$2,468.64	\$771.36	\$822.79	(\$51.43)
Dental Insurance Admin Middle/High						-1.59%



# Hinsdale School District

## General Ledger - On Demand Report

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From Date: 7/1/2024

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.52200.21.00000 Social Security Admin Elementary	\$15,112.00	\$8,798.28	\$8,798.28	\$6,313.72	\$5,734.27	\$579.45 3.83%
100.2400.52200.22.00000 Social Security Admin Middle/High	\$20,607.00	\$11,910.32	\$11,910.32	\$8,696.68	\$7,540.22	\$1,156.46 5.61%
100.2400.52310.21.00000 Nonteacher Retirement Admin Elementary	\$12,791.00	\$7,555.32	\$7,555.32	\$5,235.68	\$5,601.67	(\$365.99) -2.86%
100.2400.52310.22.00000 Nonteacher Retirement Admin Middle/High	\$7,229.00	\$4,830.77	\$4,830.77	\$2,398.23	\$3,081.79	(\$683.56) -9.46%
100.2400.52320.21.00000 Teacher Retirement Admin Elementary	\$20,229.00	\$13,558.81	\$13,558.81	\$6,670.19	\$7,780.49	(\$1,110.30) -5.49%
100.2400.52320.22.00000 Teacher Retirement Admin Middle/High	\$38,205.00	\$24,410.43	\$24,410.43	\$13,794.57	\$14,694.35	(\$899.78) -2.36%
100.2400.53300.22.00000 Professional Svcs Contractorrs	\$0.00	\$340.00	\$340.00	(\$340.00)	\$0.00	(\$340.00) 0.00%
100.2400.55340.21.00000 Postage Admin Elementary	\$1,500.00	\$560.61	\$560.61	\$939.39	\$0.00	\$939.39 62.63%
100.2400.55340.22.00000 Postage Admin Secondary	\$8,500.00	\$2,968.91	\$2,968.91	\$5,531.09	\$0.00	\$5,531.09 65.07%
100.2400.55800.21.00000 Travel & Conferences Admin Elementary	\$425.00	\$177.42	\$177.42	\$247.58	\$0.00	\$247.58 58.25%
100.2400.55800.22.00000 Travel & Conferences Admin Secondary	\$1,000.00	\$1,832.90	\$1,832.90	(\$832.90)	\$749.00	(\$1,581.90) -158.19%
100.2400.56100.21.00000 Supplies Admin Elementary	\$3,610.00	\$1,352.31	\$1,352.31	\$2,257.69	\$0.00	\$2,257.69 62.54%
100.2400.56100.22.00000 Supplies Admin Middle/High	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2400.58100.21.00000 Dues & Fees Admin Elementary	\$2,160.00	\$89.00	\$89.00	\$2,071.00	\$600.00	\$1,471.00 68.10%

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

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To Date: 1/31/2025

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Account Type: EXPENDITURE

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.58100.22.00000 Dues & Fees Admin Middle/High	\$7,885.00	\$4,800.00	\$4,800.00	\$3,085.00	\$119.00	\$2,966.00 37.62%
100.2500.51100.20.00000 Salaries Business Office	\$187,535.00	\$107,952.32	\$107,952.32	\$79,582.68	\$67,470.08	\$12,112.60 6.46%
100.2500.52110.20.00000 Health	\$45,127.00	\$30,083.20	\$30,083.20	\$15,043.80	\$18,802.00	(\$3,758.20) -8.33%
100.2500.52120.20.00000 Dental	\$2,160.00	\$1,645.76	\$1,645.76	\$514.24	\$514.24	\$0.00 0.00%
100.2500.52130.20.00000 Disability & Life Insurance	\$21,845.00	\$9,104.25	\$9,104.25	\$12,740.75	\$0.00	\$12,740.75 58.32%
100.2500.52200.20.00000 Social Security	\$14,346.00	\$7,928.19	\$7,928.19	\$6,417.81	\$4,955.68	\$1,462.13 10.19%
100.2500.52310.20.00000 Retirement	\$7,906.00	\$4,865.44	\$4,865.44	\$3,040.56	\$3,040.90	(\$0.34) 0.00%
100.2500.52320.20.00000 Teacher Retirement	\$22,976.00	\$14,139.36	\$14,139.36	\$8,836.64	\$8,837.07	(\$0.43) 0.00%
100.2500.52500.20.00000 Unemployment Insurance	\$9,486.00	\$10,219.00	\$10,219.00	(\$733.00)	\$0.00	(\$733.00) -7.73%
100.2500.52600.20.00000 Workers' Comp Ins	\$26,664.00	\$26,664.00	\$26,664.00	\$0.00	\$0.00	\$0.00 0.00%
100.2500.56500.20.00000 Business Software	\$17,300.00	\$474.66	\$474.66	\$16,825.34	\$0.00	\$16,825.34 97.26%
100.2500.58100.20.00000 Dues & Fees Business	\$2,000.00	\$339.60	\$339.60	\$1,660.40	\$0.00	\$1,660.40 83.02%
100.2600.51100.20.00000 Custodian Salaries	\$401,468.00	\$236,099.28	\$236,099.28	\$165,368.72	\$169,148.48	(\$3,779.76) -0.94%
100.2600.52110.20.00000 Health Insurance Custodians	\$250,877.00	\$126,238.74	\$126,238.74	\$124,638.26	\$56,062.36	\$68,575.90 27.33%

## Hinsdale School District

### General Ledger - On Demand Report

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From Date: 7/1/2024

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2600.52120.20.00000 Dental Insurance Custodians	\$2,160.00	\$1,542.90	\$1,542.90	\$617.10	\$257.12	\$359.98 16.67%
100.2600.52200.20.00000 Social Security Custodians	\$30,712.00	\$16,753.95	\$16,753.95	\$13,958.05	\$8,367.92	\$5,590.13 18.20%
100.2600.52310.20.00000 Nonteacher Retirement Custodians	\$52,966.00	\$29,651.73	\$29,651.73	\$23,314.27	\$15,845.80	\$7,468.47 14.10%
100.2600.53000.20.00000 Building & Grounds Contract Services	\$68,600.00	\$33,718.51	\$33,718.51	\$34,881.49	\$0.00	\$34,881.49 50.85%
100.2600.54110.20.00000 Water/Sewer	\$25,000.00	\$4,148.35	\$4,148.35	\$20,851.65	\$0.00	\$20,851.65 83.41%
100.2600.54210.20.00000 Disposal Services	\$19,000.00	\$9,270.00	\$9,270.00	\$9,730.00	\$0.00	\$9,730.00 51.21%
100.2600.54300.20.00000 Repairs & Maintenance	\$55,500.00	\$21,199.31	\$21,199.31	\$34,300.69	\$0.00	\$34,300.69 61.80%
100.2600.55200.20.00000 Property Insurance	\$40,814.00	\$40,814.00	\$40,814.00	\$0.00	\$0.00	\$0.00 0.00%
100.2600.55800.20.00000 Training & Travel	\$1,000.00	\$1,140.00	\$1,140.00	(\$140.00)	\$0.00	(\$140.00) -14.00%
100.2600.56100.20.00000 Supplies	\$45,000.00	\$21,517.34	\$21,517.34	\$23,482.66	\$0.00	\$23,482.66 52.18%
100.2600.56110.20.00000 Maintenance Supplies	\$38,000.00	\$12,902.89	\$12,902.89	\$25,097.11	\$0.00	\$25,097.11 66.05%
100.2600.56220.20.00000 Electricity	\$190,000.00	\$103,874.25	\$103,874.25	\$86,125.75	\$0.00	\$86,125.75 45.33%
100.2600.56230.20.00000 Bottled Gas	\$15,835.00	\$5,313.60	\$5,313.60	\$10,521.40	\$0.00	\$10,521.40 66.44%
100.2600.56240.20.00000 Heating Oil	\$200,000.00	\$35,867.00	\$35,867.00	\$164,133.00	\$0.00	\$164,133.00 82.07%



## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2600.56260.20.00000 Gasoline	\$4,000.00	\$757.73	\$757.73	\$3,242.27	\$0.00	\$3,242.27 81.06%
100.2600.57300.20.00000 Maintenance Equipment	\$27,000.00	\$48,549.23	\$48,549.23	(\$21,549.23)	\$0.00	(\$21,549.23) -79.81%
100.2600.57370.20.00000 Replacement Furniture/Fixtures	\$22,001.00	\$22,846.41	\$22,846.41	(\$845.41)	\$0.00	(\$845.41) -3.84%
100.2700.51100.20.00000 Transportation Salaries	\$12,262.00	\$36,389.99	\$36,389.99	(\$24,127.99)	\$6,403.28	(\$30,531.27) -248.99%
100.2700.52200.20.00000 Social Security	\$938.00	\$442.28	\$442.28	\$495.72	\$489.85	\$5.87 0.63%
100.2700.55191.20.00000 Regular Student Transportation	\$352,232.00	\$125,094.89	\$125,094.89	\$227,137.11	\$0.00	\$227,137.11 64.49%
100.2700.55192.20.00000 Special Education Transportation	\$365,000.00	\$171,357.12	\$171,357.12	\$193,642.88	\$0.00	\$193,642.88 53.05%
100.2725.55170.22.00000 Athletic Transportation	\$50,000.00	\$13,393.72	\$13,393.72	\$36,606.28	\$0.00	\$36,606.28 73.21%
100.2725.55190.21.00000 Field Trips/Cocurricular	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2725.55190.22.00000 Field Trips/Cocurricular	\$3,000.00	\$408.00	\$408.00	\$2,592.00	\$0.00	\$2,592.00 86.40%
100.2725.55191.22.00000 Van Operating Costs	\$5,000.00	\$1,094.00	\$1,094.00	\$3,906.00	\$0.00	\$3,906.00 78.12%
100.2840.51100.20.00000 Salaries Technology	\$194,172.00	\$84,029.09	\$84,029.09	\$110,142.91	\$56,494.55	\$53,648.36 27.63%
100.2840.52110.20.00000 Health Tech	\$61,507.00	\$21,952.64	\$21,952.64	\$39,554.36	\$13,720.40	\$25,833.96 42.00%
100.2840.52120.20.00000 Dental Tech	\$2,160.00	\$822.88	\$822.88	\$1,337.12	\$257.12	\$1,080.00 50.00%



## Hinsdale School District

### General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2840.52200.20.00000 Social Security Tech	\$14,854.00	\$6,144.97	\$6,144.97	\$8,709.03	\$3,720.52	\$4,988.51 33.58%
100.2840.52310.20.00000 Nonteacher Retirement	\$26,271.00	\$11,369.15	\$11,369.15	\$14,901.85	\$6,892.80	\$8,009.05 30.49%
100.2840.53400.20.00000 Powerschool Annual Support	\$8,000.00	\$950.00	\$950.00	\$7,050.00	\$0.00	\$7,050.00 88.13%
100.2840.54300.20.00000 Repairs Tech	\$9,000.00	\$1,819.40	\$1,819.40	\$7,180.60	\$396.10	\$6,784.50 75.38%
100.2840.54420.20.00000 Copier Lease/Maint.	\$18,274.00	\$8,699.30	\$8,699.30	\$9,574.70	\$0.00	\$9,574.70 52.40%
100.2840.55310.20.00000 Phone Internet	\$32,799.00	\$16,266.49	\$16,266.49	\$16,532.51	\$0.00	\$16,532.51 50.41%
100.2840.55800.20.00000 Travel & Conferences Tech	\$4,250.00	\$3,347.27	\$3,347.27	\$902.73	\$0.00	\$902.73 21.24%
100.2840.56100.20.00000 Supplies Tech	\$9,500.00	\$6,177.76	\$6,177.76	\$3,322.24	\$2,209.41	\$1,112.83 11.71%
100.2840.56500.20.00000 Software	\$33,412.00	\$25,501.56	\$25,501.56	\$7,910.44	\$0.00	\$7,910.44 23.68%
100.2840.57340.20.00000 IT Equipment	\$73,394.00	\$6,494.50	\$6,494.50	\$66,899.50	\$386.23	\$66,513.27 90.62%
100.3110.57300.20.00000 Food Service Equipment	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.3110.59300.20.00000 Food Service	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00 100.00%
100.4000.53200.20.00000 Facilities Construction & Remodeling	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.5100.58300.20.00000 Debt Service Principal	\$720,000.00	\$720,000.00	\$720,000.00	\$0.00	\$0.00	\$0.00 0.00%

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22

## Hinsdale School District

### General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 1/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.5100.58400.20.00000	\$64,547.00	\$64,546.25	\$64,546.25	\$0.75	\$0.00	\$0.75
Debt Interest						0.00%
100.5220.59300.99.00000	\$729,500.00	\$0.00	\$0.00	\$729,500.00	\$0.00	\$729,500.00
Transfer To Grants						100.00%
100.5221.59300.99.00000	\$225,000.00	\$0.00	\$0.00	\$225,000.00	\$0.00	\$225,000.00
Transfer To Food Service Fund						100.00%
100.5252.59300.99.00000	\$0.00	\$25,000.00	\$25,000.00	(\$25,000.00)	\$0.00	(\$25,000.00)
Trsf To Sped Exp Trust						0.00%
100.5252.59310.99.00000	\$0.00	\$25,000.00	\$25,000.00	(\$25,000.00)	\$0.00	(\$25,000.00)
Trsf To Sch Maint Exp Fund						0.00%
Fund: 100	\$15,978,137.00	\$7,779,260.35	\$7,779,260.35	\$8,198,876.65	\$4,566,468.39	\$3,632,408.26

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 1/31/2025

Account Mask: 100??????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

Grand Total:

\$15,978,137.00

\$7,779,260.35

\$7,779,260.35

\$8,198,876.65

\$4,566,468.39

\$3,632,408.26

End of Report

Report from the  
DIRECTOR OF  
ACADEMICS &  
CAREER READINESS



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

# HINSDALE

## SCHOOL DISTRICT

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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February 2025

### **Portrait of a Learner:**

This month we are actively engaging all students in grades 6-12 in the development of the definitions of the Portrait of Learner Characteristics. During advisory, students participated in discussions and lessons regarding Character, Collaboration, Critical Thinking and Communication. The students were tasked with defining what each of these traits mean to them. We will be gathering this information from all advisories and mining the data to create school wide definitions. Student voice into this work is what will help students own the portrait work and give it more meaning as we begin to actualize the portrait in classrooms across the school district.

### **Career Connected Learning:**

We are excited to continue to expand our efforts with career connected learning through the OSTCP grant so that more students can have access to career activities. Dr. Bremnar and I have spent time developing ways we can identify high interest careers so that we can implement a "career center at the elementary school. This center will be a hub for all grade levels. The space will be populated with developmentally appropriate career resources for students and teachers. We hope teachers will connect activities from careers into our literacy work. Tying career connected learning to literacy in the classroom means actively incorporating real-world career scenarios and information into reading, writing, and other literacy activities, allowing students to practice essential literacy skills while simultaneously exploring potential career paths and understanding the literacy demands of different professions; this can be achieved through projects, research tasks, guest speaker presentations, and curriculum that connects academic subjects to relevant career fields.

### **Kindness Day 2025:**

Mark your calendars for our DISTRICT WIDE Kindness Day. This day is back by popular demand from the teachers. However, this year we are going all in and making this a day for all grade levels, and I am excited to work with the Elementary school to see all the wonderful activities that they will come up with to give back to our community.

### **Student Agency:**

Our student agency group have begun planning for empathy interviews throughout the middle/high school. Empathy interviews are a key part of design thinking, where they help designers understand the

needs and motivations of their target users. This information will help our students identify the needs, want and desires from students across the grade spans. Their focus will be on student engagement in the classroom. We are also planning our overnight trip to Alnoba in Kensington NH.

#### **Mentors/Mentees:**

In our effort to continue to grow happy, thriving, informed and engaging teachers, I meet regularly with new teachers as well as their mentors to monitor their growth as well as their needs throughout the year. We strive to ensure that our new teachers feel supported and cared for throughout their first-year transition. Building effective teachers that align with our mission and vision will in turn create classrooms where students want to learn. We are very fortunate some wonderful veteran teachers who have taken on the role of mentor and even more fortunate to have gained some new teachers who have embraced our work. This has been a year of change for everyone. As administrators, it is our job to keep the needs of our students at the center of all we do. By doing that, we must lean into instructional practices of ALL teachers but particularly of our new teachers. Being new to district/teaching position is never easy but it has been a joy to work with this new group.

#### **ELO's:**

We have five new students joining the ELO program this semester.

I am very excited to have partnered with Cosmetology business in Brattleboro that is working with the state of Vermont to get our student apprenticeship hours for her ELO. Cosmetology has always been a difficult area to get our students into due to abundant restrictions. This apprenticeship opportunity will allow this student to graduate with over half of her hours and will get her certified in other areas of cosmetology.

Other new ELO's: Brattleboro Television, Purple Sarah Hair Salon, Brattleboro Vet, Hinsdale Elementary School, Hinsdale Police Department.

#### **Professional Development:**

Currently, the district is offering two district wide PD opportunities.

Sarah Donahue is doing a 4-part series on teacher wellness that is open to all teachers. 1. The Practice of Emotional Intelligence and a Superpower called Empathy 2. The Practice of Managing Anxiety and a Superpower called Self-Awareness 3. The Practice of Allowing Sadness and a Superpower called Reframing 4. The Practice of Rewriting our Story and a Superpower called Resilience. Currently seven teachers are signed up for this PD.

I am offering a Book Study for all teachers on Todd Whitakers book "What Great Teachers Do Differently." This group of Prek-12 teachers will meet four times to discuss this book and share their ideas and experiences. Nine teachers have signed up for this PD.

Report from the  
PRINCIPAL

Hinsdale Middle High  
School



# HINSDALE MIDDLE / HIGH SCHOOL

49 School Street  
Hinsdale, New Hampshire 03451

Anna M. Roth  
Principal

Patricia A. Wallace  
Director of Student Services

Christopher S. Ponce  
Assistant Principal

Sam Kilelee  
Athletic Director

## HMHS Board Report for February 2025

Submitted 2/6/25 by Anna Roth

### Academics

Middle school students completed midyear benchmark assessments during the last week of January and first week of February. These assessments will help inform classroom instruction and identify students in need of intervention or enrichment in reading and math. Thanks to Jeanne Sturges and Anna Bassett who continue to support middle school English teachers in developing their intervention and instructional skills while maintaining fidelity to the Tier 1 curriculum.

Course selection for the 2025 – 2026 school year has begun. School counselors have begun meeting with juniors and will work their way through lower grades in the next few weeks. Recently we held two events in support of the course selection process. The AP Breakfast, hosted by Dr. Ryan, provided students with an opportunity to hear about our ELEVEN offerings at the AP level for next school year. We also held an informational night for parents of students who will be in grades 9-12 next year. School counselors, Karen Thompson and I talked through the program of studies, flexible pathways, and the course selection process to the approximately 20 students and adults in attendance.

### Social Emotional

We held an amazing and energized pep rally for our winter teams which included a Unified basketball game against Fall Mountain. Thanks to Sam Kilelee for organizing the pep rally and three-point contest, Katie Leonard for introducing our team members, and Caleb Thurston for preparing the band to play. The vibe in the gym was one of heartfelt community support and I was proud of all of our Pacers- -athletes and spectators alike- -for their encouragement and enthusiasm.

High school students will be participating in the Youth Risk Behavior Survey next week. This is a national survey conducted by the CDC that gathers data on various health-related behaviors that correlate with common causes of death including drug and alcohol use,

**Perseverance   Advocacy   Collaboration   Empathy   Responsibility   Scholarship**

SAU 92 does not discriminate on the basis of race, color, national origin, gender, sex, sexual orientation, religion, nationality, ethnic origins, country of origin, economic status, status as a victim of domestic violence, harassment, sexual assault, or stalking, disability, age or other protected classes under applicable law in its educational programs and activities. SAU 92 also provides equal access to buildings for youth groups. Link to Training - <https://nhprimex.org/explore-training/single/understanding-sexual-harassment/> Questions about Title IX can be referred to the SAU 92 Superintendent, Dr. David Ryan, [dryan@hnhhsd.org](mailto:dryan@hnhhsd.org) or 603-336-5728



dietary behaviors, sexual health, and physical activity. The data generated from the survey will not include names of students or our school/district.

### **Staffing**

We have begun to identify expected staff vacancies that will need to be filled for the 25 – 26 school year. As of the writing of this report, we expect to be posting for:

- School Counselor (1, full time)
- High School Science
- Computer Science
- Special Ed Paraprofessionals

### **Enrollment**

6 <sup>th</sup>	43	
7 <sup>th</sup>	40	
8 <sup>th</sup>	40	
9 <sup>th</sup>	44	
10 <sup>th</sup>	45	
11 <sup>th</sup>	31	2 CCC
12 <sup>th</sup>	36	2 WRCC
Total	270	

### **Upcoming Events**

Winter Semi-Formal Dances: MS 2/14, HS 2/15

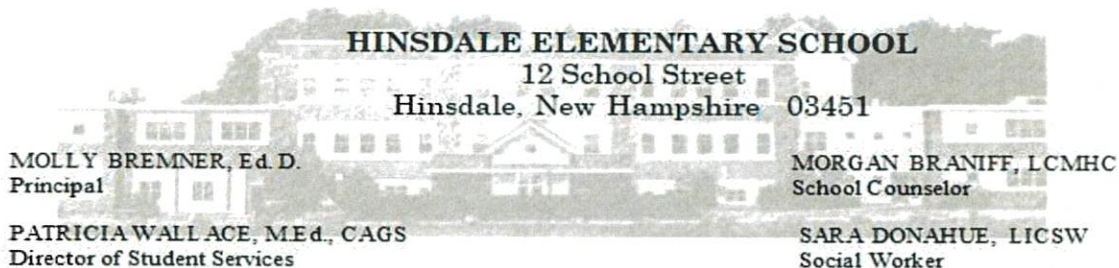
### **Discipline (as of 2/6/25)**

Month	Aug	Sept	Oct	Nov	Dec	Jan
-------	-----	------	-----	-----	-----	-----

<b>Total # of Referrals</b>	1	55	125	62	87	61
<b>MS Referrals</b>	0	17	67	31	41	40
<b>HS Referrals</b>	1	38	58	31	46	21
<b>Identified Students' Referrals</b>	0	17	43	22	29	25
<b>Bullying</b>	0	0	2 (unsub)	2 (unsub)	1	2 (1/1)
<b>Civil Rights</b>	0	0	0	2	0	0
<b>Title IX</b>	0	0	0	0	0	0
<b>Truancy / Tardies</b>	0	17	37	5	27	5
<b>Drugs/ Alcohol/ Tobacco/ Vaping</b>	1	1	0	0	0	2

Report from the  
PRINCIPAL

Hinsdale Elementary  
School



**February 2025**

**Curriculum & Assessment:**

We have completed our Middle of Year (MOY) benchmarking. To do this we used NWEA testing, DIBELS, and Heggerty. Our data leadership team developed a consistent data dive protocol for their February review. The process of collecting data, analyzing data, making adjustments to teaching, and supporting individual students who are not progressing is improving month over month. We are practicing this process each week during our faculty meetings, and we are increasing the comfort level at each of these stages of practice. This will be an ongoing process, but our staff are up for the challenge.

**Core Values:**

**Cooperative:** We have exuded cooperation this last month as we navigated significant staff and student illnesses. I want to thank all of our substitutes, and all of our teachers and paraprofessionals who stepped up to cover for each other.

**Flexible:** Our community has been so supportive of the various changes in the last month. We have had to navigate illnesses, weather, and emergencies. Hinsdale has modeled flexibility in many ways, having adults in the community showcase our core values helps our students recognize how important they are.

**Connected:** We accepted a gift of recess balls, mittens, hats, socks, and underwear from the Brattleboro Elks. We have sent a thank you card.

**Ready to Learn:** Wellness and health are important at HES. We have worked to educate families and students on various ways to stay healthy in order to access school. We completed our self-assessment for the Well-Powered Schools initiative (attached).

**Operations:**

We successfully managed two emergency situations which required following our emergency plans.



January 13, 2025, We navigated a medical emergency. The building was placed in a shelter mode to allow us to focus on the event. We are thankful that the HMHS nurse came over to help, and HFD came. The ambulance drivers shared with Chief Evans that they felt our communication was clear and directions to the area of the building were well coordinated.

January 21, 2025, We navigated a hazardous smell concern. In coordination with Nate Boudreau and HFD we non-emergency evacuated the building to our gym and the HMHS gym. This was done so that the inspections/use of detecting equipment would easily be able to access all areas of the building and reduce the impact on student learning. We were able to identify three causes of the smell, two of which (propane and sewer) were caused by the low temperature that morning. The other was an issue with a produce delivery which the Abbey Group mitigated.

We currently have the following unfilled:

1 Sp. Ed. Paraprofessional

1 Gen. Ed. Paraprofessional

#### **Quarterly Behavior Data:**

	<b>Quarter 1</b>	<b>Quarter 2</b>
<b>Confirmed Office Referrals</b>	<b>59</b>	<b>34</b>
<b>Detentions</b>	<b>6</b>	<b>13</b>
<b>Bullying Investigations</b>	<b>1</b>	<b>0</b>
<b>ISS (# of students:#days)</b>	<b>1:1</b>	<b>3: .5 1:1</b>
<b>OSS (# of students:#days)</b>	<b>0:0</b>	<b>1: 1.5</b>
<b>'Support Calls'</b>	<b>3-7 Daily</b>	<b>0-3 Daily</b>

Other common forms of consequences:

- Talk with the principal which always includes accountability and review of what should be done instead
- Warnings with parent notification
- Parent calls and emails
- Reconciliation between students or with staff
- Restitution (obvious or contrived)
- Reteaching using social stories, video modeling, or connecting to our SEL curriculum
- Alternative recess time or lunch groups
- Any identified protocol in a written behavior plan

- Teacher driven consequences: teacher detentions (not necessarily indicated above), parent contact, TIER 2 plans to support following expectations etc.

Why are office referrals & support calls reducing?

- Student behavior is improving, especially on individual cases
- Improved alignment and coordination of SEL supports
- Retrained staff on the use of the forms
- Office referrals that are not aligned with expectations are unconfirmed (not logged) and support is given to the student and staff.

Why are suspensions higher?

- Pattern of behavior – handbook indicated that continued infractions result in more severe consequences.

	Quarter 1	Quarter 2
# of students with perfect attendance	21	We were at 34, until the January spike in COVID, FLU, and Stomach issues.  Ended with only 4

We have 4 students with perfect attendance who will be celebrated on our Feb. 14<sup>th</sup> all school meeting.

### **Upcoming:**

Math Night: March 26<sup>th</sup> 6-7PM details TBD

Memorial Day Ceremony: May 23<sup>rd</sup> 1:15 details TBD

### **All School Meetings:**

February 14<sup>th</sup> 10:05-10:45

March 19<sup>th</sup> 8:50-9:30

April 18<sup>th</sup> 1:55-2:35

May- will be the Memorial Day ceremony

June- Last day of school TBD time

# HINSDALE ELEMENTARY SCHOOL ASSESSMENT RESULTS

## Healthy Designation Badges Earned:

- Support Offered
- Opportunity Identified



## TOBACCO FREE

- Have a written policy banning tobacco use on school grounds and in school buildings.
- Have a policy that includes e-cigarettes, smokeless tobacco, and vaping.
- The policy is implemented to the highest extent.
- Have tobacco free signage on campus.
- Have a written policy banning tobacco use at all school sponsored events off school grounds.
- The policy is implemented to the highest extent.
- Have tobacco education for all students.
- Involve families by providing tobacco prevention education materials.
- Have a referral process for students or staff struggling with tobacco use.

## PHYSICALLY ACTIVE

- Provide physical education to all grades.
- Have a written policy or school protocol allowing physical activity breaks in the classroom.
- Have a written policy or school protocol that prohibits the ability to withhold physical activity or use physical activity as a punishment.
- Encourage the use of physical activity as a reward.
  - *yes-program*
- How do you accomplish this?
  - *outside of classroom systems and PE class we also host Girls on the Run*
- Have a policy or school protocol allowing access to school facilities outside of school hours.
- Encourage students to be moderately to vigorously active during at least 50% of PE class.
  - *yes-program*
- How do you accomplish this?
  - *The course expectation*
- Provide physical activity opportunities/clubs/teams (not all competitive) to all students.
- We have a protocol in place to have indoor recess when needed.
- Provide environmental supports for physical activity opportunities.
- Encourage walking/biking to school and removes barriers (when possible).
- Other policies and programs to support physical activity.
  - *our after school program has a biking club; we share team sports opportunities through the town rec. department*



## WELL NOURISHED

- Have a written policy or school protocol on healthy celebrations in the classroom.
- Have a written policy or school protocol on non-food rewards in the classroom.
- Have a written policy or school protocol about healthy fundraisers.
- Have a written policy or school protocol on healthy school sponsored events.
- Promote healthy food and beverage choices using Smarter Lunchroom techniques.
- Prohibit marketing of unhealthy/junk foods.
- Provide free/clean water that is accessible to students all day (allowed in the classroom).
- Have nutrition education taught in all grades.
- Implement farm to school activities.
- Have all competitive foods sold/offered throughout the school day meet the smart snacks (USDA) requirements.

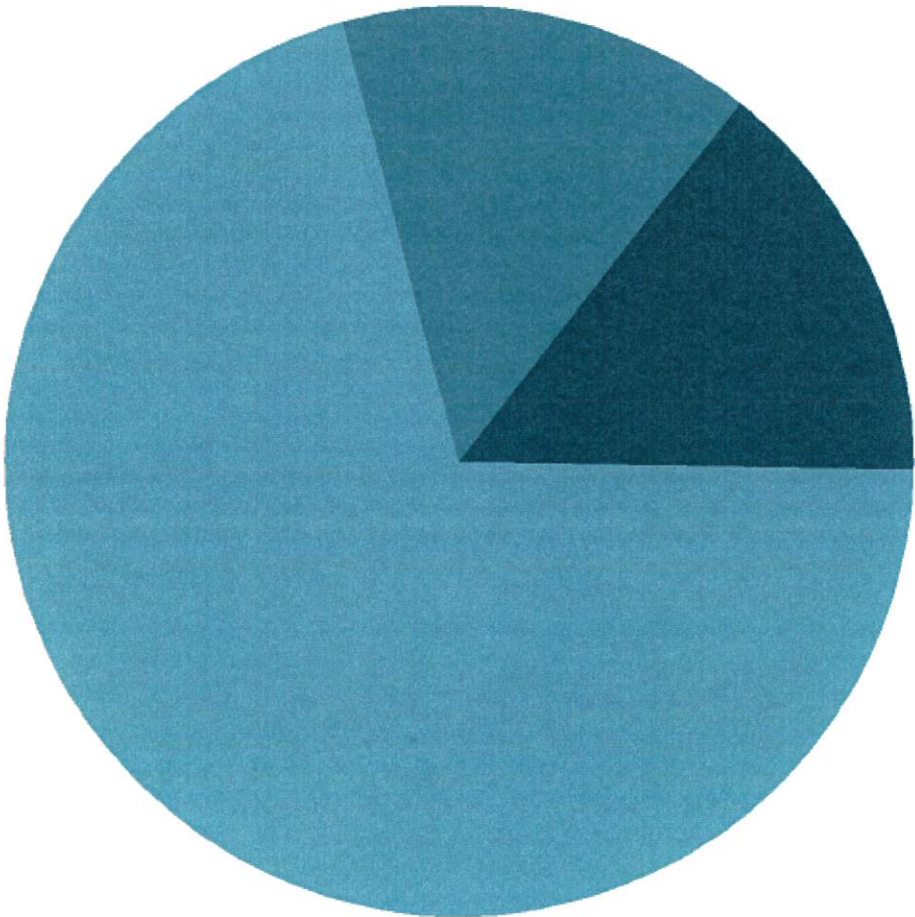
## BUILDING RESILIENCE

- Provide a safe, clean, well kept, & warm learning/school environment.
- Provide social/emotional/behavioral health education for all grades (as a separate class or integrated in others).
- Have evidence-based program(s) in place to prevent bullying, encourage positive behaviors and healthy decision making for all students.
- Provide health education around the dangers of drugs/alcohol.
- Have a referral system in place for students with mental health or substance misuse concerns.
- Have mental and behavioral health services for students that need extra care or more focused attention in school.
- Provide environment supports for students' mental well-being.
- Hold school sponsored events that encourage family/parent and community involvement.
- Provide training and education for teachers about substance misuse and mental health disorders.
- If yes, how do you accomplish this?
  - Guidance class- Zones of Regulation, Second Step
  - Individual and small group counseling
  - Host office for outside vendor for insurance based therapy
  - Required Signs of Suicide training
  - Clinical staff trained in Risk Assessment
  - CPI
- Engage with families and the local community to form supportive partnerships and encourage students to give back to their community.
- Other policies and programs to support building resilience.
  - 68 hours of hunger program
  - PTA events
  - Library partnership



# PIE CHART DATA

Total 'yes' answers: 34  
Group Policy 'yes' answers: 24  
Group Policy percentage of total 'yes' answers: 70.5882352941%  
Group Environment 'yes' answers: 5  
Group Environment percentage of total 'yes' answers: 14.7058823529%  
Group Program 'yes' answers: 5  
Group Program percentage of total 'yes' answers: 14.7058823529%



Report from the  
DIRECTOR OF  
TECHNOLOGY

David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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Justin Therieau  
Director of Technology  
February Technology Report

Hinsdale School Board,

The technology department has hired Drew Cooper part-time, 2 hours per day, to perform laptop repair. The goal of this temporary arrangement is to catch up on the repair of devices and be able to provide spare laptops to the classrooms when needed. This work has also allowed Connor to focus on the support side of things while people are in the buildings. I am pleased to report that in the time Drew has been with us we have gone from 8 working spare laptops to 26.

I attended FETC (Future of Education Technology Conference) in January. I have been able to compile my notes and marketing materials. From that information, I have forwarded information on several tech tools to our staff. I have received some feedback, and we are working with a company to have them come on-site to demo their product to the interested teacher. I hope to receive more feedback from other staff as they have time to review what I sent them.

At the time of writing this report we have one candidate we are looking to interview for the Digital Learning Specialist. Filling this position at this point in the year would give us a good amount of time to assess where we stand with technology in the classrooms and be able to prepare for supporting our staff and students in the 25-26 school year.

Report from the  
DIRECTOR OF  
STUDENT SERVICES



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

# HINSDALE

## SCHOOL DISTRICT

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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### Student Services Board Report for February 2025

Submitted February 5, 2025, by Patricia Wallace, M.Ed., CAGS

#### *Some highlights about indicator reports received from the New Hampshire Department of Education:*

- Received our Indicator 13 (transition) report. Happy to say we received 100% compliance for this Indicator audit. I want to thank all Case Managers for 8<sup>th</sup> graders and up, Tara Conway, Jessica Green, Christina Carter, Sarah Burgess for all their hard work on writing IEP with transition services appropriately.

#### *Ongoing projects through Special Education:*

- The LEA Determinations work has been ongoing. On January 27th, the subgroup leaders presented progress on the root cause analysis that was presented in October to the State. The Subgroup leaders are Jennifer Taggart for Indicator 7: preschool, as part of her Keene State College Internship for educational leadership. Then Sarah Burgess for Indicator 3: Assessment, as part of her Keene State College Internship for Special Education Administration. The state representative, Alexandra Ferraro, was extremely impressed with the work that was completed and the findings that were identified.
  - One finding that Indicator 7 group identified was that students in the preschool are lacking in imaginary play skills. With this finding they have incorporated more imaginary play in the curriculum. The outcome has been that the afternoon students have gained significant skills in this area. While the morning students are still struggling with the idea of imaginary play but will be continue to add this to the curriculum.

#### *Numbers in Special Education for January 2025:*

- Number of Special Education Students that moved out of district: 1-5
- Number of Special Education Students that moved into the district: 1-5
- Number of new referrals made in January: 1-5
  - Preschool – Early Childhood supports referral: 1-5
  - Elementary School: 1-5 by parents
  - Middle/High School: 0 by parents
- Number of Students Evaluated that do not meet criteria: 1-5

Report from the  
FACILITIES  
DIRECTOR

David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE SCHOOL DISTRICT

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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**Nathan Boudreau**  
**Facilities Director**  
**Hinsdale School District**  
**February 2025 Facilities Report**

## **Custodial**

- Additional cleaning and disinfecting during heightened sickness
- Appreciation for staff flexibility while we deal with absences
- Began monthly toolbox talks
  - o Staff discussions
  - o Safety videos
  - o Best practices

## **Trainings**

- February 23rd and 24th facilities masters conference
- All staff will be going to 1 day
  - o All staff will attend 3 classes geared specifically for their positions
  - o I will be attending both days and attending 7 classes
- Primex covering the cost for admission

## **HVAC**

- Working closely with Alliance group services
- PM'd all equipment
- Verifying all safety devices work as they are intended
- Gathering a list of failures/deficiencies to create a priority list for repairs if needed

## **Snow removal**

- Recent snowstorms
- First pick up of salt utilizing the town
- High appreciation for Dave and his work ethic

# BOARD BUSINESS



August 2025 (2 days)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	O	O	O
PD	PD	PD	28	29
November 2025 (13 days)				
M	T	W	T	F
3	4	5	6	CONF
10	X	12	13	14
17	18	19	20	21
PD	PD	X	X	X
February 2026 (15 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
X	X	X	X	X
May 2026 (19 days)				
M	T	W	T	F
				X
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
X	26	27	28	29

September 2025 (21 days)				
M	T	W	T	F
X	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
December 2025 (17 days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	X	X	X
X	X	X		
March 2026 (21 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	PD
30	31			
June 2026 (13 days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	Q	PD	S
S	S	S	S	

October 2025 (22 days)				
M	T	W	T	F
		1	2	3
6	7	8	9	10
X	14	15	16	17
20	21	22	23	24
27	28	29	30	Q
January 2026 (19 days)				
M	T	W	T	F
			X	X
5	6	7	8	9
12	13	14	15	16
X	20	21	22	Q
26	27	28	29	30
April 2026 (18 days)				
M	T	W	T	F
		1	2	Q
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X	X	X	X	
Important Dates				
O = Orientation for New Staff & Mentors				
X = No School				
PD = Professional Development Day				
CONF = Parent – Teacher Conference				
Q = End of Quarter				
S = Potential Snow Day Make-Up				

August – January = 94 days    February – June = 86 days    180<sup>th</sup> Day = June 17<sup>th</sup>

Aug. 20 – 22	New Staff & Mentors	Dec. 24 - Jan. 2	Holiday Break
Aug. 25 – 27	Professional Development	Jan. 19	Martin L. King, Jr. Civil Rights Day
Aug. 28	First Day of School	Feb. 23	Washington's Birthday (observed)
Sept. 1	Labor Day	Feb. 23-27	Winter Break
Oct. 13	Columbus Day - no school for students	Mar 27	Professional Development
Nov. 7	Parent-Teacher Conferences – no school for students	Apr. 27 – May 1	Spring Break
Nov. 11	Veteran's Day	May 25	Memorial Day
Nov. 24-25	Professional Development	Jun. 18	Professional Development
Nov. 26-28	Thanksgiving Break	Jun. 19-25	Potential Make-up Days

This calendar is subject to change. Five make-up days have been added to be used if needed.  
 Graduation Date will be determined in March 2026.

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## **Profile of a Hinsdale Graduate**

The graduate of Hinsdale Middle/High School will have demonstrated the ability to achieve and apply appropriate academic and technical knowledge in authentic ways. This includes demonstrating essential work habits, such as creativity, critical thinking, communicating effectively, collaboration, and problem solving. These essential habits promote the graduate's ability to align their knowledge and skills in support of future career opportunities.

Further, the graduate will demonstrate optimism as well as responsibility regarding their role as citizens in the broader community.

The Hinsdale Middle/High School Core Values and 21<sup>st</sup> Century Learning Expectations are guidelines for supporting the Profile of a Hinsdale Graduate.

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### **Core Values Statement**

Hinsdale Middle/High School is a school community which believes in providing a rich, rigorous, and supportive school experience for all learners. We place value on whole person wellness through.

[Perseverance](#)

[Advocacy](#)

[Collaboration](#)

[Empathy](#)

[Responsibility](#)

[Scholarship](#)

This we believe to be the essence of 21<sup>st</sup> Century learning. Hinsdale Middle/High School students will graduate as positive, adaptive individuals prepared to pursue their goals and participate as responsible, contributing members of their community and the world.

#### 21<sup>st</sup> Century Learning Expectations

- ◇ Hinsdale students will communicate through various means.
- ◇ Hinsdale students will be able to solve problems.
- ◇ Hinsdale students will recognize and demonstrate the importance of whole person wellness.
- ◇ Hinsdale students will demonstrate ethical practices with technological fluency and adaptability.
- ◇ Hinsdale students will demonstrate responsibility and understand the short- and long-term impacts of their actions and choices.

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\*Amended Summer 2019

\*Approved by HMHS Faculty 8/23/19

\*Approved by HSD School Board 9/11/19

## Graduation Requirements Class of 2029

- Classes of 2026, 2027 and 2028 must earn credits in American Studies I and American Studies II

	<b>New Hampshire State Diploma 20 Credits</b>	<b>Hinsdale High School Diploma 24.5 Credits</b>	<b>New Hampshire Scholars Diploma 24.5 Credits</b>
English	4 Credits	4 Credits	4 Credits
Mathematics	3 Credits 1 Must be Algebra	4 Credits 1 Must be Algebra I	4 Credits Algebra I, Algebra II, Geometry, Math Elective
Science	2 Credits 1 Must be Biology 1 Must be Physical	3 Credits 1 Must be Biology 1 Must be Physical	3 Credits All Must be LAB Sciences
Social Studies	2.5 Credits American Studies (1) World Studies (.5) Civics (.5) Economics (.5)	3.5 Credits American Studies (1) American Studies II or AP US History (1) World Studies (.5) Civics (.5) Economics (.5)	3.5 Credits American Studies I (1) American Studies II or AP US History (1) World Studies (.5) Civics (.5) Economics (.5)
Personal Finance	Embedded in Economics	.5 Credit	.5 Credit
World Language	No Requirement	No Requirement	2 Credits Must be same language
Physical Education	1 Credit	1 Credit	1 Credit
Health	.5 Credit	.5 Credit	.5 Credit
Art	.5 Credit	.5 Credit	.5 Credit
Digital Literacy/Computers	.5 Credit	.5 Credit	.5 Credit
Elective Credits	6 Credits	7 Credits	5 Credits
<b>Total Credits</b>	<b>20 Credits</b>	<b>24.5 Credits</b>	<b>24.5 Credits</b>



## **Academic Honors**

Honor Graduates will have completed the prescribed course of study in accordance with New Hampshire code and regulations issued by the Hinsdale School Board and the New Hampshire State Board of Education.

Grade Point Average (GPA) to determine valedictorian, salutatorian, and other honor graduates will be computed at the conclusion of the third quarter of the Senior year. A student must achieve a 3.75 GPA to be designated an Honor Graduate. An Honor Graduate who has completed 24.5 or more credits, including 2 AP credits with completion of AP Exams, shall be designated as a High Honors Graduate.

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### **District Requirements for Designation as Valedictorian**

The Valedictorian must be a High Honors Graduate.

1. The Valedictorian must have been a student at the High School for his or her entire sophomore, junior and senior years.
2. The student with the highest GPA, computed on the 4-point scale, shall be named Valedictorian.

In the event of a tie based on GPA, the numerical grade average of all AP classes will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Valedictorian.

If a tie still exists, all those who are tied shall be designated Co-Valedictorians

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### **District Requirements for Designation as Salutatorian**

1. The Salutatorian must be a High Honors Graduate.
2. The Salutatorian must have been a student at the High School for his or her entire sophomore, junior and senior years.
3. The student with the highest GPA after the Valedictorian shall be named Salutatorian.

In the event of a tie based on GPA, the numerical grade average of all AP classes will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Salutatorian.

If a tie still exists, all those who are tied shall be designated Co-Salutatorians.

*Academic Honors is listed in concordance with policy IKC located in the District Policy Handbook.*

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## **Promotion Requirements**

To meet the requirements of graduation, the guidance department will ensure that all students will be enrolled in a minimum of 6 courses per day each semester. The minimum accumulation of course credits (and courses for junior year promotion) that must be successfully completed to be promoted to the next grade:

To Proceed to the Sophomore Year	6 Credits
To Proceed to the Junior Year	12 Credits
To Proceed to the Senior Year	18 Credits
Minimum Graduation Requirements	24.5 Credits

*Should a student not meet the credit requirement each year, they may be eligible for credit recovery.*

*Students should ask their high school counselor for more information.*

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## **Class Rank for Official Transcripts**

A graduate's class rank shall be determined by their final grade point average with the ranks being assigned as follows:

1. Class rank shall be a composite of grades earned in high school credit-bearing courses. Grades transferred from schools where class rank is determined by a different system shall be converted to HMHS ranking system. Grades earned in summer school, other principal approved courses offered outside of the school, and principal-approved dual enrollment in programs offered at institutions of higher education (IHEs), shall be included in the calculation of class rank.
2. The class rank is calculated on the following scales:

	AP*	Honors*	General
A+	4.5	4.33	4.25
A	4.33	4.25	4
A-	4.25	4	3.75
B+	4	3.75	3.5
B	3.5	3.25	3
B-	3.25	3	2.75
C+	3	2.75	2.5
C	2.5	2.25	2
C-	2.25	2	1.75
D+	2	1.75	1.5
D	1.5	1.25	1
D-	1.25	1	0.75
F	0	0	0

*\*AP and Honors designations are listed with each course description. Students not taking the AP Exam at the end of any College Board Designated AP Class will have their grading scale moved to Honors.*

*Class Rank is listed in concordance with policy IKC which is located in the District Policy Handbook.*

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## **Admission to Post-Secondary Schools**

While completing competencies and earning credit is most important, if a student's goal is to attend college, then attention should also be given to such criteria as course rigor, grades, GPA, rank in class, SAT/ACT scores, school recommendations, and co-curricular or extra-curricular activities. If considering selective colleges, students should seriously consider enrolling in rigorous courses such as dual enrollment, ELO, and AP courses in their Junior and Senior years. Since admission requirements vary widely between higher education institutions, students should consult college websites and their high school counselor to discuss future plans.

The following chart is an overview of requirements based on type of school a student may be applying to:

	English	Mathematics	Social Studies	Sciences	World Language
<b>Community Colleges</b>	4	3	3	2	0-2
<b>Four-Year Colleges</b>	4	3	4	3 (2 Lab)	2
<b>Highly Selective/Competitive Colleges &amp; Universities</b>	4+	4-5+	4+	4+ (Mostly Lab)	4+
<b>Trade Programs</b>	4	3	2	2	0

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## **Advanced Placement Courses** **At Hinsdale Middle High School**

Advanced Placement courses are the equivalent of an introductory college-level course. Each course follows a nationally developed curriculum and helps students learn and practice the skills necessary for success in college or employment after graduation. While the content of each course is different, the very specific work-study practices that make everyone successful in their daily lives are embedded in every experience. AP coursework is challenging and requires a commitment to completing preparatory summer learning. It is also very manageable and the experience of participating in an AP course is highly rewarding!

*All students are encouraged to enroll in at least one AP course over the course of their high school career.* Each year, HMHS students participate in the Preliminary Scholastic Aptitude Test (PSAT) which, combined with a review of annual student achievement, produces results that help us determine which AP courses would be most appealing and popular for the upcoming year (noted with an asterisk below). We historically have also offered standard AP courses every other year to further



broaden students' opportunities. For the 2025-2026 school year, AP offerings will include:

[AP Seminar\\*](#)

[AP Art History\\*](#)

[AP English Literature and Composition](#)

[AP United States History](#)

[AP Calculus AB](#)

[AP Spanish Language and Culture](#)

[AP French Language and Culture](#)

There is potential for additional AP Course offerings via a live virtual class. Details of this will be announced when final agreements are reached.

Students are expected to participate in their AP exam(s) that is/are administered in May of each year. These comprehensive exams are designed to help students demonstrate their learning in a traditional manner, and their score (1-5) can lead to college credit. There is a fee for the exam and fee waivers are available. More information about enrolling in AP courses, exams, and fee waivers is available from your school counselor. For more information about Advanced Placement in general, please visit the website <https://apstudents.collegeboard.org/>.

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## **PATHWAYS**

Pathways provide a means for students to prepare for careers in selected areas of interest in a competency-based manner that supports individualized learning. There are presently two pathways available for Hinsdale High School students: Business Management and Science, Technology, Engineering, and Mathematics (STEM). Each pathway has prescribed courses of study to support students in their endeavors. The pathway experience will culminate with a Capstone Activity or an Extended Learning Opportunity which supports the area of study. Industry recognized credentials can be obtained as available in each area. Faculty mentors will also be assigned to pathway students to assist them in their journey.

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### **Business Management Pathway**

Students wishing to pursue careers as Managers, Accountants, and/or Entrepreneurs would complete core and elective courses in those fields each year. The Business Management track prepares students for related trades, primarily in the field of Business. Guest speakers working in & owners of local businesses, and capstone activities provide additional hands-on experience. Industry recognized credentials and opportunity for college credit allow students the opportunity to demonstrate a commitment to continuing education in the Business discipline. Below are the suggested paths for the core Business Management track courses of study.

Guidance and faculty mentors will assist students with unique situations.

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<b>Business Management Pathways</b>		
<b>Year</b>	<b>Management</b>	<b>Finance</b>
Grade 9	Economics Personal Finance	Economics Personal Finance
Grade 10	Intro to Business	Intro to Business
Grade 11	Business Management Seminar	Accounting I Accounting II
Grade 12	Pathway Capstone Activity or ELO	Pathway Capstone Activity or ELO

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## **STEM Pathways**

The STEM pathway offers several sub-options or tracks under the umbrella of STEM disciplines. Students wishing to pursue careers as Scientists or Mathematicians would complete core and elective courses in those fields each year, whereas those interested in the field of Engineering would complete a blended pathway consisting of both Scientific and Mathematical studies. The Manufacturing and Technology track prepares students for related trades, primarily in the field of Machinery. Field trips to local businesses and capstone activities provide additional hands-on experience. An elective course in Drone Systems is also available for those interested in pursuing certification as a Commercial Drone Pilot. Below are the suggested paths for the core Engineering and Technology & Manufactory track courses of study. Guidance and faculty mentors will assist students with unique situations. The Drone Systems course can be taken at any time during the High School years.

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<b>Engineering Pathway</b>	
<b>Year</b>	<b>Recommended Courses</b>
Grade 9	Algebra 1 Introduction to Engineering
Grade 10	Geometry Algebra 2 Biology
Grade 11	Pre-Calculus Chemistry
Grade 12	AP Calculus Physics Principles of Engineering Pathway Capstone Activity or ELO

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<b>Manufacturing and Technology Pathway</b>	
<b>Year</b>	<b>Recommended Courses</b>
Grade 9	Algebra 1 Introduction to Engineering
Grade 10	Geometry Biology
Grade 11	Machine Mathematics & 3D Printing Chemistry
Grade 12	Principles of Engineering Pathway Capstone Activity or ELO

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### **NCAA Eligibility**

Students seeking eligibility for athletics at the collegiate level must ensure that the courses they select have been approved by the NCAA to meet graduation requirements as a minimum. Prospective collegiate athletes may enroll in a non-NCAA approved course for graduation from HMHS, but this does not necessarily mean that the course has been approved by the NCAA. For more information, please see the high school counselor or log on to [www.ncaa.org](http://www.ncaa.org) for more information.

### **Dual Enrollment**


Students who wish to earn credit for learning opportunities extending beyond those offered on our campus may do so by taking classes at nearby college campuses or online. Students would register with the college and create a Dual Enrollment plan with their high school counselor. Students must have a 3.0 GPA or higher and write a letter to the principal requesting approval.

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### **Early College Program Credits**

The Early College Program is a concurrent enrollment program available through the Community College System of NH that provides high school students with the opportunity to take college courses, on their high school campus, while also completing the requirements for high school graduation.

At Hinsdale Middle High School, we work with River Valley Community College.

 (<https://www.rivervalley.edu/programs-training/high-school-programs/>)

*Students should see their high school counselor for more information.*

*(This includes e-start and Bridge2College.)*

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### **Keene State College Accelerated Program**

Courses at Keene State College are available to juniors and seniors with a 3.0 or better cumulative GPA at a rate of half of the tuition. Students who are interested in taking classes at Keene State College for enrichment or academic exploration should see their high school counselor for more information. ([Accelerated High School program](#)

[· Graduate Studies and Extended Education · Keene State College](#))

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## Course Competency

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- **Course Level Competencies**: The expected content, concepts and skills to be mastered in a course.
- **Competency Assessments**: The process by which a student demonstrates sufficient evidence of learning.
- **Formative Assessment**: This type of assessment is used to determine the progress of a student's learning during a unit of instruction. This may include homework, quizzes, and classwork.
- **Summative Assessment**: These types of assessments are used to determine if students have achieved mastery after a unit of instruction. This will usually come in the way of traditional tests, long term projects, presentations, research papers, etc.

### **Components of Assessment that Measure Competency**

Depth of Knowledge – Students are asked to demonstrate their knowledge of understanding, and skills by producing a product that is original. This involves students analyzing and integrating knowledge with understanding and the ability to transfer skills.

Transfer of Learning – Students are asked to demonstrate their competency beyond the course and to other courses taken with the school; including advanced courses, independent work, extended learning opportunities, national/state assessments that measure college and career readiness.

Graduation competencies are those needed for a student to be college and career ready, which includes core academic course competencies and associated knowledge, skills, and work-study practices. (NH ED 306.02)  
Course selections are best made in alignment with the student's individual 4-year plan as designed with their counselors and parents (See Appendix A).

Competencies can be demonstrated through:

- **Coursework** –classes offered through Hinsdale High School, Career Center or approved online learning.
- **Extended Learning Opportunities (ELO)** - Opportunities for students defined as "Learning at any time, in any place and in any form".
- **Dual Enrollment** – Classes offered through community colleges, Keene State College, e- Start, and Bridge2College
- **VLACS** – Classes offered online for free to New Hampshire residents. A student may only be allowed to drop a current HMHS Class after they have started their VLACS class (this can take up to two weeks. Please plan accordingly).

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## **Alternative Credit**

Students may earn credit for a given course by meeting competencies if the following requirements are met:

Students propose a plan, in writing, to the principal no later than the end of add/drop for the current semester. Plan to include:

- Timeline for progress monitoring and completion
- List of competencies to be completed.
- Artifacts that show Depth of Knowledge (such as a project, test, etc.)
- Summative project that will show Transfer of Learning

Students have a faculty mentor, in a matching content area, determining that the competencies for the course have been met.

Students will present to a predetermined assessment panel to evaluate if competencies have been successfully completed.

*This process complies with ED306.27(d).*

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## **Course Selection Process**

Students are expected to consider their course selections carefully. Students should involve parents, teachers, counselors, and case managers in their decision-making process. Once a student has selected courses, the expectation is to follow through with the original course selection unless a course is cancelled, or the high school counselor determines the course has been otherwise completed.

Scheduling errors will be adjusted by the counselors before the beginning of school. Course issues and concerns should be brought to the counselor's attention as soon as they occur. When necessary, the high school counselor and administration will determine the best method to resolve scheduling issues.

*Courses in this Program of Studies may be cancelled due to low enrollment or staffing restrictions. Be sure to select alternative courses.*

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## **Scheduling Process**

The school's master schedule is developed to maximize each student's opportunity to take courses each semester. Seniors are given priority in the scheduling process followed by juniors, sophomores and freshmen. In some cases, students will not be able to be scheduled for every course which they would like to take.

Students need to carefully select their classes and their alternate selections during the scheduling period. Because classes are run based on student interest, while offering courses required for graduation, it is essential that we get an accurate count for each class. Once the scheduling sheet is submitted, the courses will be scheduled for the student. When all students are scheduled, decisions will be made about the number of teachers needed to properly staff our high school.

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## **Schedule Change Procedure**

All requests for schedule changes should be made prior to the start of the upcoming semester/ school year through the Guidance Department. Students may not change their schedules when a new quarter or semester has begun. Certain circumstances may arise, requiring a schedule change:

- The schedule is incomplete.
- The schedule does not reflect the classes or alternate choices (a student must have alternate course choices) the student personally selected in the spring. This is why students must choose their courses and alternate courses wisely in the spring.
- The student does not meet the prerequisite of the course.
- The student is requesting a more rigorous academic course.
- The student failed a course and needs that course as a graduation requirement.
- The student has successfully completed the failed course in an authorized summer or night school program.
- There is a computer or clerical error.
- Administrative approval.

To request a change, students need to obtain a **Schedule Change Form** from the Guidance Office, fill it out, have it signed by the teachers involved, a parent, and return it to the Guidance Counselor before the schedule change can be made.

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## **COURSES OF STUDY**

### **ENGLISH**

All English courses develop students' reading, writing, listening, speaking, and technological skills as well as provide students with an understanding of literary works of worth and significance, both fiction and non-fiction. Instruction includes close reading of texts, vocabulary development, and the writing of arguments written for specific audiences and based on evidence. Our courses also reflect the Common Core State Standards and reinforce the academic competencies of the HMHS Learning Expectations.

#### **110G English 9 (General)**

Full Year – 1 Credit

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will closely read and comprehend a variety of works such as *Of Mice and Men* and *Animal Farm*. Students will also read a play by William Shakespeare.

There will be an emphasis on analysis of how different authors address similar themes and topics. Students will build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will learn to write based on research for a range of tasks. Students will use technology to present new knowledge and ideas in a collaborative manner. This level is designed to meet the needs of students with varying abilities.

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#### **110H English 9 (Honors)**

Full Year – 1 Credit

*Prerequisites: Demonstrated proficiency on standardized assessments or recommendation of the sending teacher.*

How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will closely read and comprehend a variety of works such as *Of Mice and Men*, *Animal Farm*, and *The Crucible*. Students will also read a play by William Shakespeare. There will be an emphasis on analysis of how different authors address similar themes and topics. Students will build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will learn to write based on research for a range of tasks. Students will use technology to present new knowledge and ideas in a collaborative manner. This class is designed for the student planning on attending a four-year college; there is more depth of understanding and rigor required in this course.

*Summer coursework will be required.*

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#### **120 English 10 (General)**

Full Year – 1 Credit



How does literature reflect our history, culture, and values? In this survey approach to the study of literature, students will closely read and comprehend a variety of works such as *To Kill a Mockingbird* and *The Catcher in the Rye*. Students will also read a play by William Shakespeare. There will be an emphasis on analysis of how different authors address similar themes and topics. Students will build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will learn to write based on research for a range of tasks. Students will use technology to present new knowledge and ideas in a collaborative manner. This level is designed to meet the needs of students with varying abilities.

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### **165AP AP Seminar (Advanced Placement)**

Full Year – 1 Credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

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### **159 English 11 (General)**

Full Year – 1 Credit

What universal themes are reflected in literature from around the world? In this survey approach to the study of world literature, students will be able to closely read and comprehend a variety of works from authors around the globe, such as *Things Fall Apart* and *All Quiet on the Western Front*. Students will analyze how different authors address similar themes and topics. Students will also build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks and use technology to present new knowledge and ideas in a collaborative manner. This level is designed to meet the needs of students with varying abilities.

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### **159H English 11 (Honors)**

Full Year – 1 Credit

*Prerequisites: Completion of English 10 and recommendation of the sending teacher.*

What universal themes are reflected in literature from around the world? In this survey approach to the study of world literature, students will be able to closely read and comprehend a variety of works from authors around the globe, such as *Things Fall Apart* and *All Quiet on the Western Front*. Students will analyze how different



authors address similar themes and topics. Students will also build their knowledge of language conventions by studying grammar and vocabulary. Additionally, students will be able to write based on research for a range of tasks and use technology to present new knowledge and ideas in a collaborative manner. This class is designed for the student planning on attending a four-year college; there is more depth of understanding and rigor required in this course.

*Summer coursework will be required.*

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### **145 Creative Writing (General)**

Semester – .5 Credit

Students are encouraged to take this course as a Junior or Senior

What are ways we can write more creatively? This course is an introduction to creative writing through poetry, personal narrative, and fiction. Students will keep a journal critiquing other's work, will be able to complete various exercises designed to stimulate the imagination, and will hone writing skills. Students work both independently and collaboratively.

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### **184 Literature of Nature (General)**

Semester – .5 Credit

*Students are encouraged to take this course as a Junior or Senior*

How are we connected to the natural world? In this course students will examine mankind's connection with nature. Units will focus on appreciation, adventure, and conservation. Students will read related works of poetry, short stories, novels, and nonfiction. Students will also take trips into the field to enhance their understanding of the subjects studied. Students will be assessed in a variety of ways including journals, tests, projects, and writing.

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### **150 Mythology (General)**

Semester – .5 Credit

*Students are encouraged to take this course as a Junior or Senior*

How have Greek and Roman mythology affected our literature, our culture, and our understanding of the world we live in today? This course is a one-semester survey of Greek and Roman mythology in which students will be able to analyze myths and create real-world applications with the gained knowledge. Literature translated and studied are the important stories and poetry of the Greek and Roman writers, including excerpts from Ovid, Homer's *Odyssey*, and Edith Hamilton's *Mythology*.

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### **190 Music: Influences and Impact (General)**

Semester – .5 Credit

Welcome to Music: Influences and Impact. This course is an elective course written and built to explore the vast world of music from the lens of its impact on the world around it both past and present along with the world's impact on the musician's

world. Students will be exposed to and encouraged to explore the vast genres of music from past and present both nationally and internationally. Over the semester, we will learn about musicians through multiple formats from online articles, magazines, books, documentaries, and movies. We will examine what influences both internally and externally affected these musicians and their music. We will learn about music at a foundation level of vocabulary for musical terms, poetry terms as they apply to music, along with the components of bands. We will learn strategies to analyze music lyrics and videos. In this class you will learn strategies that not only expand your appreciation of language through music and its significant impact on the world around it.

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### **183 College Composition I (Advanced Placement) (183S and 183J)**

Semester – 1 Credit

*The AP weighting scale is used.*

*Open to Seniors (183S) in the fall*

*Prerequisites: Recommendation of the sending teacher and completion of English 11.*

*Open to Juniors (183J) in the spring*

*Prerequisites: Recommendation of the sending teacher and completion of English 10.*

How is learning to write competently important to the way we think, read, and express ourselves to the world outside? College Composition I is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). Students will write their college essays as well as learning to write clearly and effectively for defined audiences through a variety of rhetorical strategies: description, narrative, example, classification, process analysis, comparison and contrast, definition, cause and effect, argument, and includes a research paper. Emphasis is placed on the writing process from pre-writing through drafting, revising, and editing. The purpose of the course is to prepare students for writing in college.

*Students will receive three transferable college credits from River Valley Community College*

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### **184 College Composition II: The Research Essay (Advanced Placement)**

Semester -1 Credit

*The AP weighting scale is used.*

*Open to Seniors in the spring*

*Prerequisites: Open to Seniors who have completed College Composition I*

The Research Essay builds on the skills and attitudes developed in College Composition I. Students will reach beyond personal knowledge toward expertise through research. Writing a variety of academic papers with strong emphasis on a research essay, students become active investigators, synthesizing traditional sources and personal expertise to combine insight and evidence.

*Students will receive three transferable college credits from River Valley Community College*

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### **189 Public Speaking (General)**

Semester – .5 Credit

*Students are encouraged to take this course as a Junior or Senior*

How valuable is it for a high school graduate to be able to speak and make presentations in front of an audience in this communicatory world we live in today? Students will become comfortable speaking in front of audiences as well as speak and present proficiently. This includes choosing a topic, dealing with fear, knowing your audience, using visual aids, using body language, and much more.

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### **181 Contemporary Literature (General)**

Semester – .5 Credit

*Students are encouraged to take this course as a Junior or Senior*

How does close reading and reflection develop one's reading skills? In this class, students will examine works of poetry, prose, and drama from the last fifty years. Students will be able to summarize, make connections, and draw conclusions about literature and literary nonfiction. Texts may include *Life of Pi*, *The Lovely Bones*, *Snow Falling on Cedars*, *Tuesdays with Morrie*, and *Angela's Ashes*.

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### **165 AP Literature and Composition (Advanced Placement)**

Full Year - 1 Credit

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. College Course Equivalent The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Prerequisites There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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## **MATHEMATICS**

Mathematics courses teach problem solving strategies, close reading for content, research and presentation, spatial reasoning, and numerical literacy. They reflect the New Hampshire Common Core State Standards and reinforce the academic competencies of the HMHS Learning Expectations, a copy of which can be found at the beginning of this Program of Studies.

*Note: In addition to the courses listed below, **Accounting I** and **Accounting II** may each be taken for 1 credit of the math requirement in a student's junior or senior year.*

### **215 Algebra I (General)**

Full Year - 1 Credit

*Prerequisite: Successful completion of Math 8 or by recommendation of the sending teacher.*

Students will be able to understand and apply algebraic principles to solve problems. This course includes problem solving, manipulating and solving equations, graphical, numerical, and conceptual understanding of functions, solving systems of equations with two variables, completing basic operations with polynomials, interpreting given representations and analyzing data, probability, graphing and solving inequalities, examining sequences and series, and exploring transformations of graphs. The course also covers properties of exponents, exponential functions, and scientific notation. Students will use technological resources to explore key concepts and prove statements.

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### **215 H Algebra I (Honors)**

Full Year – 1 Credit

*Prerequisites: Demonstrated proficiency in standardized assessments and recommendation of the sending teacher.*

Students will be able to understand and apply Algebraic principles to solve problems. Problem solving techniques are an essential skill developed by this course. This course is a more rigorous path that covers the same topics as Algebra I. The students, in addition to the above-listed content, apply the concepts to solving problems in various fields of knowledge such as business, science, industry and engineering. Emphasis is given to practical use of the concepts involved in Algebra, and how these concepts can be used to predict equations and solve real-life problems. Students will use technological resources to explore key concepts and prove statements.

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### **220 Geometry (General)**

Full Year– 1 Credit

*Prerequisites: Earned credit in either Algebra I or Algebra I Honors.*

Students will be able to understand and apply Geometric principles, theorems and formulas. This is a comprehensive course featuring coverage of geometric terms and processes, logic, and problem solving. Topics include angles and triangles, congruence, similarity, right triangles and trigonometry, circles, geometric measurement and dimension, and modeling with geometry. Students will use graphing calculators and online technological resources such as DESMOS to explore key concepts and prove



statements. The course will include written assignments, projects involving technology, as well as constructions and presentations.

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### **220 H Geometry (Honors)**

Full Year– 1 Credit

*Prerequisites: Recommendation of the sending teacher and completion of Algebra I*

Students will be able to understand and apply Geometric principles, theorems and formulas. This is an accelerated version of the Geometry course, featuring more intensive coverage of geometric terms and processes, logic and problem solving. Topics include angles and triangles, congruence, similarity, right triangles and trigonometry, circles, geometric measurement and dimension and modeling with geometry. Students will use graphing calculators and technological resources online such as DESMOS to explore key concepts and do proofs. There is increased emphasis on practical problem solving using geometric principles. The course will include written assignments, projects involving technology, as well as constructions.

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### **228 Business and Personal Mathematics (General)**

Full Year – 1 Credit

*Prerequisites: Earned credit in Algebra I and Geometry*

In this course, students will be able to use mathematics as a tool in their personal and business lives. After students have completed this course, they can apply mathematical concepts in various personal and business situations. Students will be able to apply mathematical operations with whole numbers, decimals, fractions, ratios, and percents. They will understand terminology relating to personal and business mathematics applications and apply basic math skills to the solution of both. They will use common mathematical formulas to solve a variety of personal and business mathematics and apply knowledge of computer and calculator use.

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### **229 Data Analysis (General)**

Full Year– 1 Credit

*Prerequisite: Earned credit in Algebra I and Geometry*

Data Analysis expands upon the concepts covered in Algebra I and Geometry. The emphasis is on investigating the way various functions are applied in different disciplines and for different purposes. While Algebra I and Geometry address basic applications as one facet of each function, Data Analysis examines the applications in depth. This course includes a three-pronged approach to discovering applications. Students will be able to determine the appropriate application by studying the properties of a function, while in other situations the applications will be discovered by using graphing calculators and On-Line software tools to find the function that best fits raw data. In several investigations, students will use geometry to find solutions. Each investigation will conclude with a summary that requires the use of technical writing skills and/or presentations. This course focuses on project-based learning and uses a group model to accomplish many of the projects.

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### **230 G Algebra II (General)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending teacher and completion of Algebra and Geometry*

Students will be able to understand and apply Algebraic functions while enhancing problem solving techniques that are an essential skill developed by this course. This course extends the concepts covered in Algebra I to include such topics as functions, quadratic equations, matrices, absolute value, inequalities, simplifying rational expressions, linear programming, exponential/logarithmic functions, and applications of trigonometric functions. Students will be required to use a graphing calculator.

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### **230 H Algebra II (Honors)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending teacher and completion of Algebra I and Geometry.*

Students will be able to understand and apply algebraic functions while enhancing problem solving techniques that are an essential skill developed by this course. This course increases the student's ability to apply mathematical solutions to real-life situations by extending the concepts learned in Algebra I such as adding quadratic equations, matrices, absolute value, inequalities, simplifying rational expressions, linear programming, exponential/logarithmic functions, and trigonometric functions. Emphases will be placed on problem solving and using a variety of mathematical approaches. Students will be required to use a graphing calculator.

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### **240 Precalculus (Honors)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending teacher and completion of Algebra II.*

*The Honors weighting scale is used.*

Students will be able to understand and apply advanced Algebraic and trigonometric functions. This Pre-Calculus course is an option for those students who have completed the Algebra and Geometry series. The course begins with a review of linear and quadratic functions and progresses into further study of function interpretation and transformation of exponential and trigonometric functions, expressing geometric properties with equations, and modeling with each of the functions studied. Coursework will include problem solving relevant to various fields of study, writing assignments, presentations, and projects. There is also a focus on the study of limits, which is necessary to progress to Calculus. The student will be required to use a graphing calculator.

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### **250 Calculus AB (Advanced Placement)**

Full Year – 1 Credit

This course is a rigorous study of calculus presented on a college level. Topics of study follow the College Board recommended curriculum in preparation for the Advanced Placement (AP) Examination. Emphasis will be placed on the differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions. Several



applications of differentiation and integration are presented throughout the course. Assessments will model the multiple choice and free response format, both with and without the use of a graphing calculator, found on the AP exam. Recommended for students considering majoring in Engineering, Business, Architecture, Science or Mathematics. Students will be required to use a graphing calculator.

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### **235 College Statistics (AP Grading Scale)**

One Semester 1 Credit

*The AP weighting scale is used.*

*Prerequisite: Must be a Junior or Senior and have earned credit in Algebra II*

The focus of the course will be on the development of statistical literacy and statistical thinking through the examination of real-world data from a variety of contexts, including data sets that are of interest to students. College Statistics is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). Without assuming a calculus background, College Statistics is an introduction to the basics of descriptive and inferential statistics. Topics include statistical distributions, linear regression and correlation surveys and experiments, sampling distributions, probability, confidence intervals and hypothesis testing. This course engages students in projects focusing on activity-based instruction that integrates technology (e.g., dynamic statistical packages, calculator-based “labs,” spreadsheets, on-line virtual manipulatives) and emphasizes the conceptual understanding of the statistical topics studied.

*Students will receive three transferable college credits from River Valley Community College*

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### **237 Machine Math (General)**

Full Year- 1 Credit

*Prerequisites: Algebra I, Geometry*

This course prepares students for a career in manufacturing. It applies mathematical disciplines such as measurement, geometry, and trigonometry in an integrated fashion to solve problems that a machinist may encounter. In addition to performing calculations, students will make use of various measuring tools such as calipers and micrometers during hands-on activities. An exposure to industry-based Computer Aided Design (CAD) software and 3-dimensional printing is also included.

This course is ideal for a student interested in pursuing an Extended Learning Opportunity (ELO) in Machine Manufacturing. Field trips to local companies are possible.

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## **SCIENCE**

### **320 Earth Science (General)**

Full Year – 1 Credit

Topics in this course include the study of the earth and its place in the universe. Conditions on the earth, its weather, its landforms, its atmosphere, and its oceans are explored. There is also an emphasis on past geologic history, as well as the plants and animals which inhabited the earth millions of years ago. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to topics covered in this class. Students will also be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **320 H Earth Science (Honors)**

Full Year – 1 Credit

*Prerequisites: Demonstrated proficiency in standardized assessments and recommendation of the sending teacher.*

Honors Earth Science is a high-level class in which students will be able to interpret Earth-Space systems through excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory exploration and group work are both major components of the class. Essential understandings include the study of the earth, earth systems, and the earth's place within the universe. There is also an emphasis on past geologic history, as well as the plants and animals which inhabited the earth millions of years ago. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to topics covered in this class. Students will also be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **325 Biology (General)**

Full Year – 1 Credit

In Biology students will understand that life is organized in a hierarchical manner, from atoms and molecules to the Biosphere as well as gain an understanding of Genetics, DNA structure and inheritance, and how the expression of genetic information involves cellular and molecular mechanisms. Further students will explore that Natural Selection is a driving force of evolutionary change in species. Students will also be able to properly use a microscope and other scientific equipment. An emphasis on reading scientific



literature, developing scientific vocabulary, practicing inquiry, writing research projects and laboratory reports are an integral part of the program. Students are expected to engage in their own learning while taking responsibility and ownership through participation in laboratory activities, self-evaluation, and reflection.

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### **325 H Biology Honors**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending math teacher and completion of Earth Science*

Honors Biology is a college preparatory class in which students are expected to have excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory and group work is a major component of the course. In Biology students will understand that life is organized in a hierarchical manner, from atoms and molecules to the Biosphere as well as gain an understanding of Genetics, DNA structure and inheritance, and how the expression of genetic information involves cellular and molecular mechanisms. Further students will explore that Natural Selection is a driving force of evolutionary change in species. Students will also be able to properly use a microscope and other scientific equipment. An emphasis on reading scientific literature, developing scientific vocabulary, practicing inquiry, writing lengthy research projects and laboratory reports are an integral part of the program. Students are expected to engage in their own learning while taking responsibility and ownership through participation in laboratory activities, self-evaluation, and reflection.

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### **341 Applied Chemistry (General)**

Full Year – 1 Credit

*Prerequisite: Recommendation of math teacher and earned credit in Algebra I*

This year-long course is designed to provide students with an essential understanding of basic chemical principles and how they apply them to change in the world around us. Atomic structure, systems and modeling, science as inquiry, applications in technology, as well as historical perspectives will be covered through a variety of lab-based experiences and projects. In this class, students will be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to chemistry. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **341 H Chemistry (Honors)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending math teacher and completion of Algebra I*

This course is designed for the college-bound student. Chemistry Honors is a high-level class in which students are expected to have excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory activities and group

work are both major components of this class. The essential understanding within this course revolves around the application and study of elements that make up the world around us. Concepts covered include measurement, atomic structure, periodic law, chemical bonds, chemical reactions, solutions, material properties, periodic laws, stoichiometry and equilibrium. A strong emphasis is placed on problem solving and laboratory experiences. Students will be able to synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. In this class, students will be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **351 Applied Physics (General)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending math teacher and earned credit in Geometry.*

This year-long course is designed to provide students with an essential understanding of basis physics principles and their applications. Motion, energy forms, and electricity will be approached through both lab-based experiences and projects. In this class, students will be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Students will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to physics. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **351 H Physics (Honors)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending math teacher and completion of Geometry.*

This course is designed for the college-bound student. Honors Physics is a high-level class in which students are expected to have excellent reading skills and study habits as well as a demonstrated ability to work independently. Laboratory activities and group work are both major components of this class. The essential understanding within this course looks at the laws of physics and their application to the world. Units covering measurement, motion, gravitation, vectors, work, power, simple machines, temperature, wave motion, sound, light and electricity are included. A strong emphasis is placed on problem solving and laboratory experiences. In this class, students will be able to evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Students will be able to synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.



As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **362 Environmental Science (General)**

Full Year - 1 Credit

Using an interdisciplinary approach that combines elements from Earth Science, Biology and Chemistry, with elements of Social Science, Economics and Policy, students understand the interconnectedness of the world we live in. Through readings, class work, field studies, lectures, labs and discussions students will learn how humans play a role in affecting our environment locally and globally. Students will also explore ecosystems and communities, cycles and interrelationships, and local and global issues and solutions. An emphasis will be placed on the study of science and the development of critical thinking and decision-making skills.

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### **365 Marine Biology/Oceanography (General)**

Semester - .5 Credit

*Prerequisites: Passing Grade in Earth Science and Biology or instructor approval*

This course involves the study of the oceans, both physical and biological, with an emphasis on the ecology of oceans and man's interactions with the oceans. Local aquatic ecosystems and watersheds and how they affect the oceans will also be investigated.

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### **360 Human Anatomy and Physiology: Human Biology (AP Credit)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending science teacher and completion of Biology*

Human Anatomy and Physiology is a year-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). The following enduring understandings will be covered: The human body is organized at different levels from molecules to organ systems that work together to maintain homeostasis. The structure of an organ affects its function and, if homeostasis is not maintained, then the body will not function properly, and illness and disease will result. Highly technical vocabulary and laboratory procedures are stressed.

*Students will receive three transferable college credits from River Valley Community College*

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### **366 Introduction to Astronomy (General)**

Semester - .5 Credit

*Prerequisites: Recommendation of the sending teacher.*

Introduction to Astronomy is a semester course designed to give students a broad overview of the most interesting aspects of the study of the Universe. The course covers the history of Astronomy (the oldest science) from the ancient Greeks to the most current evolving information available in this ever-changing field. Topics covered include the history of Astronomy, modern Astronomy and Astronomers, a deep dive into the make-up of the solar system and the cosmos, as well as space travel and exploration. Students



will be able to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to topics covered in this class. Students will also be able to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. As a part of the regular course work, students will be able to read, analyze, and write with appropriate citations to support various extended response scenarios.

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### **353 Introduction to Engineering Design (General)**

Full Year - 1 Credit

*Prerequisite: Successful completion of Math 8 or by recommendation of the sending teacher.*

This course is ideal for those students pursuing a career in Manufacturing & Technology, as well as Engineering. Through both individual and collaborative team activities and projects, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. Units of study include Design Process, Technical Sketching and Drawing; Measurement and Statistics, Modeling Skills; Geometry of Design, Reverse Engineering; Documentation, Advanced Computer Modeling; Design Team, and Design Challenges.

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### **355 Principles of Engineering (General)**

Full Year - 1 Credit

*Prerequisite: Successful completion of Machine Mathematics.*

This course builds upon the skills learned in Machine Mathematics and Design of Engineering. Through problems that engage and challenge, students explore a broad range of engineering topics, more rigor is applied to mathematics and physics related topics. The academic topics and hands-on explorations sample subjects that a second-year engineering college student would encounter. These include Statics, Mechanics; Work & Energy, Electrical Systems; Control Systems, Materials; Process Control, Kinematics; Thermodynamics and Fluid Dynamics.

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## **SOCIAL STUDIES**

### **410 American Studies I (General)**

Full Year - 1 Credit

*Essential Question: What major events before and during the early years of the United States shaped our country and contributed to the United States as we know it today?*

Students will be able to read and/or analyze a variety of historical sources, including primary and secondary sources, maps, photographs and film. Students will also be expected to use technology effectively, research independently and think critically and participate in class discussions about various topics as it relates to this period in history. Students will be writing daily in class, including some lengthy writing assignments. This course is the first half of a two-year study of “National” and “State” History. It covers Pre-Columbian America through 1900, tracing the history of the United States from the Age of Exploration to the Progressive Era, with major topics including the American Revolution, the founding of the United States and the Civil War. This course will also enforce the academic competencies of the HMHS Learning Expectations.

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### **411 American Studies I (Honors)**

Full Year - 1 Credit

*Prerequisite: Eighth Grade World History or permission of instructor American Studies I Honors Instructor.*

*Essential Question: What major events before and during the early years of the United States shaped our country and contributed to the United States as we know it today?*

Students will be able to read and/or analyze a variety of historical sources, including primary and secondary sources, maps, photographs and film. Students will also be expected to use technology effectively, research independently and think critically and participate in class discussions about various topics as it relates to this period in history. Students will be writing daily in class, including some lengthy writing assignments. This course is the first half of two-year study of “National” and “State” History. It covers Pre-Columbian America through 1900, tracing the history of the United States from the Age of Exploration to the Progressive Era, with major topics including the American Revolution, the founding of the United States and the Civil War. This course will also enforce the academic competencies of the HMHS Learning Expectations.

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### **420 American Studies II (General)**

Full Year - 1 Credit

*Prerequisite: Completion and earned credit of American Studies I or course equivalent.*

*Essential Question: How has America shaped and redefined the modern world from the early 20th century to present-day?*

Students will be able to practice independent research, use technology effectively, participate in class discussions and write critical thinking essays by making logical



inferences and citing specific textual evidence as it relates to this period in history. In addition to writing critical thinking essays, students will be able to write two lengthy, independently researched papers, one for each semester. This year-long course is the second half of a two-year study of “national” and “state” History. It covers the period of time from the early 1900s through present day, tracing the history of the United States from the Progressive Era to the beginning of the 21st Century. Students will be able to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Additionally, students will learn to write based on research for a range of tasks. This course will also reinforce the academic competencies of the HMHS Learning Expectations.

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### **420 H American Studies II (Honors)**

Full Year - 1 Credit

*Prerequisite: American Studies I*

***Essential Question: How has America shaped and redefined the modern world from the early 20th century to present-day?***

Students will be able to practice independent research, use technology effectively, participate in class discussions and write critical thinking essays by making logical inferences and citing specific textual evidence as it relates to this period in history. In addition to writing critical thinking essays, students will be able to write two lengthy, independently researched papers, one for each semester. This year-long course is the second half of a two-year study of “national” and “state” History. It covers the period of time from the early 1900s up through present day, tracing the history of the United States from the Progressive Era to the beginning of the 21st Century. Students will be able to read, analyze, evaluate and differentiate a variety of historical sources, including both primary and secondary sources. Additionally, students will learn to write based on research for a range of tasks. This course will also reinforce the academic competencies of the HMHS Learning Expectations.

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### **430 AP United States History (Advanced Placement)**

Full Year 1 Credit

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. College Course Equivalent AP United States History is equivalent to a two-semester introductory college course in U.S. history.



There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

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### **470 Modern World History General (General)**

One Semester – .5 Credit

*Essential Question: How have historical developments in ancient societies shaped our world and impacted our lives from ancient times to the present day?*

Students will be able to read, analyze, evaluate, and differentiate a variety of historical sources, including both primary and secondary sources. Students will also be expected to practice independent research, analyze maps, practice independent research, use technology effectively, participate in class discussions and write critical thinking essays by making logical inferences and citing specific textual evidence as it relates to this period in history. In addition to writing critical thinking essays, students will be able to write a lengthy research paper on a subject matter of their choice, given teacher approval. This semester - long course will investigate the roots of world civilizations as they developed from ancient times up to the Renaissance and Reformation, considered to be the beginning of modern world history. This course will also reinforce the academic competencies of the HMHS Learning Expectations.

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### **445 Current Events and Civics General (General)**

One Semester - .5 Credit

*Essential Question: How does the government of the United States function and what are the rights, roles and responsibilities of each citizen in this country?*

This one semester course studies the United States government and the role citizens play in the running of our country, as well as studying both national and international current events. The Civics portion of this course will cover how the United States, state and local governments work, and students will study the rights and responsibilities of American citizens through reading and analysis of primary source documents such as the Declaration of Independence, the Bill of Rights and the U.S. Constitution. The Current Events portion will allow students to gain an understanding of the world today while developing research, media, and internet literacy skills. Daily current event analysis homework and participation in class discussions are required.

*Students will be prepared to pass the US Citizenship test at the end of the course.*

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### **465 Sociology (General)**

One Semester – .5 Credit

*Open to Juniors and Seniors or with permission of Sociology instructor*

*Essential Question: What are the major influences on the development of societies and the individual within a given society?*

This one semester course will explore various aspects of human behaviors and societies. Major sociological themes are studied, including human society, culture, socialization, and social problems. Students will study a variety of countries in order

to understand how different cultures and societies develop, and how we are each individually affected by different aspects of our own culture. Students will be able to conduct sociological research through various social experiments and will acquire skills that enable them to think critically and respectfully of our society and other societies throughout the world. Students will also develop media and internet literacy skills. Participation in class discussions and experiments is required.

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### **473 Myth, Legend, and Folktale in History (General)**

One Semester – .5 Credit

How long have human beings been myth makers? What are myths, how have they evolved? How do a culture's myths reflect the society from which they originated. This course will use myth, legend, and folktale as well as art and historical linguistics as a lens to introduce students to various historical periods. The class will draw content from Mesopotamian, Classical and Norse mythologies, Arthurian legend, and folktales. Students will think critically and participate in class discussions about various topics as they relate to various historical periods. Students will be writing daily in class and will use technology to make presentations to the class.

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### **468 Holocaust and Genocide Studies (General)**

One Semester - .5 Credit

This one semester course will explore the various genocides that have occurred throughout history. Major topics of the course would include analyzing the meaning of genocide, looking at the histories of the Holocaust, the genocide of the Native Americans, Rwanda, Cambodia, and other genocides. This course will allow students to learn about other parts of the world and understand the meaning of human rights. This course will be focused heavily on reading accounts of genocide survivors and there will be several texts to read as well. The final project of the course will be to complete a research paper where students will determine a modern area of the world that is potentially experiencing genocide, and students will be asked to provide numerous sources of information to explain their reasoning. Students will practice their critical thinking skills, their ability to analyze primary and secondary sources, and synthesize information across other genocides to help them understand modern issues of the world.

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### **750 Economics (General)**

One Semester – .5 Credit

This course is a comprehensive and engaging course designed to introduce high school students to the fundamental concepts and principles of economics. This course provides students with a solid foundation in economic theory, policy, and real-world applications, empowering them to make informed decisions as consumers, workers, and responsible citizens in an ever-changing global economy. In this course students will learn to identify the ways in which society organizes its limited resources to satisfy unlimited wants. Students will be able to recognize and explain the interaction of various roles of consumers, businesses, and the government within economic structures. They will understand and be able to articulate the main types of business



firms, market structures and the risks and benefits of entrepreneurship as well the role that markets play in the economy. This course is weighted on the general scale.

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### **754 Personal Finance (General)**

One Semester— .5 Credit

Students are encouraged to take this course as a freshman or sophomore. This course provides students with skills they will need in life to make decisions regarding money management, career planning, saving and investing, credit management and retirement planning. Students will apply rational decision-making processes in their roles as citizens, workers, and consumers. They will be able to evaluate services provided by financial institutions. Emphasis will be placed on the responsible role of the student as they enter the adult world and deal with choices regarding credit, including the cost of credit and legal aspects of credit use. They will be able to understand credit ratings and credit reports. Further, students will know the services of banking institutions (savings accounts, checking accounts) and other banking services as well as investment risks and potential returns. Students will be able to prepare simple tax returns using tax preparation software. Through project learning, students will understand the process of car buying and apartment rentals.

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## **WORLD LANGUAGES**

### **600 Spanish I (General)**

Full Year – 1 Credit

How can connections with people be enhanced through language? This class is the first class in a sequence that develops communications skills in a careful progression taking into account different learning styles. In addition to working on the four traditional skills of language acquisition—speaking, comprehension, reading, and writing—students will also be introduced to the cultural contexts of the Spanish speaking world. Students will learn to communicate in the target language in basic conversation. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. Students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students can express themselves in lists of words and simple sentences. This class is an immersive class where students will develop skills to understand and be understood in the target language without English.

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### **601 Spanish II (General)**

Full Year – 1 Credit

*Prerequisite: Recommendation of the sending teacher and completion of Spanish I.*

How can learning and using a language help to understand other cultures? This course builds on those skills that were introduced in the Spanish I. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. They will learn to communicate through oral, written and non-verbal means. There is a focus on initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Students also write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences in the appropriate tense. Students will be able to expand their ability to understand and speak in simple sentences. They are able to express their needs and ideas with some detail. This class is an immersive language class where students will develop skills to understand and be understood in the target language without English.

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### **602 Spanish III (General)**

Full Year - 1 Credit

*Prerequisite: Recommendation of the sending teacher and completion of Spanish II*

What does the on-going process of language learning look like? There will be concentration on real world conversational knowledge by using film and song in Spanish. Students will learn to communicate through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will be able to participate in conversations on a number of familiar topics using simple sentences. They will be able to ask pointed questions and be able to respond to questions with some reasoning and detail. Students will be

able to understand the main idea of a short and/or simple text on a familiar topic. This class in an immersive language class where students will refine the skills needed to understand and be understood in the target language without English.

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### **603 H Spanish IV (Honors)**

Full Year - 1 Credit

*Open to Juniors or Seniors Only*

*Prerequisites: Recommendation of the sending teacher and completion of Spanish III*

How do art and literature reflect the culture and history of a people? The class will focus on conversation and listening, through class discussion, music and film. There will also be an emphasis on creative writing as well as academic writing. Students will study art and literature from many different cultures where Spanish is spoken. Students will learn to communicate through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. They will write opinion and reflection pieces on topics or texts, supporting a point of view with reasons and information. Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Students will be able to participate in conversations on familiar topics by responding to and asking a variety of questions.

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### **607 Spanish V (Honors)**

Full Year – 1 Credit

*Prerequisites: Recommendation of the sending teacher and completion of Spanish IV Honors.*

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes. The course also emphasizes active and meaningful communication in Spanish as well as the ability to understand spoken Spanish in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. Students will routinely engage in written and oral discussions. Students will learn to communicate effectively through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students are expected to produce and understand at the intermediate proficiency level throughout the course.

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### **606 Advanced Placement Spanish Language and Culture**

Full Year - 1 Credit

*Prerequisites: Recommendation of the sending teacher and completion of Spanish IV*

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes and prepares students to take the AP Spanish exam in May. The course also emphasizes active and meaningful



communication in Spanish as well as the ability to understand spoken Spanish in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. Students will routinely engage in written and oral discussions. Students will learn to communicate effectively through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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### **620 French I (General)**

Full Year - 1 Credit

How can connections with people be enhanced through language? French is a global language that millions of speakers use daily on six of the world's continents. French I is the first class in a sequence that develops communications skills in a careful progression considering different learning styles. In addition to working on the four traditional skills of language acquisition, speaking, comprehension, reading, and writing, students will also be introduced to the cultural contexts of the French-speaking world. Middle school students who successfully complete French I will obtain one high school credit and will move into French II in the ninth grade. Students will demonstrate an understanding of ethical behavior, respect and appreciation for the global community. They will learn to communicate through oral, written and nonverbal means. Students will be able to communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized. Students can express themselves in lists of words and simple sentences. Students will write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences in the present tense.

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### **621 French II (General)**

Full Year – 1 Credit

*Prerequisite: Recommendation of the sending teacher and completion of French I.*

How can learning and using a language help to understand other cultures? In this course, the focus is on developing the skills that were introduced in French I. Increased competency is a major objective. Review material is presented in new situational contexts and new material is presented in the form of a drama or narrative with continual emphasis on and comprehension. Students will demonstrate an understanding of ethical behavior, respect and appreciation for global community. They will learn to communicate through oral, written and non-verbal means. There is a focus on initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



Students will be able to expand their ability to understand and speak in simple sentences. They are also able to express their needs and ideas with some detail.

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### **622 French III (General)**

Full Year– 1 Credit

*Prerequisite: Recommendation of the sending teacher and completion of French II.*

What does the on-going process of language learning look like? There will be concentration on real world conversational knowledge by using film and song in French. Emphasis is placed on using the language as a means of self-expression. Students will learn to communicate through oral, written and non-verbal means. Students will be able to participate in conversations on a number of familiar topics using simple sentences. They will also be able to ask pointed questions and be able to respond to questions with some reasoning and detail. Students will be able to understand the main idea of a short and/or simple text on a familiar topic.

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### **623 French IV (Honors)**

Full Year - 1 Credit

*Open to Juniors or Seniors Only*

*Prerequisites: Recommendation of the sending teacher and completion of French III.*

How do art and literature reflect the culture and history of a people? The class will focus on conversation and listening, through class discussion, music and film. There will also be an emphasis on creative writing as well as academic writing. Students will study art and literature from many different cultures where French is spoken. Students will learn to communicate through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. They will write opinion and reflection pieces on topics or texts, supporting a point of view with reasons and information. Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Students will be able to participate in conversations on familiar topics by responding to and asking a variety of questions. Students will be able to communicate on many different topics and understand the main idea of most simple conversations and texts. This class is an immersive language class where students will refine the skills needed to understand and be understood in French without English.

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### **629 French V (Honors)**

Full Year – 1 Credit

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes. The course also emphasizes active and meaningful communication in French as well as the ability to understand spoken French in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken French. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. Students will routinely engage in written and

oral discussions. Students will learn to communicate effectively through oral, written, and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students are expected to produce and understand at the intermediate proficiency level throughout the course.

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### **628 Advanced Placement French Language and Culture**

Full Year - 1 Credit

*Open to Seniors Only*

*Prerequisites: Recommendation of the sending teacher and completion of French IV.*

How do art and literature reflect the culture and history of a people? This course follows the College Board AP curriculum themes and prepares students to take the AP French exam in May. The course also emphasizes active and meaningful communication in Spanish as well as the ability to understand spoken French in a variety of contexts. Students will be expected to express themselves with reasonable fluency and accuracy in both written and spoken French. Students will enhance their language proficiency and cultural awareness through various forms of input centered around the AP themes. Students will routinely engage in written and oral discussions. Students will learn to communicate effectively through oral, written and non-verbal means. They will explore real world experiences which provide access to future possibilities. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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### **630 Film in the French Speaking World General (General)**

One Semester – .5 Credit

How do films reflect the culture of various regions in the French speaking world? This course offers an introduction to French film classics from the earliest movies from the nineteenth century to the present day. By putting the films into their historical context, the students will study the relation existing between French language films and the culture of some areas of the French-speaking world. Students will think critically and participate in class discussions about various topics as they relate to various historical periods. Students will write daily in class, will think critically, and will participate in class discussions. The course is taught in English, and films are shown with English subtitles. Students may complete written assignments in French.

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## **BUSINESS EDUCATION**

### **760 Business Management Seminar (General)**

Full Year – 1 Credit

*Prerequisites: Earned credit in Economics and Intro to Business, or instructor approval required.*

*This course is designed to provide high school students with a comprehensive introduction to the world of business management.*

This seminar offers a stimulating and interactive learning experience, equipping students with essential knowledge and skills that will prepare them for future educational and professional pursuits in the business field. Students will explore the areas of Human Resource management, quantitative decision making, entrepreneurship, leadership, and business laws & ethics. Business Management Seminar Leadership includes an emphasis on case studies, research, projects, with students completing projects both individually and in teams.

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### **755 Accounting I (AP)**

One Semester – 1 Credit

*The AP weighting scale is used.*

*Prerequisites: Earned credit in Economics & Intro to Business, or instructor approval required*

Accounting I is designed to give basic understanding of accounting principles, concepts, and procedures. Accounting I is a semester-long college course taught in partnership with the Community College System of New Hampshire (CCSNH). Students will be able to apply Generally Accepted Accounting Principles for an accounting system for a single proprietorship service-based industry. Upon completion of the course students will be able to set up and maintain financial records for a company for one complete accounting cycle including journalizing, posting, preparing a worksheet, adjusting and closing entries, and preparation of financial statements used to analyze business activities and make choices for the future. Students will be required to use Excel to prepare accounting documents. Prior knowledge of Excel helpful but not required. This course may be used for math credits.

*Students will receive three transferable college credits from River Valley Community College.*

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### **756 Accounting II (AP)**

One Semester – 1 Credit

*The AP weighting scale is used.*

*Prerequisite: Credit earned in Accounting I.*

Accounting II is designed to give basic understanding of manual accounting principles and concepts as well as procedures for a merchandizing company run as a corporation. Students will apply concepts of accounting previously learned and will know how to keep accurate records using multiple journals, a cash control system and tax procedures that apply both to payroll and the corporation. This course may be used for math credits.

*Students will receive three transferable college credits from River Valley Community College.*

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## **COMPUTER SCIENCE & DIGITAL LITERACY**

### **749 Introduction to Computers (General)**

One Semester – .5 Credit

*Required for graduation. Students are encouraged to take this course as a Freshman or Sophomore.*

This course provides instruction in basic computer hardware and operating systems that support software applications. Concepts and applications dealing with programming, software integration, Internet use, and future technological trends will be incorporated. Instruction in software concepts using the Microsoft Office suite software package which includes word processing, spreadsheet, presentation and publishing software will be introduced. Also, the importance of proper file management and computer equipment will be discussed and utilized throughout the course. Students will be exposed to the ethical and legal issues related to technology and online learning environments.

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### **762 Parallax Microcontrollers/Robotics Lab (General)**

One Semester – .5 Credit

This full-semester course will explore the use of micro-controllers and robotics using *Parallax* products. In the first half of the semester, students will:

- Build simple circuits with schematics and wiring diagrams.
- Write programs in PBASIC to control the circuits.
- Send signals by blinking LEDs.
- Sense contact with pushbuttons.
- Read a dial using a potentiometer.
- Measure light with a phototransistor.
- Control motion with a servo motor.
- Play tunes on a piezo speaker.
- Display data on a 7-segment LED.
- Combine several circuits to prototype an invention.

The second half of the semester will introduce the Boe-Bot which takes about 2 hours to build. Projects involving experimentation with the Boe-Bot will include the use of wiring, programming with P-Basic robotics language, and experimentation with a large array of programs which explore the many sensors,

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### **762 DE Drone Systems (General)**

One Semester – .5 Credit

This course is typically scheduled in the spring semester. Students will learn various aspects about the safe operation of both rotary and fixed wing Unmanned Aircraft Systems (UAS). Topics include regulatory guidance, aerodynamics, weather, airspace systems, aircraft systems and risk management. In addition to academics, students will gain hands-on experience with both simulation programs and operation of several UAS “drone” systems. These include small hobby remotely control systems and medium size automated commercial systems. Program of aircraft and

flight profiles with various “SMART” devices will be explored. The coding of software into small UAS devices will also be explored to adjust handling qualities. Students will also research commercial applications of UAS and career opportunities. Upon successful completion of this course, students will be better prepared to take the Federal Aviation Administration (FAA) Commercial Remote Pilot Examination.

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### **761A Introductory Programming with Python (General)**

One Semester - .5 Credit

*Prerequisites: Successful completion of Algebra I*

How does programming code work, and what can you do with it? In this course we will explore the fundamentals of programming in code. These basics include the following topics and more:

- Getting started with a development environment
- Printing information to the console
- Debugging and testing code
- Creating and modifying different datatypes
- Naming objects and commenting code properly
- Using functions for efficiency and clarity
- Understanding Boolean logic
- Iterating and looping

We will use these tools to visualize data, deploy simple applications, and create some basic games. While we use Python as our language, most of the techniques and logical thinking that we develop will be transferrable to any other programming language.

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### **Robotics Team FIRST Tech Challenge**

NH FIRST Tech Challenge teams challenged to design, build, program, and operate robots to compete in a head-to-head challenge in an alliance format. Guided by adult coaches and mentors, students develop STEM skills and practice engineering principles, while realizing the value of hard work, innovation, and working as a team. The robot kit is reusable from year to year and can be coded using a variety of levels of Java-based programming. Teams design and build robots, raise funds, design, and market their team brand, and do community outreach to earn specific awards. Participants are eligible to apply for \$80M+ in college scholarships. Each season includes up to 4 qualifiers spread out from November-January and concludes with the NH state championship event in February or beginning of March. All the qualifiers and state championship events take place on Saturdays in different locations around the state.

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## **ART AND MUSIC**

### **700 A Art Exploratory (General)**

One Semester – .5 Credit

This course is designed to introduce the student to a breadth of art media providing a comprehensive visual foundation and appreciation of art as it will be encountered in high school and beyond. Students will explore a wide variety of media in both 2- and 3-dimensional art projects. The emphasis will be on creative problem solving using the elements and principles of design. Students will maintain a sketchbook for homework. Students will also be responsible for writing artist's statements for evaluating and reflecting on their effort and artwork. Students will write weekly reports on contemporary and historical artists and movements. A digital portfolio of completed projects will be kept to monitor progress. Students will be able to apply the skills of drawing, painting and 3D disciplines to generate, conceptualize, and organize artistic ideas.

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### **701 A Advanced Art (General)**

Semester – .5 Credit

*Prerequisite: Credit earned in Art Exploratory.*

In this guided studio setting students will have an opportunity to further develop skills that were introduced in Art Exploratory. This course is intended to provide students with the opportunity to explore projects with greater depth and intensity. The creation of art will focus on the personal development of style and theme. Students will further develop an understanding of visual language. Upon completion of assignments there will be critiques where students will be responsible for critical responses for their artwork and that of their peers. Students will write artist's statements for evaluating and reflecting on their effort and artwork. Students will maintain a sketchbook. The sketchbook will serve as a visual journal for developing ideas and skill practice. A digital portfolio of completed projects will be kept to monitor progress. Students will be able to apply the skills of drawing, painting and 3D disciplines to generate, conceptualize, and organize original artistic ideas. Students will be able to refine and complete artistic ideas.

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### **709 A Fall**

### **709 B Spring**

#### **HMHS Pacer Morning News (General)**

Semester – .5 Credit

*Open to Juniors and Seniors*

The course is designed to develop skills for producing the Hinsdale Middle High School morning news as well as field pieces that will appear on the program. Students will develop an advanced understanding of how to work with digital video equipment as well as how to use video production programs. Students will be responsible for writing, planning, organizing, and producing the news. Teamwork is essential because the class is the production crew that will produce the morning news and stories for the morning news. The ability to independently plan productions and meet strict deadlines is required. Grading will be based on the ability to work as a team member and to



independently plan productions. Students will be able to apply skills and language of media arts to convey meaning and communicate ideas by analyzing, developing and performing presentations.

*It is preferred that students take this course both semesters to allow for mastery.*

*Students may take this course more than once.*

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### **723 Advanced Placement Art History (AP)**

Full Year – 1 Credit

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. College Course Equivalent AP Art History is the equivalent of a two-semester introductory college or university art history survey course.

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### **721 A High School Concert Band (General)**

One Semester -.5 Credit

In Concert Band, students participate in a full group of diverse instruments refining their instrumental skills and cultivating a deep appreciation for ensemble playing. The curriculum will encompass a diverse repertoire, ranging from classical to contemporary pieces, challenging students to master various musical styles. Instrumental technique and ensemble dynamics will be a focal point, with regular rehearsals dedicated to honing precision, balance, and expressive interpretation. Students will delve into music theory, exploring topics such as harmony, rhythm, and form to enhance their understanding of the pieces they perform. The class will provide many opportunities for solo and small group performances, encouraging individual growth within the ensemble setting. Also, students will study music history, gaining insight into the cultural and historical context of the repertoire. Collaborative projects, community performances, and participation in regional competitions will foster a sense of camaraderie and pride at Hinsdale High School, creating a vibrant and enriching experience for all members of the concert band.

*Participation in each rehearsal is a key component of each student's success and are encouraged to take this for both semesters during the year to allow for maximum growth and development.*

*Students are also encouraged to take this for more than one year.*

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### **715 A High School Chorus (General)**

One Semester -.5 Credit

In Chorus, students will take part in a group of singers performing a wide variety of music. The curriculum will encompass vocal technique, sight-singing, and ear training, fostering the development of each student's individual vocal prowess. The

focus will be on ensemble singing to cultivate a sense of unity and collective expression. The repertoire will span diverse musical genres, including classical, contemporary, and multicultural pieces, providing students with a comprehensive musical experience. The class will explore music theory concepts to lay the groundwork for understanding the structure and intricacies of the pieces they perform. The study of music history and cultural context will deepen students' appreciation for the rich tapestry of choral music. Collaborative projects, community performances, and participation in festivals will not only enhance musical skills but also foster teamwork, leaving students with a lasting passion for choral singing.

*Participation in each rehearsal is a key component of each student's success and are encouraged to take this for both semesters during the year to allow for maximum growth and development. Students are also encouraged to take this for more than one year.*

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## **FAMILY AND CONSUMER SCIENCES**

### **780 Parenting (General)**

One Semester– .5 Credit

*Usually offered in the Fall*

Students will be able to evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. This class explores various family forms and functions, the cycle of family development, and how the parenting role changes through the lifespan as children grow. Conception, pregnancy, and prenatal development and care are discussed with an emphasis on abstinence to avoid unplanned pregnancies. The Safer Choices Curriculum is embedded to help make students aware of choices and decisions that they will face both now and in the future.

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### **781 Child Development (General)**

One Semester – .5 Credit

*Prerequisite: Recommendation of the sending teacher and credit earned in Parenting.*

*Usually offered in the spring.*

Students will be able to analyze factors that influence human growth and development. This course provides students with the knowledge needed to work with and care for children as they grow. All areas of development – physical, intellectual, social and emotional – are addressed so students can better understand, assess, and meet the needs of children. This course will focus on individual student engagement in an effort to understand the emotional, physical and social health of children.

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### **786 Foods (General)**

One Semester – .5 Credit

Students will be able to demonstrate food preparation methods and techniques for all menu categories to produce a variety of food products. This course is a lab-based food and nutrition program where students learn how to make healthy and nutritious food reflecting current national guidelines; how to prepare foods, appreciate food diversity, how science and technology impact foods and nutrition.

*This course is weighted on the general scale.*

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### **787 Chefs (General)**

One Semester – .5 Credit

*Students are encouraged to take this course as a Junior or Senior*

*Prerequisite: Credit earned in Foods.*

Students will be able to demonstrate advanced food preparation methods and techniques for all menu categories to produce a variety of food products. This course takes the complex world of food and breaks it into individual units of study. Students will choose several units of interest for in-depth study and creation of more complex recipes. Meal planning and preparation topics are studied.

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### **783 Sewing and Design (General)**

One Semester – .5 Credit

Students will be able to demonstrate skills needed to produce apparel and textile products. This course teaches the basic use of sewing machines and fabric construction techniques. Students are given information and practice to learn basic sewing skills in a hands-on format. Learning is as rapid and in depth as students' interests take them.

Content builds from basic sewing skills to project construction. Project examples include pillowcases, table runners, stuffed animals, tote bags, patchwork pillows, etc.

Students will be able to choose and complete their own individual projects.

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## **PHYSICAL EDUCATION and HEALTH**

### **501 A Physical Education I (General)**

One Semester – .5 Credit

The Hinsdale Physical Education program intends to provide all students with cognitive, physical, and affective knowledge they will need to pursue lifelong health and wellness. During this course, students of all abilities will learn to be competent movers through activities in the following areas: individual sports, team sports, and lifetime activities. Throughout these experiences, students will learn about the benefits of exercise, how it is enjoyable, their own fitness needs, and how to maintain physical activity throughout their lives. Students will know how to design a fitness program and demonstrate progress towards their fitness goals. Students will be able to understand, describe and apply health and skill related fitness concepts as required competencies developed by National and State Standards in Physical Education and the Society of Health and Physical Educators. Other lifetime skills promoted include leadership, building self-confidence, and sportsmanship. Additionally, students will continue to improve motor skills, complete homework as assigned, be personally and socially responsible and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

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### **512 Net Sports (General)**

One Semester - .5 Credit

*Prerequisite: Credit earned in Physical Education I.*

This course is designed to increase students' fitness, skills and knowledge in the area of Net Sports. These sports include, but are not limited to pickleball, tennis, badminton, volleyball and nitroball. While continuing to develop proficiency in motor skills and movement patterns, students will also need to demonstrate a deep understanding of tactics and strategies used during game play. Students will continue to monitor their personal fitness through participating in a fitness assessment, setting goals and documenting progress towards those goals throughout the semester. Additionally, students will continue to complete homework as assigned, be personally and socially responsible and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

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### **508 Invasion Games (General)**

One Semester - .5 Credit

*Prerequisite: Credit earned in Physical Education I.*

This course is designed to increase students' fitness, skills, and knowledge in the area of Invasion games. These sports may include soccer, ultimate frisbee, football, floor hockey, and lacrosse. While continuing to develop proficiency in motor skills and movement patterns, students will also need to demonstrate a deep understanding of tactics and strategies used during game play. Students will continue to monitor their personal fitness through participating in a fitness assessment, setting goals and documenting progress towards those goals throughout the semester. Additionally,

students will continue to complete homework as assigned, be personally and socially responsible and be assessed in a variety of methods while working towards whole person wellness as defined by 21st Century learning expectations.

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### **509 Individual Physical Education Program (General)**

One Semester – .5 Credit

*Prerequisite: Credit earned in Physical Education I.*

With approval, students may use an Extended Learning Opportunity to meet the second .5 credit of required physical education. Students may also utilize a Hinsdale sponsored JV or Varsity athletic experience to satisfy the second .5 of their PE requirement. Students must meet with the Physical Education Department during the prior semester to start any independent sports participation option in physical education. Students choosing this option will be assessed using the five National and State Physical Education standards to achieve credit.

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### **315 Health (General)**

One Semester – .5 Credit

The Joint Committee on National Health Education Standards defines health literacy as the capacity of individuals to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance health.” This required course is designed to motivate and assist students to maintain and improve their health, prevent disease, reduce risk behaviors, increase health literacy enabling a student to make informed and knowledgeable health decisions. Specific content includes all areas stipulated in the New Hampshire and National Health Standards. Methods include allowing students to develop and demonstrate increasingly sophisticated health related knowledge, skills and practices while following the Hinsdale’s social learning expectations, respecting others’ ideas and attitudes, positive attitude toward working to solve problems both individually and collaboratively. Techniques to ensure success in these areas include practicing reading, writing, listening, speaking, and language skills, as referenced by the Common Core anchor standards. All instruction will be presented in diverse media and formats such as presentations, research, projects, Keys to Literacy writing, role play and varied assessments to stimulate understanding of health concepts and acquisition of skills to use the information to promote health.

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## **SUPPLEMENTAL PROGRAMS**

### **Advisory/SEL**

Full Year – .25 credit

The purpose of advisory is to create a cohesive, ongoing community of learners and to provide all students with a connection to a staff member who will guide and support them with their academic, personal, and social emotional growth. This includes but is not limited to increased social emotional fluency through direct curriculum participation and group processing, participation in team building activities and initiatives, listening to vital school information and announcements, participation in school/grade wide advisory events and lessons. This content will be informed by 21st century learning expectations. Supported by counselors and administration, advisory teachers will provide direct communication to families, facilitate social emotional learning, and will monitor individual academic progress.

*This is a required credit driven course.*

*Each student will earn a pass-fail mark based on their involvement.*

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### **Life Skills**

Life Skills is a credit bearing special education program designed to service students with disabilities. The curriculum focuses on functional academics geared toward preparing students for independent living. Students learn about and participate in structured social interactions. Instruction is provided in money and time concepts, cooking, organizational strategies, decision making and problem solving. Students have the opportunity to practice role playing real-world scenarios and to participate in the school's Extended Learning Opportunities (ELO) program to gain hands on experience with job exploration skills. The Life Skills program reinforces the academic competencies of the HMHS Learning Expectations, a copy of which can be found at the beginning of this document. Differentiated levels may be offered at the middle and high school.

*Enrollment in these classes is by request of the Special Education Department only.*

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### **850 AS Assisted Study (General)**

One Semester – .5 Credit

*Students may take this for more than one year.*

Assisted Study is a Guided Study course that provides students with the opportunity with assistance and time to complete classroom assignments or school projects. Students typically work on their own or in a small group that is structured and supported by the supervising Special Educator. This is also a time for the Special Educator to complete Vocational training and Education and provide the Specially Designed Instruction within the Student's Individual Educational Plan.

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## **DRIVER EDUCATION**

### **792 Driver Education (General)**

Semester – .5 credit

*Prerequisite: Student must be at least 15 .5 prior to the course start date and 16 prior to the end of the course. Course must be offered at Hinsdale High School in order to receive credit.*

***Note: Driver Education is not subject to add/drop. Students must commit to the course and may not add the course after the parent meeting prior to the first class.***

This course will allow a student to get their driver education certificate upon successful completion of the class. The class follows the New Hampshire Drivers Education Risk Prevention Curriculum Guide. There are 10 parts that cover all the basics of learning both in-classroom and behind-the wheel lessons. The primary focus of this class is to learn safe and responsible driving. Students must receive an 80% average for the course to qualify for the certificate.

*Due to state laws, students may not miss more than 4 hours of class time. Should attendance become an issue, students will be assigned an alternate course.*

**This course requires an application and a fee to be determined prior to starting the class which must be provided to the principal's administrative assistant.**

*The maximum number of students is 12. Preference is given to Juniors and Seniors and there may be a waiting list.*

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## **EXTENDED LEARNING OPPORTUNITIES (ELO)**

### **ELO General**

The NH Department of Education supports and encourages school districts to adopt policies that encourage "extended learning". Hinsdale High School provides Extended Learning Opportunities to ALL students and defines ELO as, "Learning at any time, in any place and in any form".

At HMHS Extended Learning Opportunities are:

- Student designed and student driven.
- Students are encouraged to follow their passion and explore new areas of interest.
- Overseen by certified school personnel.
- Competency based.
- Assessed on mastery of competencies.
- Credit bearing (core and elective)
- Aligned with local curriculum frameworks.
- Rigorous in academic content
- Embedded with HMHS 21st Century Learning Expectations
- Flexible and fluid in the progress of the four components: Research, Reflection, Project, and Presentation
- Based solely on mastery of required competencies not on the time taken to complete the competencies.
- Developed with a community business/partnership that brings mentors on board to teach side by side with the certified school personnel and ELO Coordinator while keeping the student at the center.
- Assessed for credit at a school-wide final exhibition of learning.
- Endorsed by the University System of NH. In addition, many colleges in the New England area have endorsed or otherwise supported competencies and/or credits earned through ELO programs.

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## **ACF - FOOD AND NUTRITION SERVICES: ANTI-DISCRIMINATION AND CIVIL RIGHTS COMPLAINTS**

### **A. USDA Non-Discrimination Statement.**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. (\*See note at end of this Section A.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Form AD-3027](#) (linked tested 2024/5/9), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. Fax:  
(833) 256-1665 or (202) 690-7442; or
3. Email:  
[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

### **B. Additional Discrimination Complaint Information.**

1. Any person or representative alleging discrimination based on a prohibited basis relative to any of the District's food service programs has the right to file a complaint within 180 days of the alleged discriminatory action.
2. District staff who receive a complaint alleging illegal discrimination in the district's nutrition program will forward the complaint to the District's **Business Administrator** immediately, who shall note whether the allegation was made verbally or in person and will transcribe the complaint if it is not provided in

**ACF - FOOD AND NUTRITION SERVICES: ANTI-DISCRIMINATION AND CIVIL RIGHTS COMPLAINTS**

AC	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan</u>
AC-R(2)	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information</u>
ACA	<u>Discrimination and Harassment Grievance Procedure</u>

## Policy ACN - ACCOMMODATION OF LACTATION NEEDS

### A. Statement of Purpose.

The District provides a supportive environment as to time and place for students and employees (collectively “people with lactation or lactation related needs”) to express milk and address other lactation related needs. Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of people with lactation or lactation related needs by providing reasonable times and suitable spaces for people with lactation or lactation related needs to express milk during school and work hours for one year after pregnancy. Lactation for purposes of this policy will include expression of milk by manual or mechanical means, medical conditions related to lactation, and other lactation related needs.

No person with lactation needs will be discriminated against for milk expression or related activities as provided in this policy, and reasonable efforts will be made to assist people with lactation needs in meeting their lactation needs while at work or school.

### B. Accommodation Notice and Plans.

A person with lactation needs should contact the building Principal, school nurse or employee’s supervisor at least two weeks before the need for lactation accommodations arises. The District will endeavor to meet the break and space needs of each person with lactation needs. However, when ordinary accommodations (as discussed below) create undue hardship for the operations of the school/workplace, the District will work with the person with lactation needs to determine whether other reasonable accommodations may be made. Such other accommodations could include items like a change in work/class assignments, or schedules, additional break periods, permitted absences for medical appointments, or access to extra food and water throughout the day. When reasonable accommodations are unattainable, the school nurse, building Principal or other administrator working with the person with lactation needs should consult with the District’s Title IX Coordinator.

A lactation accommodation plan should be revisited upon request of the person with lactation needs, or at least every three months, with adjustments made to the accommodations for lactation breaks as lactation needs change.

### C. Reasonable Time to Express Milk during the School Day.

Absent undue hardship other accommodations as established under Section B, above, a person with lactation needs will have a minimum of three opportunities (“lactation period”) during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of lactation or to address other needs relating to lactation. An employee or student can choose to use usual break and meal periods.

A person with lactation needs who is an hourly employee [CHOOSE ONE OF TWO OPTIONS] [OPTION 1] will not be paid during lactation periods unless either (a) the



## Policy ACN - ACCOMMODATION OF LACTATION NEEDS

lactation period falls during a regular paid break (e.g., a paid lunch), or the person is not completely relieved of duties during the lactation break. [OR OPTION 2] will be paid during lactation periods. People with lactation needs shall not be required to “make up” time relating to the use of unpaid lactation periods.

### **D. Suitable Private Areas for Lactation.**

People with lactation needs will be provided with a private place, other than a bathroom, in each school district building in which a person with lactation needs spends the working or school day. The lactation area:

1. May be temporary or permanent;
2. Shall be shielded from view and free from intrusion by other persons, including without limitation other staff or students;
3. Shall be within a reasonable walk of the workstation or classroom of the person with lactation needs unless otherwise agreed by the person with lactation needs;
4. Have at a minimum:
  - a. An electrical outlet;
  - b. Appropriate seating;
  - c. A surface sufficient to place a breast pump;
  - d. A sink with running water or be in reasonable proximity to one;
  - e. A refrigerator for milk storage or be in reasonable proximity to one;
  - f. Shall be cleaned regularly by District staff assigned to that duty; [and
  - g. ~~[this item is optional, delete/modify as desired]~~ A District provided, hospital-grade lactation pump for shared use].

### **E. Responsibilities of the Person with Lactation Needs.**

A person with lactation needs will:

1. Provide at least two weeks' advance notice of the need for lactation accommodations, preferably prior to their return to school. This will allow school administrators the opportunity to establish a location and work out scheduling issues. Note that, notwithstanding the requested two weeks' notice, an unnecessary delay in making a reasonable accommodation for a person with lactation needs could constitute a violation of the PWFA and Title IX.
2. Maintain the lactation area by wiping down surfaces [including the shared pump] with antibacterial wipes so the area is clean for the next user.
3. Provide their own supplies as is necessary.

### **F. Prohibited conduct.**

Any intentional act which violates a lactating person's privacy, aims to frustrate a lactating person's intentions to use the lactation space, or constitutes harassment on account of a lactating person's needs or lactating status is prohibited, and shall be treated as violation of the applicable code of conduct with possible disciplinary consequences, and may constitute sex discrimination and shall be reported to the Title IX Coordinator in

## Policy ACN - ACCOMMODATION OF LACTATION NEEDS

accordance with policy {\*\*} ACAC.

### G. Dissemination of Policy.

This policy shall be printed or summarized in applicable employee and student handbooks. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

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### District Policy History:

*First reading:*

*Second reading/adopted:*

*District revision history:*

NH Statutes	Description
RSA 275:78-83	<u>Policies Relating to Nursing Mothers (Scroll down to sections 275:78-83)</u>

Federal Regulations	Description
89 FR 29182	<u>Pregnant Workers Fairness Act ("PWFA")</u>

Federal Statutes	Description
20 U.S.C 1681, et seq	<u>Title IX of the Education Amendments of 1972</u>
42 U.S.C. 2000gg	<u>Pregnant Worker Fairness Act ("PWFA")</u>
42 U.S.C. 218d	<u>Pump for Nursing Mothers Act ("PUMP Act")</u>

### Cross References

Code	Description
AC	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan</u>
AC-R(2)	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information</u>

**Policy ACN - ACCOMMODATION OF LACTATION NEEDS**

ACA	<u>Discrimination and Harassment Grievance Procedure</u>
ACAC	<u>Title IX Prohibition of Sex Discrimination and Sex-Based Harassment: Policy and Grievance Procedure</u>
GBEB	<u>Staff Conduct</u>
IHBCA	<u>Accommodation of Pregnancy and Related Medical Conditions: Students</u>
JIC	<u>Student Conduct</u>



**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

**A. Purpose.**

As described in Board policy AC{\*\*} and other policies referenced there, the District is committed to maintaining a workplace and educational environment that is free from discrimination, harassment, and retaliation\* in admission or access to, or treatment or employment in, its programs, services, activities, and facilities.

This policy provides a grievance process for any complaints of illegal discrimination, harassment, or retaliation that are not addressed by other Board policies. For example, while race-based or ethnicity-based harassment or discrimination could be addressed through the grievance process in this policy, sex discrimination or sex-based harassment must be addressed under policy ACAC{\*\*}.

The District does not assume responsibility or liability for actions that are unrelated to the District's programs or activities. However, the District may investigate any behavior that occurs on or off District property to the extent that such an investigation is necessary for the District to meet its legal obligations to address discrimination, harassment, and retaliation that negatively impact the education or work environment in the District. The District can address such behavior only when and to the extent that the District has the legal authority to do so.

**B. Reports and Complaints of Discrimination or Harassment.**

Under this policy, a **report** is nothing more than providing information to the District regarding conduct or statements that might constitute discrimination, harassment, or retaliation ("Discriminatory Conduct") as described below. A **grievance** or **complaint** (referred to in this policy as a "**Complaint**") is a verbal or written report or complaint of Discriminatory Conduct that objectively can be understood as a request for the District to investigate and make a determination about alleged Discriminatory Conduct. A Complaint is required to initiate the formal Grievance Process as described below.

**C. Reports – Informal Process.**

Contact information for the District's **Student Services Director**, Title IX Coordinator, and 504/ADA Coordinator can be found in AC-R(2).

- a. Reports of prohibited or illegal Discriminatory Conduct should be made to the District **[or building {if applicable}] Student Services Director** under this policy unless:
  - i. The report is about the **Student Services Director**, Title IX Coordinator, **or 504/ADA Coordinator**, in which case the report may be made directly to the Superintendent or Superintendent's designee, who shall then appoint an alternate to act in place of the disqualified officer.
  - ii. The report concerns potential **sex discrimination, sex-based harassment, or retaliation**, in which case the report should be made to the **District [or building {if applicable}] Title IX Coordinator** under policy ACAC{\*\*}.

**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

- iii. The report concerns potential discrimination, harassment, or retaliation related to a real or perceived **disability**, in which case the report should be made to the **District's 504/ADA Coordinator** under this policy.
  - iv. The report concerns **harassment that does not involve a protected class** (included in AC{\*\*}), in which case the report shall be made to the **Building Principal** under policy JICK{\*\*}.
- b. Any person who believes they have been subjected to prohibited or illegal Discriminatory Conduct may report the alleged acts to the District [or building {if applicable}] **Student Services Director** in accordance with this policy.

If a student is more comfortable reporting to a person other than the **Student Services Director** (e.g., guidance counselor, teacher, Principal), the student may tell any school district employee or volunteer. The employee or volunteer shall then make a report as discussed above and below in this Section C.

- c. Any person who witnesses or receives a report of behavior they believe to be Discriminatory Conduct should report the alleged acts immediately to the District [or building {if applicable}] **Student Services Director**.

If a student is more comfortable reporting to a person other than the **Student Services Director** (e.g., guidance counselor, teacher, Principal), the student may tell any school district employee or volunteer. The employee or volunteer shall then make a report per the following paragraph.

**District employees and volunteers are required to report such conduct as soon as possible, but not later than the end of the next school or work day.** This requirement does not apply if the employee or volunteer is the subject of the conduct, unless any student witnessed or was otherwise impacted by the conduct.

Upon receiving a report, the **Student Services Director** may determine that the incident has been appropriately addressed or may recommend additional action.

**D. Definitions.**

For the purposes of this policy and only this policy, terms are defined as follows.

“Complainant” is the person making a complaint. The Complainant may or may not be the Victim. If the Complainant is under 18 years of age, the Complainant’s parent(s) or legal guardian(s) shall also receive any communication regarding the Complaint or Grievance Process to which the Complainant is entitled.

“Discriminatory Conduct” refers to discrimination, harassment, or retaliation.

“Grievance Process” is the formal investigation and determination of whether prohibited or illegal discrimination, harassment, or retaliation occurred, and may include appeals.



**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

“Student Services Director” is the person assigned to that role in the District; contact information for this person can be found in policy AC-R(2){\*\*}. If the Student Services Director designates another person to act as the Student Services Director, “Student Services Director” shall refer to that designee. Similarly, if the Student Services Director directs a Complaint to the 504/ADA Coordinator, “Student Services Director” as used in this policy refers to the 504/ADA Coordinator. If the report or Complaint of alleged discrimination, harassment, or retaliation involves the Student Services Director, “Student Services Director” shall refer to a person assigned by the Superintendent or the Superintendent’s designee to handle the report or Complaint.

“Report” is information provided to the District regarding conduct or statements that might constitute discrimination, harassment, or retaliation. A report does NOT prompt the Grievance Process; only a Complaint initiates the formal Grievance Process.

“Respondent” is the person who allegedly engaged in the prohibited or illegal discrimination, harassment, or retaliation. If a District policy, procedure, rule, custom, or practice is the subject of a report or Complaint and not a specific person, the District is considered the Respondent. If a Respondent is under 18 years of age, the Respondent’s parent(s) or legal guardian(s) shall also receive any communication regarding the Complaint or Grievance Process to which the Respondent is entitled.

“Victim” is the person who was allegedly subjected to the prohibited or illegal discrimination, harassment, or retaliation. The Victim may or may not be the Complainant. If a Victim is under 18 years of age, the Victim’s parent(s) or legal guardian(s) shall also receive any communication regarding the Complaint or Grievance Process to which the Victim is entitled.

“Witness” is a person who may have information regarding the alleged discrimination, harassment, or retaliation.

**E. Complaints and Initiation of the Formal Grievance Process.**

A person begins the formal grievance process by making a Complaint with the Student Services Director. If the Complaint is against the Student Services Director, the Title IX Coordinator, or the 504/ADA Coordinator, or if some other conflict of interest exists, the Complaint may be made to the Superintendent or Superintendent’s designee, who shall then appoint an alternate to act in place of the disqualified officer. For Complaints against the Student Services Director, the appointed alternate shall be deemed the “Student Services Director” for purposes of all the duties and powers of the Student Services Director as described below.

[The District’s Complaint form can be found here {insert website link to form} or obtained from the {Student Services Director}.] Written Complaints are strongly encouraged, as a written record provides certainty regarding the nature of the grievance. If an oral Complaint is made, the Student Services Director will offer to assist in the preparation of a written Complaint or, if assistance is refused, to create a recording of the



**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

oral Complaint. If both assistance and recording are refused by the Complainant, the District will investigate the expressed oral Complaint but, again, notes that an undocumented or unrecorded Complaint may result in uncertainty regarding the nature of the grievance.

The submission of a Complaint initiates Level 1 of the grievance process as described below. Upon receiving the Complaint, the **Student Services Director** will review the Complaint to determine whether it concerns allegations more appropriately addressed under a different procedure in accordance with policy AC{\*\*\*}.

Complaints should be made as soon as possible. Complainants are advised that complaints to the Office for Civil Rights of the United States Department of Education ("OCR") must be made within 180 days of the last act of alleged discrimination, harassment, or retaliation giving rise to the complaint or from the date the Complainant could reasonably have become aware of such occurrence.

If the person making the Complaint (the "Complainant") or the person alleged to have committed the discriminatory conduct (the "Respondent") is under 18 years of age, the **Student Services Director** shall notify their parent(s)/guardian(s) of the Complaint.

In determining whether the alleged actions constitute prohibited or illegal Discriminatory Conduct, the District will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred, and all other relevant information. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that Discriminatory Conduct or other prohibited behavior has occurred, the District will take prompt and effective corrective action in accordance with law and Board policy.

**Level I – Investigation and Initial Determination:**

The **Student Services Director** will initiate an impartial investigation within five days of receiving the Complaint. The **Student Services Director** may appoint another qualified person (e.g. Building Principal, etc.) to undertake the investigation. The **Student Services Director** or the appointed designee shall be known as the Investigator. The Investigator shall coordinate with the Superintendent with respect to assignment of persons or resources to fulfill the District's obligations, both general and case specific, relative to this policy (e.g., supplemental investigators, specialists); this may involve the retention of third-party personnel or additional expenditure of resources.

The Investigator shall conduct a prompt, impartial, adequate, reliable, and thorough investigation, including the opportunity for the Complainant and other parties involved to identify witnesses and provide information and other evidence. The Investigator will evaluate all relevant information and documentation relating to the grievance.

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Within 30 working days of receiving the Complaint, the Investigator will complete a written report that summarizes the investigation and makes determinations as to whether the facts indicate a violation of this policy based on the appropriate legal standard. If someone other than the **Student Services Director** served as Investigator, the **Student Services Director** will receive the report and either adopt the report as submitted or modify and complete the report upon further investigation and/or review of applicable policy and law. If the determination is that prohibited or illegal Discriminatory Conduct occurred, the **Student Services Director** will recommend corrective action to the Superintendent to address the discrimination, harassment, or retaliation; prevent recurrence; and remedy its effects.

The Complainant(s), the victim(s) (if someone other than the victim(s) filed the Complaint), and the Respondent(s) will be notified of the determination in writing, within five working days of the completion of the investigatory report.

An extension of the investigation and any other deadlines/periods identified in this Section may be warranted if extenuating circumstances exist as determined by the Investigator. The Complainant(s), the victim(s) (if someone other than the victim(s) filed the Complaint), and the Respondent(s) will be notified when deadlines are extended.

**Level II – Appeal:**

Within five working days after receiving the Level I decision, the Complainant(s), the victim(s) (if someone other than the victim(s) filed the Complaint), or any Respondent may appeal the Investigator's decision to the Superintendent by notifying the Superintendent in writing. The Superintendent shall impartially review the matter or may designate another qualified person to conduct a prompt and impartial review.

Within ten working days, the Superintendent or designee will complete a written decision on the appeal, stating whether a violation of District policy is found and, if so, stating what corrective actions will be implemented. If someone other than the Superintendent conducts the appeal, the Superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the Level I Investigator. The Complainant(s), the victim(s) (if someone other than the victim(s) filed the Complaint), and any Respondent will be notified in writing, within five working days of the Superintendent's decision, regarding whether the Superintendent or designee upheld, overturned, or modified the Level I decision.

**Level III – Appeal:**

Within five working days after receiving the Level II decision, the Complainant(s), the victim(s) (if someone other than the victim(s) filed the Complaint), or any Respondent may appeal the Superintendent's decision by notifying the Superintendent and School Board Chair in writing. Within 15 days, the School Board will determine whether to hear the appeal or submit it to an outside hearing officer.



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The Complainant(s), the victim(s) (if someone other than the victim(s) filed the Complaint), and each Respondent will be allowed to address or otherwise submit information to the Board/hearing officer, and the Board/hearing officer may call for the presence of other persons the Board/hearing officer deems necessary. The Board/hearing officer will issue a decision within 30 working days for implementation by the administration. The Complainant(s), the victim(s) (if someone other than the victim(s) filed the grievance), and each Respondent will be notified in writing, within five working days of the Board/hearing officer's decision, subject to such confidentiality as is consistent with applicable policy and law. **The Level III decision is final.**

- Complaints involving sex discrimination, sex-based harassment, or retaliation must be referred to the Title IX Coordinator. See policy ACAC{\*\*} for the Title IX Grievance Procedure.
- Complaints involving discrimination, harassment, or retaliation relative to a real or perceived disability must be referred to the 504/ADA Coordinator. Such complaints will be addressed in accordance with this policy and "Student Services Director" below shall refer to the 504/ADA Coordinator.
- Complaints of harassment that do not involve protected classes as identified in policy AC{\*\*} should be processed under policy JICK{\*\*}, the District's anti-bullying policy and procedures.
- All other Complaints will be managed by the Student Services Director.

**F. Confidentiality.**

Information contained in reports or Complaints, or the records relating to a formal grievance process, including, e.g., the identities of the Complainant(s), victim(s), Respondent(s), or witness(es), will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The District will make reports to appropriate authorities as necessary or as required by law.

**G. Policy Committee recommends removing "G." District Actions in Absence of Formal Complaint.**

~~Even if the person who is the subject of the alleged discriminatory conduct does not file a Complaint under this policy, if the District otherwise learns about possible discrimination, harassment, or retaliation, including violence, the Student Services Director will conduct a prompt, impartial, adequate, reliable, and thorough investigation to determine whether conduct in violation of law, District policy, or District [expectations, Code of Conduct] occurred, and will consult with the Building Principal and/or Superintendent regarding recommended supportive measures, remedies, and/or disciplinary consequences as deemed necessary or appropriate.~~

**H. Interim and/or Supportive Measures.**

When a report or Complaint is made or the District otherwise learns of potential discrimination, harassment, or retaliation, the District will take immediate action to protect the alleged victim(s), including implementing interim and/or supportive measures.



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Such measures may be provided on a temporary, long-term, or permanent basis and include, but are not limited to, altering a class seating arrangement, providing additional supervision, or suspending an employee pending an investigation. The District will also take immediate steps to prevent retaliation against the alleged victim(s) and/or Complainant(s), any person associated with the alleged victim(s) and/or Complainant(s), or any witness(es) or participant(s) in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to make reports or Complaints, and initiating follow-up contact with the alleged victim(s) and/or Complainant(s) to determine if any additional acts of discrimination, harassment, or retaliation have occurred.

**I. Consequences and Remedies.**

If the District determines that prohibited or illegal Discriminatory Conduct has occurred, the District will take prompt, effective and appropriate action to address the behavior, prevent its recurrence, and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined in accordance with applicable policies, **Codes of Conduct**, or school/classroom rules and regulations. Patrons, contractors, visitors, or others who violate this policy may be prohibited from District property or otherwise restricted while on District property. The Superintendent, **Student Services Director**, Building Principal, or designees will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

**J. Training.**

The District will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment, or retaliation. The District will instruct employees to make all reports to proper personnel, specifically the Building Principal. The Building Principal will refer reports of illegal discrimination, harassment, or retaliation to the proper personnel, as found in policies AC{\*\*} and AC-R(2){\*\*}. The District will inform employees of the consequences of violating this policy and the remedies the District may use to rectify policy violations. All employees will have access to the District's current policies, required notices, and complaint forms. The District will provide training to any person responsible for investigating potential discrimination, harassment, or retaliation.

The District will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

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**District Policy History:**

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

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

***District revision history:*** \_\_\_\_\_

**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

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<b>NH Statutes</b>	<b>Description</b>
RSA 141-C:20-d	<u>Exclusion During Outbreak of Disease</u>
RSA 189:1-b	<u>Freedom of Assembly, Freedom of Religion</u>
RSA 193-F	<u>Student Safety and Violence Protection Act</u>
RSA 193:38	<u>Discrimination in Public Schools</u>
RSA 200:39	<u>Exclusion from School</u>
RSA 275:78-83	<u>Policies Relating to Nursing Mothers (Scroll down to sections 275:78-83)</u>
<b>NH Dept of Ed Regulation</b>	<b>Description</b>
N.H. Code Admin. Rules Ed 1100	<u>Standards for the Education of Students With Disabilities</u>
N.H. Code Admin. Rules Ed 1107.02(b)	<u>Evaluation Requirements for Children With Specific Learning Disabilities</u>
N.H. Code Admin. Rules Ed 303.01 (j)	<u>Substantive Duties of School Boards; Sexual Harassment Policy</u>
N.H. Code Admin. Rules Ed 306.04(a)(2022)	<u>Meeting the Special Physical Health Needs of Students</u>
N.H. Code Admin. Rules Ed 306.04(a)(8)	<u>Student Harassment</u>
<b>Federal Regulations</b>	<b>Description</b>
28 CFR Part 35	<u>Nondiscrimination on the Basis of Disability in State and Local Government Services</u>
28 CRF 35 - PENDING - 89 FR 31320	<u>Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities PENDING</u>
34 C.F.R. §§ 110.25	<u>Designation of responsible employee, notice, and grievance procedures</u>

**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

34 CFR 104	<u>Nondiscrimination on the Basis of Handicap</u>
34 CFR 104.7(b)	<u>Adoption of Grievance Procedures</u>
34 CFR 106.30	<u>Definitions</u>
34 CFR 106.44	<u>Recipient's response to sexual harassment</u>
34 CFR 106.45	<u>Grievance process for formal complaints of sexual harassment</u>
34 CFR 106.71	<u>Retaliation</u>
34 CFR 300.307-.309	<u>Additional Procedures for Identifying Children With Specific Learning Disabilities</u>
7 CFR Part 15, Subpart A	<u>Nondiscrimination</u>
89 FR 29182	<u>Pregnant Workers Fairness Act ("PWFA")</u>

<b>Federal Statutes</b>	<b>Description</b>
20 U.S.C 1681, et seq	<u>Title IX of the Education Amendments of 1972</u>
20 U.S.C. § 1400-1417	<u>Individuals with Disabilities Education Act (IDEA)</u>
20 U.S.C. §§1400 et seq.	<u>Individuals with Disabilities Education Law</u>
20 U.S.C. §1232g	<u>Family Educational Rights and Privacy Act (FERPA)</u>
20 U.S.C. 1401(3)(B)	<u>Child with a Disability, Child Aged 3 through 9</u>
20 U.S.C. 1701-1758	<u>Equal Educational Opportunities Act of 1974 – "EEOA"</u>
29 U.S.C. 621, et seq.	<u>The Age Discrimination in Employment Act of 1967</u>
29 U.S.C. 705	<u>The Rehabilitation Act of 1973 - Definitions</u>
29 U.S.C. 794	<u>Rehabilitation Act of 1973 (Section 504)</u>
42 U.S.C. 12101, et seq.	<u>Title II of The Americans with Disabilities Act of 1990</u>
42 U.S.C. 1751 et seq.	<u>National School Lunch Act</u>
42 U.S.C. 2000c	<u>Title IV of the Civil Rights Act of 1964</u>



**APPENDIX IHBA-R(1) - PROGRAM FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT AND STUDENT RIGHTS**

42 U.S.C. 2000d et seq.	<u>Title VI of the Civil Rights Act of 1964</u>
42 U.S.C. 2000e et seq.	<u>Title VII of the Civil Rights Act of 1964</u>
42 U.S.C. 2000gg	<u>Pregnant Worker Fairness Act ("PWFA")</u>
42 U.S.C. 218d	<u>Pump for Nursing Mothers Act ("PUMP Act")</u>
42 USC 1751 – 66	<u>National School Lunch Act</u>
P.L. 110-233	<u>Genetic Information Nondiscrimination Act of 2008</u>
Cross References	

<b>Code</b>	<b>Description</b>
AC	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan</u>
AC-R(2)	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information</u>
ACAC	<u>Title IX Prohibition of Sex Discrimination and Sex-Based Harassment: Policy and Grievance Procedure</u>
ACD	<u>Commitment to Religious Neutrality</u>
ACE	<u>Procedural Safeguards: Nondiscrimination on the Basis of Disability</u>
ACF	<u>Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints</u>
ACN	<u>Accommodation of Lactation Needs</u>
DAF	<u>Administration of Federal Grant Funds</u>
GBAM	<u>Accommodation of Pregnancy and Related Medical Conditions: Personnel</u>
IHBCA	<u>Accommodation of Pregnancy and Related Medical Conditions: Students</u>

## **APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT & STUDENT RIGHTS**

### **Notice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973**

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

**Dual Eligibility:** Many students will be eligible for education services under both Section 504 and the Individuals With Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. An explanation of procedural safeguards for New Hampshire students eligible for services under the IDEA may be found in the "New Hampshire Special Education Procedural Safeguards Handbook" available through the school district's Student Services Office and sets out the rights assured by IDEA.

It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (34 CFR §104.32)
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)
3. Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)
4. Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)



## **APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT & STUDENT RIGHTS**

7. Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35) You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)
10. You have the right to examine relevant records. (34 CFR §104.36)
11. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)
12. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator within 30 calendar days from the time you receive written notice of the Section 504 Committee's action(s).

A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)
14. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:



**APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION  
504 - NOTICE OF PARENT & STUDENT RIGHTS**

Office for Civil Rights  
U.S. Department of Education,  
5 Post Office Square  
Boston, Massachusetts 02109-3921  
Tel: (617) 289-0111  
TTY: (877) 521-2172  
FAX: (617) 289-0150  
OCR.Boston@ed.gov  
Web Contact: [www.ed.gov](http://www.ed.gov)

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**District Policy History:**

*First reading:*

*Second reading/adopted:*

*District revision history:*

<b>NH Statutes</b>	<b>Description</b>
RSA 186-C	<u>Special Education</u>
RSA 186-C:10-a	<u>Retention of Individualized Education Programs</u>
<b>NH Dept of Ed Regulation</b>	<b>Description</b>
N.H. Code Admin. Rules Ed 1100	<u>Standards for the Education of Students With Disabilities</u>
<b>Federal Regulations</b>	<b>Description</b>
34 CFR 104	<u>Nondiscrimination on the Basis of Handicap</u>
34 CFR 300 et seq.	<u>Assistance to the States for the Education of Children with Disabilities</u>
<b>Federal Statutes</b>	<b>Description</b>
20 U.S.C. § 1400-1417	<u>Individuals with Disabilities Education Act (IDEA)</u>

**APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT & STUDENT RIGHTS**

20 U.S.C. §§1400 et seq.	<u>Individuals with Disabilities Education Law</u>
29 U.S.C. 794	<u>Rehabilitation Act of 1973 (Section 504)</u>
42 U.S.C. 12101, et seq.	<u>Title II of The Americans with Disabilities Act of 1990</u>

Cross References

<b>Code</b>	<b>Description</b>
AC	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan</u>
AC-R(2)	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information</u>
ACE	<u>Procedural Safeguards: Nondiscrimination on the Basis of Disability</u>
IHBAA	<u>Evaluation Requirements for Children With Specific Learning Disabilities</u>
IHBAB	<u>Special Education Evaluations</u>
IHBAC	<u>Developmental Delay as Qualifying Disability</u>
IHBAM	<u>District Special Education Policy and Procedures Manual</u>
IKFC	<u>Alternative Diploma for Students with Cognitive Disabilities</u>
JICD	<u>Student Discipline and Due Process</u>
JICD-R(1)	<u>Student Discipline and Due Process - Memorandum of Understanding</u>
JICK	<u>Pupil Safety and Violence Prevention</u>
JICK-R(1)	<u>Pupil Safety and Violence Prevention - Report Form</u>
JICK-R(2)	<u>Pupil Safety and Violence Prevention - Bullying Report Form</u>
JICK-R(3)	<u>Pupil Safety and Violence Prevention - School Board Notification of Bullying Report</u>

## **JICG: PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES, AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS**

State law prohibits the use of any tobacco product, e-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

- A. Definitions.** These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.

**"Tobacco product(s)"** means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

**"Device"** means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

**"E-cigarette"** means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that may or may not contain nicotine or e-liquid. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

**"E-liquid"** means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

**"Liquid nicotine"** means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

**"Employee"** shall include all persons within the definition of "covered person" under Board policy GBCD.

**"Facility"** is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.



**JICG: PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES, AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS**

**B. Students**

No student shall purchase, attempt to purchase, possess or use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Students are also subject to the provisions of D.2, below.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

**C. Employees**

No employee shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine, in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

Employees are also subject to the provisions of D.2, below.

**D. All other persons**

1. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.
2. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, e-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

# JICG: PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES, AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS

## E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

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### District Policy History:

*First reading:*

*Second reading/adopted:*

*District revision history:*

NH Statutes	Description
RSA 126-K:2	<u>Definitions</u>
RSA 126-K:7	<u>Use of Tobacco Products on Public Educational Grounds Prohibited</u>
RSA 126-K:8	<u>Youth Access to and Use of Tobacco Products, Special Provisions</u>
RSA 126-K:6	<u>Possession and Use of Tobacco Products by Minors</u>
RSA 155:64 – 77	<u>Indoor Smoking Act (Act starts at section 155:64)</u>

**JICG: PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO  
PRODUCTS, E-CIGARETTES, AND E-LIQUIDS IN AND ON SCHOOL FACILITIES  
AND GROUNDS**

Cross References

<b>Code</b>	<b>Description</b>
ADC	<u>Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds (tri-coded as ADC/GBED/JICG)</u>
GBED	<u>Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds (tri-coded as ADC/GBED/JICG)</u>
IHAMA	<u>Teaching about Alcohol, Drugs, and Tobacco</u>



## **JLP - PARENTAL NOTIFICATION OF AND INVOLVEMENT IN STUDENT WELFARE**

Pursuant to New Hampshire RSA 186:11, IX-e, the District will not adopt policies, procedures, or student support forms that prohibit District personnel from answering questions from a parent/guardian about that parent's/guardian's student's mental, emotional, or physical health or well-being, sexuality, or a change in related services or monitoring, or that have the effect of encouraging a student to withhold from a parent/guardian such information.

District personnel will not discourage or prohibit parental/guardian notification of and involvement in critical decisions affecting that parent's/guardian's student's mental, emotional, or physical health or well-being.

The Superintendent is authorized to adopt procedures that permit District personnel to withhold any of the above information from a parent if a reasonably prudent person would believe that such disclosure would result in abuse, abandonment, or neglect of a student or other child as those terms are defined in RSA 169-C:3.

To the extent that any other school board/district/school/class policy, procedure, rule or regulation, conflicts with the above, this policy shall supersede - but not otherwise impact - such policy, procedure, rule or regulation.

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### **District Policy History:**

*First reading:*

*Second reading/adopted:*

*District revision history:*

NH Statutes		Description
RSA 169-C:3		<u>Definitions</u>
RSA 186:11, IX-e		<u>Notice to Parents/Guardian Required</u>
Cross References		
Code		Description
IHBCA		<u>Accommodation of Pregnancy and Related Medical Conditions: Students</u>

**JLP - PARENTAL NOTIFICATION OF AND INVOLVEMENT IN STUDENT  
WELFARE**

JLDBB

Suicide Prevention and Response Plan