

Hinsdale School Board Meeting
March 11, 2026
SAU Conference Room
6:00 PM

This meeting is being held in person and via Zoom.

Zoom Link:

<https://us06web.zoom.us/j/88075005127?pwd=XoWLTes9JBs7WSfwL1bmQV24LMVYS.1>
Meeting ID: 880 7500 5127

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.

- | | |
|--|----------------------|
| 1. Call to Order | Dr. Ryan |
| 2. Election of School Board Officers A. Chair B. Vice Chair | Dr. Ryan |
| 3. Review of the Manifests | Board Chair |
| 4. Minutes 1. Motion to accept the public minutes of February 10, 2026. 2. Motion to accept the public minutes of February 11, 2026. 3. Motion to accept the public minutes of February 17, 2026. | Board Chair |
| 5. Citizens' Comments 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. | Board Chair |
| 6. Student Presentation: Drama Club | M. Pion and A. Smith |

7. **Student Board Member Items** J. Stebbins
8. **Superintendent's Report** 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

9. **New Board Business** Board Chair
1. Board Committee Assignments
 2. District Meeting Discussion
 3. Program of Studies – Final Draft
 4. Set Graduation Date
 5. Prom & Class Trip Information
 6. Policies – First Readings:
 - a. IMAH – Daily Physical Activity
 - b. Others TBD
 7. Policies – Final Readings:
 - a. EBBCA – Use and Location of AEDs
 - b. EHLB – Subpoenas Involving District Students
 - c. FAA – Annual Facility Plan
 - d. FEH – Supervision of Construction
 - e. GBEBB – Employee-Student Relations
 - f. GCCAD – Military Leave
 - g. IC – School Year
 - h. IHCD_LEB – Advanced Coursework/Advanced Placement Courses and STEM Dual and Concurrent Enrollment Program

- Other Business** Board Chair
8. Any other business to be conducted by the Board

10. **Committee Reports** Board Chair

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.

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.)
9. Wellness (K. Hemlow)

11. Citizens' Comments Board Chair

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.

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

13. Adjournment Board Chair

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

Town of Hinsdale Public Budget Hearing
Hinsdale Town Hall Auditorium
February 10, 2026
6:00 PM

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

Administration Present: Nathan Boudreau, Facilities Director; Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; and Patty Wallace, Director of Student Services

Budget Committee Members Present: Dennis Nadeau, Ken Howe, Sean Leary, Mike Bomba, Scott Dalton, Alex Duso, Bill Hodgman (Selectboard Representative), and Dan Seymour

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

Call to Order:

A. Anderson opened the School Board's meeting at 8:05 PM.

Town of Hinsdale Public Budget Forum:

Budget Committee Chair, Dennis Nadeau, reviewed the School District's 2026-2027 Proposed School Board Budget summary page and the 2026 Warrant Articles.

J. Fortson provided an overview of the proposed budget. She highlighted proposed increases and decreases to the budget and anticipated revenues.

Warrant Articles:

Article 01 Operating Budget

To see if the Hinsdale School District will vote to raise and appropriate the school board's recommended amount of \$15,068,262 (Fifteen million, sixty-eight thousand, two-hundred and sixty-two dollars) for the support of schools, for the payment of salaries for the school district officials and agents, and for the payment for the statutory obligations of the district. This article does not include appropriations contained in special or individual articles addressed separately. The school board recommends/does not recommend this appropriation by a vote of 4-0. The budget committee recommends /does not recommend this appropriation by a vote of x-x. (Majority vote required.)

This equals a 2.59% decrease in the budget.

A. Duso MOVED to approve Article 01 Operating Budget. D. Seymour SECONDED. VOTE: 9-0-0, MOTION PASSED.

Article 02 Fuel Expendable Trust

To see if the Hinsdale School District will vote to establish a Fuel Expendable Trust Fund per RSA 198:20-c, V for the purpose of setting aside funds from unspent fuel account lines to be used to offset cost coverages for future years and to raise and appropriate up to \$10,000 (Ten thousand dollars) to be placed in the fund to come from unspent fuel accounts fund balance; further to name the school board as agents to expend from the fund. The school board recommends/does not recommend this appropriation by a vote of 4-0. The budget committee recommends /does not recommend this appropriation by a vote of x-x. (Majority vote required.)

A. Duso MOVED to approve Article 02 Fuel Expendable Trust. D. Seymour SECONDED. VOTE: 7-2-0, MOTION PASSED.

Article 03 To Fund the Special Education Expendable Trust Fund

To see if the Hinsdale School District will vote to raise and appropriate the sum up to \$25,000 (Twenty-five thousand dollars) to be added to the Special Education expendable trust fund previously established. This sum to come from June 30, 2026, fund balance available for transfer on July 1. The school board recommends/does not recommend this appropriation by a vote of 4-0. The budget committee recommends /does not recommend this appropriation by a vote of x-x. (Majority vote required.)

A. Duso MOVED to approve Article 03 To Fund the Special Education Expendable Trust Fund. D. Nadeau SECONDED. VOTE: 9-0-0, MOTION PASSED.

Article 04 To fund the Maintenance Expendable Trust

To see if the Hinsdale School District will vote to raise and appropriate the sum up to \$25,000 (Twenty-five thousand dollars) to be added to the School Building Maintenance expendable trust fund previously established. This sum to come from June 30, 2026, fund balance available for transfer on July 1. The school board recommends/does not recommend this appropriation by a vote of 4-0. The budget committee recommends /does not recommend this appropriation by a vote of x-x. (Majority vote required.)

A. Anderson and J. Fortson shared regarding the Public Hearing tomorrow. W. Dingman, Jr. noted a savings of approximately \$125K if the proposal is approved.

A. Duso MOVED to approve Article 04 To Fund the Maintenance Expendable Trust. D. Seymour SECONDED. VOTE: 9-0-0, MOTION PASSED.

Article 05 Other Business

To transact any other business as may lawfully come before the meeting.

No action needed.

Article 06 Reports

Shall the Hinsdale School District receive the reports of its agents, auditors, committees, and officers?

No action needed.

Other Business:

There was no other business.

A. Anderson concluded the School District portion of the public hearing at 8:47 PM.

Adjournment:

K. Hemlow MOVED to adjourn the meeting at 8:47 pm. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

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

Maria A. Webb

approved on _____

**Hinsdale School Board
Public Hearing & Monthly Meeting
SAU Conference Room
February 11, 2026
6:00 PM**

Zoom Link:

<https://us06web.zoom.us/j/88075005127?pwd=XoWLTes9JBs7WSfwL1bmqQV24LMVYS.1>

Meeting ID: 880 7500 5127

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

Board Members Excused: Jameson Stebbins

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; Patty Wallace, Director of Student Services

Minutes Recorded by: Maria Webb, Executive Assistant

Call to Order:

- A. Anderson called the meeting to order and opened the Public Hearing at 6:00 pm.
- A. Anderson reviewed the guidelines for holding the Zoom meeting.

Public Hearing – Paving Parking Lots:

Highway Superintendent, Bob Truesdell, presented a proposal for paving the school parking lots, not including the HMHS front parking lot, when School Street is paved over the summer break. Reviewed the estimated costs. This would not have an impact on taxes.

Diane Buchanan asked about other quotes. N. Boudreau summarized the other quotes. B. Truesdell shared that the Town will be providing the trucks and also borrowing trucks from other towns for this project. The Town will also be providing the prep work before the paving.

B. Truesdell noted that asphalt prices have not been set for this season yet, so the price per ton may vary.

Dr. Ryan asked if there would be a need for police detail. B. Truesdell noted that he does not anticipate a need for this.

J. Fortson shared the balance of the Maintenance Expendable Trust Fund. Discussed other anticipated facilities needs, including the HES freezer.

Lori Howe asked about the warrant article and the maintenance expendable trust.

A. Anderson closed the Public Hearing at 6:14 PM and opened the School Board Meeting at 6:14 PM.

Student Presentations:

Students from Emma Newman’s third grade class presented their project on the History of the Winter Olympics.

The Board thanked Ms. Newman and the students for presenting.

Review of the Manifests:

Reviewed the manifests and there were no questions.

Minutes:

The Board reviewed the following:

1. Motion to accept the public minutes of January 7, 2026.
2. Motion to accept the public minutes of January 22, 2026.

W. Dingman, Jr. MOVED to approve the minutes listed above. K. Hemlow SECONDED. VOTE: 4-0-0, MOTION PASSED.

3. Motion to accept the public and non-public minutes of January 14, 2026.

K. Gardner MOVED to approve the minutes listed above. W. Dingman, Jr. SECONDED. VOTE: 3-0-1, MOTION PASSED.

Citizens’ Comments:

A. Anderson opened Citizens’ Comments for 30 minutes. There were no comments at this time.

Student Board Member Items:

Jameson Stebbins was not present.

Superintendent’s Report:

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

1. School Security Grants
2. Open Enrollment Legislation Update – pertains to public schools
3. Non-Negotiable Challenge for Teachers
4. Early Childhood Behavior Program Planning

The Board thanked Dr. Ryan for his report.

Business Administrator's Report:

J. Fortson reviewed her report with the Board.

The Board thanked J. Fortson for her report and her presentation at the Town Public Budget Hearing. The Board thanked J. Fortson and the leadership team for their work throughout the budget planning process.

Academics and Career Readiness Report:

K. Thompson reviewed her report with the Board.

K. Thompson and Jeanne Sturges shared a presentation regarding competencies and standards.

A. Roth and K. Thompson thanked J. Sturges for her work on this.

After discussion, the following motions were made:

W. Dingman, Jr. MOVED to adopt the standards and competencies as presented. K. Gardner SECONDED. VOTE: 4-0-0; MOTION PASSED.

The Board thanked K. Thompson for her report.

Principals' Reports:

A. Roth reviewed her HMHS report with the Board. Highlighted:

1. Academics
2. Program of Studies and Winchester students
3. Social-Emotional work to address climate and culture

The Board thanked A. Roth for her report.

Dr. Bremner reviewed her HES report with the Board. Highlighted:

1. Mid-Year Benchmarking progress in ELA and Math
2. Staffing Update

The Board thanked Dr. Bremner for her report.

Technology Report:

J. Therieau reviewed his report with the Board. He is working in Winchester to help students with the transition to technology at Hinsdale.

The Board thanked J. Therieau for his report.

Student Services Report:

P. Wallace reviewed her report with the Board. Highlighted the NH DOE Indicator reports and ongoing Special Education projects.

The Board thanked P. Wallace for her report.

Facilities Report:

N. Boudreau reviewed his report with the Board. Shared regarding layering projects throughout the year versus completing them all in the summer.

Dr. Ryan and the Board thanked N. Boudreau and his team for all of their work with snow removal and cleaning inside.

J. Fortson and the Board expressed appreciation for all of N. Boudreau's work as this is his last Board meeting.

Budget Discussion:

The School Board Public Budget Forum will be on 2/17th at 5:30 in the HMHS Gymnasium.

District Meeting Discussion:

The Board will do a brief budget presentation at the district meeting for those who cannot attend the Public Forum.

School Board Evaluations:

Discussed the evaluation responses.

The Board thanked everyone who completed an evaluation.

Yearbook Ads:

W. Dingman, Jr. MOVED to approve the two new yearbook ads. K. Hemlow SECONDED. VOTE: 4-0-0, MOTION PASSED.

Citizens' Comments:

Katie Savory shared feedback regarding preschool. The Board thanked K. Savory for her comments.

Michael Carrier, Alex Duso, and Donna Foster expressed appreciation to N. Boudreau for all his work during his time at Facilities Director.

Policies – First Readings:

1. EBBCA – Use and Location of AEDs
2. EHLB – Subpoenas Involving District Students
3. FAA – Annual Facility Plan
4. FEH – Supervision of Construction
5. GBEBB – Employee-Student Relations
6. GCCAD – Military Leave
7. IC – School Year
8. IHCD_LEB – Advanced Coursework/Advanced Placement Courses and STEM Dual and Concurrent Enrollment Program

K. Gardner MOVED to approve the policies listed above as First Readings as a group. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

9. JCA – Manifest Hardship

After discussion, the following motions were made:

K. Hemlow MOVED to approve Policy JCA – Manifest Hardship. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

Policies – Final Readings:

1. Policy Updates:
 - a. BGAA – Policy Development, Adoption and Review
 - b. IKFG – Career Exploration, Readiness, Pathways and Credentials
 - c. IMBD – High School Credit for 7th and 8th Grade Advanced Coursework
 - d. IMDA – Patriotic Exercises
 - e. JG – Assignment of Students to Classes and Grade Level
 - f. JIC – Student Conduct
 - g. JICL – School district Internet Access for Students
 - h. JLCF – District Wellness Policy
 - i. JLCK – Physical and Emotional Wellbeing of Students
 - j. JLIA – Supervision of Students

K. Gardner MOVED to approve the policies listed above as a group. K. Hemlow SECONDED. VOTE: 4-0-0, MOTION PASSED.

2. Rescinded Policies:
 - a. BGA – Policy Development System
 - b. BGB – Policy Adoption
 - c. BGC – Policy Review and Evaluation/Manual Accuracy
 - d. BGE – Policy Dissemination

K. Hemlow MOVED to rescind the policies listed above as a group. K. Gardner SECONDED. VOTE: 4-0-0, MOTION PASSED.

Other Business:

1. HMHS 2026-2027 Program of Studies

K. Hemlow MOVED to approve the HMHS 2026-2027 Program of Studies as presented. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

K. Hemlow and W. Dingman, Jr. rescinded their motions. The Board would like to review the final draft of the Program of Studies at the March meeting.

K. Hemlow MOVED to approve the preliminary draft of the HMHS 2026-2027 Program of Studies as presented. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

2. Parking Lot Paving

W. Dingman, Jr. MOVED to approve the parking lot paving plan with the Town and to utilize up to \$75k from the Maintenance Expendable Trust Fund. K. Gardner SECONDED. VOTE: 4-0-0, MOTION PASSED.

N. Boudreau, Dr. Bremner, J. Fortson, A. Roth, J. Therieau, K. Thompson, and P. Wallace were excused at 8:06 PM.

Committee Reports:

- 1. Budget Committee** – Held the public hearing yesterday.
- 2. Community Connections** – A. Anderson is posting upcoming events.
- 3. Facilities Maintenance/Emergency** – Meeting April 10th.
- 4. HASP Advisory Board** – Meeting March 11th.
- 5. Legislation/NHSBA** - A. Anderson shared an update.
- 6. Personnel Committee** – Meeting March 24th.
- 7. Policy Committee** – Met today.
- 8. Selectboard** – W. Dingman, Jr. will be attending.
- 9. Tuition Exploratory Committee** – No update.
- 10. Wellness** – Met Jan. 28th.

Adjournment:

W. Dingman, Jr. MOVED to adjourn the meeting at pm. 8:08 K. Hemlow SECONDED. VOTE: 4-0-0, MOTION PASSED.

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

Maria A. Webb

approved on _____

DRAFT

**Hinsdale School Board
Public Budget Forum
February 17, 2026
Robin Beauregard Gymnasium at HMHS
5:30 PM**

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

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; Patty Wallace, Director of Student Services

Minutes Recorded by: Maria Webb, Executive Assistant

Call to Order:

A. Anderson opened the Public Forum at 5:31 pm.

Proposed 2026-2027 Budget Overview:

Dr. Ryan opened with a presentation of this successful year:

- Portrait of a Learner
- A student who achieved 1,000 points in basketball
- Tuition agreement with Winchester
- Back-to-School Night
- Expanded AP course options
- Completion of the 2025-2030 Strategic Plan with goals and priorities

Noted the focus on helping students be career-minded through the HES Career Center through the OSTCP grant, and the personal learning plans at HMHS.

J. Fortson then presented an overview of the proposed budget. Shared the proposed decrease of 2.59%. Noted proposed cost savings and increases.

Questions and Comments from the Community:

Jane Parker asked about the number of students attending next year from Winchester and how this will impact the budget. Dr. Ryan shared as of now there will be 29 freshmen and the reduction appears on the revenue side.

Lori Howe asked about the WSD cost per student, which is \$17,852. J. Fortson noted that Hinsdale's per pupil costs include grants, transportation, Special Education services, and WRCC, so ours does look higher than some others. WSD will be responsible for the cost of Special Education services for Winchester students.

Kelly Kruse asked about the change from the Chesire Career Center back to the Windham Regional Career Center. W. Dingman, Jr. and A. Anderson shared reasons for the decision.

Melissa Lowe asked about the impact of the decreases on class sizes at HES. Dr. Bremner shared the class size projections and the resulting number of classes.

Kelly Kruse asked about Paraprofessional negotiations, and J. Fortson shared they are expected to start this spring.

Lori Howe asked about the decreases to staffing. J. Fortson noted that the Budget Committee requested additional decreases to the budget overall, so the Board cut an additional \$32K. Dan Seymour noted that the Budget Committee did not request staffing decreases.

Lori Howe asked about the proposed Dean of Students position at HES. Dr. Bremner cited the increasing numbers of office referrals and behavioral incidents. Per state guidelines, a certified administrative position is needed to help address the numbers of incidents.

Jane Parker asked about grants for the position and Karyn Hammond asked about the certification needed.

Other Business:

There was no other business.

Non-public:

There was no non-public business.

Adjournment:

The Public Forum concluded at 6:37 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

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

Superintendent Report March 2026

Collaboration with Amherst College, Northwestern University, and College Board

We were invited by the College Board to become involved with the [STARS College Network](#) as a means of increasing opportunities for our students to attend college after high school graduation. Specifically, we had a facilitated meeting with enrollment management

Students from rural America often face unique obstacles to attending college. While students in small towns and rural communities graduate high school at roughly the same rate as students in metro areas, they are only half as likely to graduate from a selective college or university.

representatives from [Amherst College](#) and [Northwestern University](#) where we organized an on-campus visit for our students to Amherst in the spring, organized professional development for college recommendation writing for area school counselors, and teacher training in Advanced Placement courses from members of the College

Board through their AP Rural Fellows scholarship program. HMHS School Counselor Kate Allen and I have worked through a tentative schedule for the spring campus visit for our students as well as a larger fall campus visit for our students and those in the surrounding school districts, and while I will be handing this project off to Principal Roth shortly, I will not be abandoning the reason for pursuing it in the first place.

Our teaching and learning priority in the strategic plan, specifically outcome number 3, clearly articulates that we “will establish post-graduation pathway plans for all secondary school students”. In order for students to have evidence-based and well-informed post-graduation plans for succession, they must have varied and ample experiences with opportunities that they would otherwise not encounter. It is our role to ensure that students are “information seekers and innovative voyagers” who can develop their own ideas about what they want to do when they graduate from Hinsdale. The STARS College Network presents one opportunity that most of our students never consider - attending a highly selective college or university. Most if not all of the 32 colleges and universities listed as partners in the Network offer need-based financial assistance, which means many of our students would most likely be able to attend with very little or nothing to pay in tuition. We have talented students; we need confidence and support. We believe this program will help us offer both to our students.

Open Enrollment Legislation Update

As of this writing there has not been any measurable movement on the open enrollment bill (HB751) or associated bills that have been drawn to move it along. A committee of conference

was established in the House to determine how best to move the entire bill forward (remember that it is amended with some additional topics attached to it), however we have learned nothing more of its work at this point. A new bill was filed recently (HB 1280) that calls for a study committee on open enrollment which would pause any movement and give time and space to the discussion of the details, something that has not yet taken place. A colleague in Grantham spent some time with the committee and her conversation with them shows quite clearly why this bill needs to be explored in greater detail. [You can read a brief description of the topic and watch the full hearing by clicking this link.](#) As always, we will keep you updated on anything that develops.

Report from the
BUSINESS
ADMINISTRATOR

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

Business Administrator Report March 2026

The MS27 and the warrant for the school district are completed and posted as well as the newly required postings as dictated by House Bill 1265 which contains, the cost per student (over last 10 years) the Average teacher Salary (over the last 10 years) the cost of administrators (over the last 10 years) and the top 4 administrators being paid for the 24/25 year.

We have completed our fiscal monitoring for the federal grants audit; we had a couple of findings which had resolutions that were either already in the works or were taken care of on the spot as such no further follow up will be necessary.

We continue to supply information to the external auditors for GASB 101 and the single audit (federal grants compliance).

I hope to have a preliminary look at the year-to-date expenditures and revenues for the next meeting. We are currently just paying January and February bills.

Respectfully submitted,
Jane

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025 To Date:6/30/2026

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. | (\$7,843,960.00) | (\$4,988,820.99) | (\$4,988,820.99) | (\$2,855,139.01) | \$0.00 | (\$2,855,139.01) 36.40% |
| 100.0000.41310.00.00000 Preschool Tuition | (\$6,000.00) | (\$8,698.00) | (\$8,698.00) | \$2,698.00 | \$0.00 | \$2,698.00 -44.97% |
| 100.0000.41321.00.00000 Reg Tuition LEA In State | (\$17,000.00) | \$0.00 | \$0.00 | (\$17,000.00) | \$0.00 | (\$17,000.00) 100.00% |
| 100.0000.41322.00.00000 Sped Tuition LEA In State | (\$5,000.00) | \$0.00 | \$0.00 | (\$5,000.00) | \$0.00 | (\$5,000.00) 100.00% |
| 100.0000.41700.00.00000 Yearbook | (\$100.00) | (\$155.00) | (\$155.00) | \$55.00 | \$0.00 | \$55.00 -55.00% |
| 100.0000.41990.00.00000 Other Local Revenues | (\$20,000.00) | (\$31,680.90) | (\$31,680.90) | \$11,680.90 | \$0.00 | \$11,680.90 -58.40% |
| 100.0000.43111.00.00000 Adequate Education Aid | (\$5,700,007.00) | (\$3,990,004.00) | (\$3,990,004.00) | (\$1,710,003.00) | \$0.00 | (\$1,710,003.00) 30.00% |
| 100.0000.43112.00.00000 State Education Tax | (\$444,716.00) | (\$111,179.01) | (\$111,179.01) | (\$333,536.99) | \$0.00 | (\$333,536.99) 75.00% |
| 100.0000.43190.00.00000 Other State Aid | (\$11,833.00) | (\$17,551.73) | (\$17,551.73) | \$5,718.73 | \$0.00 | \$5,718.73 -48.33% |
| 100.0000.43210.00.00000 Building Aid | (\$462,803.00) | (\$231,401.00) | (\$231,401.00) | (\$231,402.00) | \$0.00 | (\$231,402.00) 50.00% |
| 100.0000.43230.00.00000 Catastrophic Aid | (\$158,116.00) | (\$180,137.51) | (\$180,137.51) | \$22,021.51 | \$0.00 | \$22,021.51 -13.93% |
| 100.0000.43241.00.00001 Voc Tuition Aid | (\$11,000.00) | (\$2,842.52) | (\$2,842.52) | (\$8,157.48) | \$0.00 | (\$8,157.48) 74.16% |
| 100.0000.43241.00.00002 Voc Tuition Aid | \$0.00 | (\$1,664.04) | (\$1,664.04) | \$1,664.04 | \$0.00 | \$1,664.04 0.00% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|-------------------|------------------|------------------|------------------|-------------|-------------------------|
| 100.0000.43242.00.00001 Voc Transp Aid | (\$775.00) | \$0.00 | \$0.00 | (\$775.00) | \$0.00 | (\$775.00) 100.00% |
| 100.0000.44580.00.00000 Medicaid Reimbursement | (\$110,000.00) | (\$63,320.61) | (\$63,320.61) | (\$46,679.39) | \$0.00 | (\$46,679.39) 42.44% |
| 100.5200.49300.00.00000 TRANSFERS IN | \$0.00 | (\$16,906.77) | (\$16,906.77) | \$16,906.77 | \$0.00 | \$16,906.77 0.00% |
| Fund: 100 | (\$14,791,310.00) | (\$9,644,362.08) | (\$9,644,362.08) | (\$5,146,947.92) | \$0.00 | (\$5,146,947.92) |

Hinsdale School District

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

Grand Total: (\$14,791,310.00) (\$9,644,362.08) (\$9,644,362.08) (\$5,146,947.92) \$0.00 (\$5,146,947.92)

End of Report

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|----------------|---------------|--------------|--------------|--------------|---------------------------|
| 100.0000.52110.00.00000 Health | \$0.00 | (\$1,110.22) | (\$1,110.22) | \$1,110.22 | \$0.00 | \$1,110.22 0.00% |
| 100.0000.52200.00.00000 Social Security | \$0.00 | \$485.36 | \$485.36 | (\$485.36) | \$0.00 | (\$485.36) 0.00% |
| 100.0000.52310.00.00000 Nonteacher Retirement | \$0.00 | \$10.41 | \$10.41 | (\$10.41) | \$0.00 | (\$10.41) 0.00% |
| 100.0000.52320.00.00000 Teacher Retirement | \$0.00 | \$240.72 | \$240.72 | (\$240.72) | \$0.00 | (\$240.72) 0.00% |
| 100.1100.51100.21.00000 Teacher Salaries Reg Ed Elementary | \$1,088,059.00 | \$580,971.54 | \$580,971.54 | \$507,087.46 | \$495,122.36 | \$11,965.10 1.10% |
| 100.1100.51100.22.00000 Teacher Salaries Reg Ed Middle/High | \$1,367,752.00 | \$770,227.89 | \$770,227.89 | \$597,524.11 | \$643,877.62 | (\$46,353.51) -3.39% |
| 100.1100.51150.21.00000 Para Salaries Reg Ed Elementary | \$47,096.00 | \$30,137.50 | \$30,137.50 | \$16,958.50 | \$17,262.49 | (\$303.99) -0.65% |
| 100.1100.51150.22.00000 Para Salaries Reg Ed Middle/High | \$22,906.00 | \$13,883.64 | \$13,883.64 | \$9,022.36 | \$9,114.31 | (\$91.95) -0.40% |
| 100.1100.51200.21.00000 Substitutes Reg Ed Teacher Elementary | \$27,500.00 | \$35,823.28 | \$35,823.28 | (\$8,323.28) | \$19,566.20 | (\$27,889.48) -101.42% |
| 100.1100.51200.22.00000 Substitutes Reg Ed Teacher Middle/High | \$40,000.00 | \$26,240.15 | \$26,240.15 | \$13,759.85 | \$0.00 | \$13,759.85 34.40% |
| 100.1100.51250.21.00000 Substitutes Reg Ed Para Elementary | \$3,500.00 | \$7,497.50 | \$7,497.50 | (\$3,997.50) | \$0.00 | (\$3,997.50) -114.21% |
| 100.1100.51250.22.00000 Substitutes Reg Ed Para Middle/High | \$1,000.00 | \$125.00 | \$125.00 | \$875.00 | \$0.00 | \$875.00 87.50% |
| 100.1100.52110.21.00000 Health Insurance Regular Elementary | \$421,913.00 | \$229,083.01 | \$229,083.01 | \$192,829.99 | \$0.00 | \$192,829.99 45.70% |

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Include PreEncumbrance

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Budget Balance

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|--|--------------|---------------|--------------|--------------|-------------|------------------------|
| 100.1100.52110.22.00000 Health Insurance Regular Middle/High | \$599,932.00 | \$262,287.15 | \$262,287.15 | \$337,644.85 | \$0.00 | \$337,644.85 56.28% |
| 100.1100.52120.21.00000 Dental Insurance Regular Elementary | \$14,111.00 | \$7,868.85 | \$7,868.85 | \$6,242.15 | \$0.00 | \$6,242.15 44.24% |
| 100.1100.52120.22.00000 Dental Insurance Regular Middle/High | \$20,173.00 | \$11,939.59 | \$11,939.59 | \$8,233.41 | \$0.00 | \$8,233.41 40.81% |
| 100.1100.52200.21.00000 Social Security Reg Elementary | \$86,840.00 | \$46,451.87 | \$46,451.87 | \$40,388.13 | \$0.00 | \$40,388.13 46.51% |
| 100.1100.52200.22.00000 Social Security Reg Middle/High | \$106,385.00 | \$57,548.93 | \$57,548.93 | \$48,836.07 | \$0.00 | \$48,836.07 45.91% |
| 100.1100.52310.21.00000 Nonteacher Retirement Regular Elementary | \$0.00 | \$15.94 | \$15.94 | (\$15.94) | \$0.00 | (\$15.94) 0.00% |
| 100.1100.52310.22.00000 Nonteacher Retirement Regular Middle/High | \$2,920.00 | \$9.04 | \$9.04 | \$2,910.96 | \$0.00 | \$2,910.96 99.69% |
| 100.1100.52320.21.00000 Teacher Retirement Regular Elementary | \$202,686.00 | \$105,929.42 | \$105,929.42 | \$96,756.58 | \$0.00 | \$96,756.58 47.74% |
| 100.1100.52320.22.00000 Teacher Retirement Regular Middle/High | \$263,456.00 | \$148,114.88 | \$148,114.88 | \$115,341.12 | \$0.00 | \$115,341.12 43.78% |
| 100.1100.56100.22.00000 Supplies Reg Ed Middle/High | \$0.00 | \$2,146.41 | \$2,146.41 | (\$2,146.41) | \$0.00 | (\$2,146.41) 0.00% |
| 100.1100.56410.21.00000 Books Reg Ed Elementary | \$0.00 | \$5.96 | \$5.96 | (\$5.96) | \$0.00 | (\$5.96) 0.00% |
| 100.1102.56100.21.00000 Supplies Art Elementary | \$2,000.00 | \$156.44 | \$156.44 | \$1,843.56 | \$1,408.66 | \$434.90 21.75% |
| 100.1102.56100.22.00000 Supplies Art Middle/High | \$623.00 | \$0.00 | \$0.00 | \$623.00 | \$0.00 | \$623.00 100.00% |
| 100.1105.56100.22.00000 Supplies Language Arts Middle/High | \$381.00 | \$78.72 | \$78.72 | \$302.28 | \$0.00 | \$302.28 79.34% |

Hinsdale School District

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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 |
|--|-------------|---------------|------------|------------|-------------|-----------------------|
| 100.1105.56410.21.00000 Books Lang Arts Elementary | \$3,138.00 | \$0.00 | \$0.00 | \$3,138.00 | \$147.20 | \$2,990.80 95.31% |
| 100.1105.56410.22.00000 Books Lang Arts Middle/High | \$5,500.00 | \$726.00 | \$726.00 | \$4,774.00 | \$0.00 | \$4,774.00 86.80% |
| 100.1106.56100.22.00000 Supplies Modern Language Middle/High | \$308.00 | \$332.98 | \$332.98 | (\$24.98) | \$0.00 | (\$24.98) -8.11% |
| 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 | \$1,000.00 | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 100.00% |
| 100.1108.56100.22.00000 Supplies Phys Ed Middle/High | \$1,937.00 | \$1,881.86 | \$1,881.86 | \$55.14 | \$0.00 | \$55.14 2.85% |
| 100.1109.54300.22.00000 Repairs Life Sciences Middle/High | \$700.00 | \$0.00 | \$0.00 | \$700.00 | \$0.00 | \$700.00 100.00% |
| 100.1109.56100.22.00000 Supplies Life Sciences Middle/High | \$10,000.00 | \$3,607.57 | \$3,607.57 | \$6,392.43 | \$0.00 | \$6,392.43 63.92% |
| 100.1109.56410.22.00000 Books Life Sciences Middle/High | \$250.00 | \$0.00 | \$0.00 | \$250.00 | \$0.00 | \$250.00 100.00% |
| 100.1110.56100.22.00000 Supplies Tech Ed Middle/High | \$1,020.00 | \$848.93 | \$848.93 | \$171.07 | \$0.00 | \$171.07 16.77% |
| 100.1111.56100.22.00000 Supplies Mathematics Middle/High | \$650.00 | \$615.98 | \$615.98 | \$34.02 | \$0.00 | \$34.02 5.23% |
| 100.1111.56410.21.00000 Books Mathematics Elementary | \$3,000.00 | \$777.60 | \$777.60 | \$2,222.40 | \$0.00 | \$2,222.40 74.08% |
| 100.1111.56410.22.00000 Books Mathematics Middle/High | \$1.00 | \$0.00 | \$0.00 | \$1.00 | \$0.00 | \$1.00 100.00% |
| 100.1112.53000.21.00000 Repairs & Other Services Music Elementary | \$700.00 | \$0.00 | \$0.00 | \$700.00 | \$0.00 | \$700.00 100.00% |

Hinsdale School District

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Print accounts with zero balance

Include Inactive Accounts

Filter Encumbrance Detail by Date Range

Budget Balance

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|---|-------------|---------------|------------|-------------|-------------|-----------------------|
| 100.1112.53000.22.00000 Repairs & Other Services Music Middle/High | \$2,000.00 | \$1,424.00 | \$1,424.00 | \$576.00 | \$0.00 | \$576.00 28.80% |
| 100.1112.56100.21.00000 Supplies Music Elementary | \$479.00 | \$102.61 | \$102.61 | \$376.39 | \$0.00 | \$376.39 78.58% |
| 100.1112.56100.22.00000 Supplies Music Middle/High | \$1,617.00 | \$1,590.99 | \$1,590.99 | \$26.01 | \$0.00 | \$26.01 1.61% |
| 100.1112.57370.22.00000 Music Equipment | \$3,383.00 | \$0.00 | \$0.00 | \$3,383.00 | \$0.00 | \$3,383.00 100.00% |
| 100.1112.58100.22.00000 Dues & Fees Music Middle/High | \$835.00 | \$100.00 | \$100.00 | \$735.00 | \$75.00 | \$660.00 79.04% |
| 100.1113.56100.21.00000 Supplies Science Elementary | \$750.00 | \$237.42 | \$237.42 | \$512.58 | \$0.00 | \$512.58 68.34% |
| 100.1113.56100.22.00000 Supplies Science Middle/High | \$3,000.00 | \$2,970.81 | \$2,970.81 | \$29.19 | \$0.00 | \$29.19 0.97% |
| 100.1113.56410.21.00000 Books Science Elementary | \$750.00 | \$192.74 | \$192.74 | \$557.26 | \$0.00 | \$557.26 74.30% |
| 100.1113.56500.21.00000 Mystery Science Software | \$1,475.00 | \$0.00 | \$0.00 | \$1,475.00 | \$0.00 | \$1,475.00 100.00% |
| 100.1115.56100.21.00000 Supplies Social Studies Elementary | \$1,500.00 | \$496.90 | \$496.90 | \$1,003.10 | \$0.00 | \$1,003.10 66.87% |
| 100.1115.56100.22.00000 Supplies Social Studies Middle/High | \$1,126.00 | \$734.85 | \$734.85 | \$391.15 | \$20.26 | \$370.89 32.94% |
| 100.1115.56410.21.00000 Books Social Studies Elementary | \$2,000.00 | \$1,541.95 | \$1,541.95 | \$458.05 | \$0.00 | \$458.05 22.90% |
| 100.1116.56100.22.00000 Supplies ELO | \$1,000.00 | \$354.30 | \$354.30 | \$645.70 | \$0.00 | \$645.70 64.57% |
| 100.1125.51100.21.00000 MTSS Reading Teacher Salary | \$33,343.00 | \$375.00 | \$375.00 | \$32,968.00 | \$0.00 | \$32,968.00 98.88% |

Hinsdale School District

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Print Detail

Include PreEncumbrance

Print accounts with zero balance

Include Inactive Accounts

Filter Encumbrance Detail by Date Range

Budget Balance

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|---|--------------|---------------|--------------|--------------|--------------|------------------------|
| 100.1125.52110.21.00000 MTSS Reading Healthl Insurance | \$14,741.00 | \$0.00 | \$0.00 | \$14,741.00 | \$0.00 | \$14,741.00 100.00% |
| 100.1125.52120.21.00000 MTSS Reading Dental Insurance | \$540.00 | \$0.00 | \$0.00 | \$540.00 | \$0.00 | \$540.00 100.00% |
| 100.1125.52200.21.00000 MTSS Reading Social Security | \$2,551.00 | \$28.68 | \$28.68 | \$2,522.32 | \$0.00 | \$2,522.32 98.88% |
| 100.1125.52320.21.00000 MTSS Reading Teacher Retirement | \$6,412.00 | \$0.00 | \$0.00 | \$6,412.00 | \$0.00 | \$6,412.00 100.00% |
| 100.1125.56410.21.00000 Books Reading Imp Elementary | \$1,350.00 | \$0.00 | \$0.00 | \$1,350.00 | \$0.00 | \$1,350.00 100.00% |
| 100.1126.53290.21.00000 Assemblies Elementary | \$1.00 | \$0.00 | \$0.00 | \$1.00 | \$0.00 | \$1.00 100.00% |
| 100.1126.55910.21.00000 Field Trip Entry Fees Elementary | \$1.00 | \$0.00 | \$0.00 | \$1.00 | \$0.00 | \$1.00 100.00% |
| 100.1126.56100.21.00000 Supplies General Expense Elementary | \$18,000.00 | \$10,134.27 | \$10,134.27 | \$7,865.73 | \$2,392.49 | \$5,473.24 30.41% |
| 100.1126.56100.22.00000 Supplies General Expense Secondary | \$22,500.00 | \$12,508.44 | \$12,508.44 | \$9,991.56 | \$1,882.64 | \$8,108.92 36.04% |
| 100.1126.56101.22.00000 Graduation & Special Events Middle/High | \$8,000.00 | \$1,094.11 | \$1,094.11 | \$6,905.89 | \$927.72 | \$5,978.17 74.73% |
| 100.1126.56410.22.00000 Yearbook | \$7,000.00 | \$7,447.90 | \$7,447.90 | (\$447.90) | \$0.00 | (\$447.90) -6.40% |
| 100.1126.56500.21.00000 General Expense Software | \$800.00 | \$0.00 | \$0.00 | \$800.00 | \$0.00 | \$800.00 100.00% |
| 100.1200.51100.21.00000 Teacher Salaries Special educ. Elementary | \$241,145.00 | \$125,374.89 | \$125,374.89 | \$115,770.11 | \$112,742.36 | \$3,027.75 1.26% |
| 100.1200.51100.22.00000 Teacher Salaries Special Education Middle/High | \$213,300.00 | \$92,776.93 | \$92,776.93 | \$120,523.07 | \$84,523.07 | \$36,000.00 16.88% |

Hinsdale School District

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Include PreEncumbrance

Print accounts with zero balance

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Budget Balance

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|---|--------------|---------------|--------------|--------------|--------------|--------------------------|
| 100.1200.51150.21.00000 Para Salaries Special Education Elementary | \$448,718.00 | \$223,150.50 | \$223,150.50 | \$225,567.50 | \$161,021.20 | \$64,546.30 14.38% |
| 100.1200.51150.22.00000 Para Salaries Special Education Middle/High | \$331,230.00 | \$149,239.90 | \$149,239.90 | \$181,990.10 | \$108,366.18 | \$73,623.92 22.23% |
| 100.1200.51200.21.00000 Substitutes Special Educ. Teacher Elementary | \$2,400.00 | \$125.00 | \$125.00 | \$2,275.00 | \$0.00 | \$2,275.00 94.79% |
| 100.1200.51200.22.00000 Substitutes Special Educ. Teacher Middle/High | \$3,000.00 | \$687.50 | \$687.50 | \$2,312.50 | \$0.00 | \$2,312.50 77.08% |
| 100.1200.51250.21.00000 Substitutes Special Educ. Para Elementary | \$5,000.00 | \$1,000.00 | \$1,000.00 | \$4,000.00 | \$0.00 | \$4,000.00 80.00% |
| 100.1200.51250.22.00000 Substitutes Special Educ. Para Middle/High | \$500.00 | \$2,923.75 | \$2,923.75 | (\$2,423.75) | \$0.00 | (\$2,423.75) -484.75% |
| 100.1200.52110.21.00000 Health Insurance Special Educ. Teachers Elementary | \$245,363.00 | \$64,936.92 | \$64,936.92 | \$180,426.08 | \$0.00 | \$180,426.08 73.53% |
| 100.1200.52110.22.00000 Health Insurance Special Educ Teachers Middle/High | \$168,462.00 | \$55,830.71 | \$55,830.71 | \$112,631.29 | \$0.00 | \$112,631.29 66.86% |
| 100.1200.52120.21.00000 Dental Insurance Special educ. Teachers Elementary | \$3,240.00 | \$668.59 | \$668.59 | \$2,571.41 | \$0.00 | \$2,571.41 79.36% |
| 100.1200.52120.22.00000 Dental Insurance Special Educ Teachers Middle/High | \$3,484.00 | \$1,480.57 | \$1,480.57 | \$2,003.43 | \$0.00 | \$2,003.43 57.50% |
| 100.1200.52200.21.00000 Social Security Special Educ. Elementary | \$52,775.00 | \$25,089.62 | \$25,089.62 | \$27,685.38 | \$0.00 | \$27,685.38 52.46% |
| 100.1200.52200.22.00000 Social Security Special Educ. Middle/High | \$41,656.00 | \$17,500.25 | \$17,500.25 | \$24,155.75 | \$0.00 | \$24,155.75 57.99% |
| 100.1200.52310.22.00000 Nonteacher Retirement Special Educ. Middle/High | \$0.00 | \$2,064.16 | \$2,064.16 | (\$2,064.16) | \$0.00 | (\$2,064.16) 0.00% |
| 100.1200.52320.21.00000 Teacher Retirement Special Educ. Elementary | \$46,372.00 | \$19,669.70 | \$19,669.70 | \$26,702.30 | \$0.00 | \$26,702.30 57.58% |

Hinsdale School District

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| 100.1200.52320.22.00000 Teacher Retirement Special Educ. Middle/High | \$41,018.00 | \$17,841.04 | \$17,841.04 | \$23,176.96 | \$0.00 | \$23,176.96 56.50% |
| 100.1200.53001.20.00000 Related Services Special Educ. | \$45,000.00 | \$147,363.00 | \$147,363.00 | (\$102,363.00) | \$0.00 | (\$102,363.00) -227.47% |
| 100.1200.53001.21.00000 Related Services In District Elem | \$259,154.00 | \$47,238.97 | \$47,238.97 | \$211,915.03 | \$0.00 | \$211,915.03 81.77% |
| 100.1200.53001.22.00000 Related Services In District Middle/High | \$1,500.00 | \$0.00 | \$0.00 | \$1,500.00 | \$0.00 | \$1,500.00 100.00% |
| 100.1200.53002.20.00000 Charter School Special Ed Services | \$6,000.00 | \$496.26 | \$496.26 | \$5,503.74 | \$0.00 | \$5,503.74 91.73% |
| 100.1200.53300.20.00000 Legal Special Education | \$250.00 | \$8,289.88 | \$8,289.88 | (\$8,039.88) | \$0.00 | (\$8,039.88) -3215.95% |
| 100.1200.55601.20.00000 Tuition Special Education Public | \$0.00 | \$19,485.07 | \$19,485.07 | (\$19,485.07) | \$0.00 | (\$19,485.07) 0.00% |
| 100.1200.55602.20.00000 Tuition Special Education Private | \$1,015,336.00 | \$397,526.04 | \$397,526.04 | \$617,809.96 | \$0.00 | \$617,809.96 60.85% |
| 100.1200.56100.20.00000 Supplies & Medical Hardware Out Of District | \$850.00 | \$0.00 | \$0.00 | \$850.00 | \$0.00 | \$850.00 100.00% |
| 100.1200.56100.21.00000 Supplies & Medical Hardware Elementary | \$2,000.00 | \$365.49 | \$365.49 | \$1,634.51 | \$0.00 | \$1,634.51 81.73% |
| 100.1200.56100.22.00000 Supplies & Medical Hardware Middle/High | \$1,300.00 | \$962.84 | \$962.84 | \$337.16 | \$0.00 | \$337.16 25.94% |
| 100.1210.51100.21.00000 Salaries | \$15,000.00 | \$0.00 | \$0.00 | \$15,000.00 | \$0.00 | \$15,000.00 100.00% |
| 100.1210.51100.22.00000 Salaries | \$12,000.00 | \$0.00 | \$0.00 | \$12,000.00 | \$0.00 | \$12,000.00 100.00% |
| 100.1210.52200.21.00000 Social Security | \$1,148.00 | \$0.00 | \$0.00 | \$1,148.00 | \$0.00 | \$1,148.00 100.00% |

Hinsdale School District

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Print accounts with zero balance

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Budget Balance

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|---|--------------|---------------|-------------|--------------|-------------|--------------------------|
| 100.1210.52200.22.00000 Social Security | \$918.00 | \$0.00 | \$0.00 | \$918.00 | \$0.00 | \$918.00 100.00% |
| 100.1210.52320.21.00000 Retirement | \$2,885.00 | \$0.00 | \$0.00 | \$2,885.00 | \$0.00 | \$2,885.00 100.00% |
| 100.1210.52320.22.00000 Retirement | \$2,308.00 | \$0.00 | \$0.00 | \$2,308.00 | \$0.00 | \$2,308.00 100.00% |
| 100.1260.51100.20.00000 Teacher Salaries ESL | \$31,110.00 | \$6,021.64 | \$6,021.64 | \$25,088.36 | \$9,096.21 | \$15,992.15 51.41% |
| 100.1260.52200.20.00000 Social Security ESL | \$2,380.00 | \$444.55 | \$444.55 | \$1,935.45 | \$0.00 | \$1,935.45 81.32% |
| 100.1260.52320.20.00000 Teacher Retirement ESL | \$0.00 | \$1,158.01 | \$1,158.01 | (\$1,158.01) | \$0.00 | (\$1,158.01) 0.00% |
| 100.1260.53000.20.00000 Purchased Services ESL | \$0.00 | \$1,372.50 | \$1,372.50 | (\$1,372.50) | \$0.00 | (\$1,372.50) 0.00% |
| 100.1260.56100.22.00000 Supplies | \$0.00 | \$29.99 | \$29.99 | (\$29.99) | \$0.00 | (\$29.99) 0.00% |
| 100.1260.56410.22.00000 Books for ESL - HMHS | \$0.00 | \$394.64 | \$394.64 | (\$394.64) | \$0.00 | (\$394.64) 0.00% |
| 100.1300.55610.22.00000 Tuition Vocational Middle/High | \$112,000.00 | \$0.00 | \$0.00 | \$112,000.00 | \$0.00 | \$112,000.00 100.00% |
| 100.1400.51190.22.00000 Advisors Stipends | \$17,600.00 | \$26,264.34 | \$26,264.34 | (\$8,664.34) | \$5,121.06 | (\$13,785.40) -78.33% |
| 100.1400.52200.22.00000 Social Security CoCurricular | \$1,346.00 | \$1,968.68 | \$1,968.68 | (\$622.68) | \$0.00 | (\$622.68) -46.26% |
| 100.1400.52310.22.00000 Nonteacher Retirement CoCurricular | \$635.00 | \$363.07 | \$363.07 | \$271.93 | \$0.00 | \$271.93 42.82% |
| 100.1400.52320.22.00000 Teacher Retirement CoCurricular | \$3,500.00 | \$1,727.97 | \$1,727.97 | \$1,772.03 | \$0.00 | \$1,772.03 50.63% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|-------------|---------------|-------------|-------------|-------------|-----------------------|
| 100.1400.53900.22.00000 Officials/Police Coverage | \$0.00 | \$200.00 | \$200.00 | (\$200.00) | \$0.00 | (\$200.00) 0.00% |
| 100.1400.55800.22.00000 Dues & Fees CoCurricular | \$500.00 | \$0.00 | \$0.00 | \$500.00 | \$0.00 | \$500.00 100.00% |
| 100.1400.56100.22.00000 Supplies/Awards CoCurr Secondary | \$0.00 | \$29.81 | \$29.81 | (\$29.81) | \$0.00 | (\$29.81) 0.00% |
| 100.1420.51100.22.00000 Athletic Director Stipend | \$20,540.00 | \$119.49 | \$119.49 | \$20,420.51 | \$0.00 | \$20,420.51 99.42% |
| 100.1420.51190.22.00000 Coaches Stipends | \$83,032.00 | \$45,831.73 | \$45,831.73 | \$37,200.27 | \$0.00 | \$37,200.27 44.80% |
| 100.1420.52200.22.00000 Social Security Athletics | \$6,352.00 | \$3,409.35 | \$3,409.35 | \$2,942.65 | \$0.00 | \$2,942.65 46.33% |
| 100.1420.52310.22.00000 Nonteacher Retirement Athletics | \$4,815.00 | \$0.00 | \$0.00 | \$4,815.00 | \$0.00 | \$4,815.00 100.00% |
| 100.1420.52320.22.00000 Teacher Retirement Athletics | \$1,000.00 | \$1,049.35 | \$1,049.35 | (\$49.35) | \$0.00 | (\$49.35) -4.94% |
| 100.1420.53000.22.00000 Sports Physicals/Doctor's Services | \$500.00 | \$0.00 | \$0.00 | \$500.00 | \$0.00 | \$500.00 100.00% |
| 100.1420.53900.22.00000 Officials/Police Coverage | \$18,600.00 | \$13,877.50 | \$13,877.50 | \$4,722.50 | \$0.00 | \$4,722.50 25.39% |
| 100.1420.54300.22.00000 Repairs and Maintenance | \$2,500.00 | \$836.50 | \$836.50 | \$1,663.50 | \$0.00 | \$1,663.50 66.54% |
| 100.1420.55800.22.00000 Dues and Fees Secondary | \$6,310.00 | \$4,562.20 | \$4,562.20 | \$1,747.80 | \$420.00 | \$1,327.80 21.04% |
| 100.1420.56100.22.00000 Supplies/Awards Athletics | \$13,575.00 | \$4,187.26 | \$4,187.26 | \$9,387.74 | \$2,322.08 | \$7,065.66 52.05% |
| 100.1420.57370.22.00000 Athletic Equipment | \$425.00 | \$386.14 | \$386.14 | \$38.86 | \$0.00 | \$38.86 9.14% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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 |
|---|--------------|---------------|--------------|---------------|--------------|------------------------|
| 100.1420.58100.22.00000 Conferences Athletics | \$2,000.00 | \$711.20 | \$711.20 | \$1,288.80 | \$0.00 | \$1,288.80 64.44% |
| 100.1430.51100.21.00000 Summer School Stipends Elementary | \$0.00 | \$16,584.12 | \$16,584.12 | (\$16,584.12) | \$0.00 | (\$16,584.12) 0.00% |
| 100.1430.51100.22.00000 Summer School Stipends Middle/High | \$0.00 | \$4,650.00 | \$4,650.00 | (\$4,650.00) | \$0.00 | (\$4,650.00) 0.00% |
| 100.1430.52200.21.00000 Social Security Summer School Elementary | \$0.00 | \$1,268.69 | \$1,268.69 | (\$1,268.69) | \$0.00 | (\$1,268.69) 0.00% |
| 100.1430.52200.22.00000 Social Security Summer School Middle/High | \$0.00 | \$355.73 | \$355.73 | (\$355.73) | \$0.00 | (\$355.73) 0.00% |
| 100.1430.52320.21.00000 Teacher Retirement Summer School Elementary | \$0.00 | \$2,944.82 | \$2,944.82 | (\$2,944.82) | \$0.00 | (\$2,944.82) 0.00% |
| 100.1430.52320.22.00000 Teacher Retirement Summer School Middle/High | \$0.00 | \$894.20 | \$894.20 | (\$894.20) | \$0.00 | (\$894.20) 0.00% |
| 100.1430.56100.22.00000 Supplies Summer Middle/High | \$3,000.00 | \$1,478.34 | \$1,478.34 | \$1,521.66 | \$0.00 | \$1,521.66 50.72% |
| 100.2120.51100.21.00000 Guidance Salaries Elementary | \$208,703.00 | \$124,927.84 | \$124,927.84 | \$83,775.16 | \$87,305.69 | (\$3,530.53) -1.69% |
| 100.2120.51100.22.00000 Guidance Salaries Middle/High | \$272,200.00 | \$162,430.56 | \$162,430.56 | \$109,769.44 | \$104,445.00 | \$5,324.44 1.96% |
| 100.2120.52110.21.00000 Health Insurance Guidance Elementary | \$70,652.00 | \$33,723.56 | \$33,723.56 | \$36,928.44 | \$0.00 | \$36,928.44 52.27% |
| 100.2120.52110.22.00000 Health Insurance Guidance Middle/High | \$87,526.00 | \$54,134.66 | \$54,134.66 | \$33,391.34 | \$0.00 | \$33,391.34 38.15% |
| 100.2120.52120.21.00000 Dental Insurance Guidance Elementary | \$2,007.00 | \$1,256.19 | \$1,256.19 | \$750.81 | \$0.00 | \$750.81 37.41% |
| 100.2120.52120.22.00000 Dental Insurance Guidance Middle/High | \$3,286.00 | \$2,272.67 | \$2,272.67 | \$1,013.33 | \$0.00 | \$1,013.33 30.84% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|-------------|---------------|-------------|--------------|-------------|-------------------------|
| 100.2120.52200.21.00000 Social Security Guidance Elementary | \$15,966.00 | \$8,977.65 | \$8,977.65 | \$6,988.35 | \$0.00 | \$6,988.35 43.77% |
| 100.2120.52200.22.00000 Social Security Guidance Middle/High | \$20,824.00 | \$11,467.73 | \$11,467.73 | \$9,356.27 | \$0.00 | \$9,356.27 44.93% |
| 100.2120.52310.21.00000 Nonteacher Retirement | \$0.00 | \$3,742.09 | \$3,742.09 | (\$3,742.09) | \$0.00 | (\$3,742.09) 0.00% |
| 100.2120.52310.22.00000 Nonteacher Retirement Guidance Middle/High | \$7,856.00 | \$11,175.59 | \$11,175.59 | (\$3,319.59) | \$0.00 | (\$3,319.59) -42.26% |
| 100.2120.52320.21.00000 Teacher Retirement Guidance Elementary | \$35,347.00 | \$12,857.90 | \$12,857.90 | \$22,489.10 | \$0.00 | \$22,489.10 63.62% |
| 100.2120.52320.22.00000 Teacher Retirement Guidance Middle/High | \$36,160.00 | \$14,380.00 | \$14,380.00 | \$21,780.00 | \$0.00 | \$21,780.00 60.23% |
| 100.2120.53000.21.00000 Guidance Contracted Svcs | \$0.00 | \$6,300.00 | \$6,300.00 | (\$6,300.00) | \$0.00 | (\$6,300.00) 0.00% |
| 100.2120.53300.22.00000 Professional Services Guidance Middle/High | \$1,500.00 | \$798.00 | \$798.00 | \$702.00 | \$0.00 | \$702.00 46.80% |
| 100.2120.56100.21.00000 Supplies Guidance Elementary | \$2,300.00 | \$391.52 | \$391.52 | \$1,908.48 | \$0.00 | \$1,908.48 82.98% |
| 100.2120.56100.22.00000 Supplies Guidance Middle/High | \$638.00 | \$101.77 | \$101.77 | \$536.23 | \$0.00 | \$536.23 84.05% |
| 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 | \$4,345.00 | \$4,340.97 | \$4,340.97 | \$4.03 | \$530.50 | (\$526.47) -12.12% |
| 100.2120.56410.21.00000 Books Guidance Elementary | \$225.00 | \$223.25 | \$223.25 | \$1.75 | \$0.00 | \$1.75 0.78% |
| 100.2120.56410.22.00000 Books Guidance Middle/High | \$200.00 | \$0.00 | \$0.00 | \$200.00 | \$0.00 | \$200.00 100.00% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|-------------|---------------|-------------|--------------|-------------|---------------------------|
| 100.2120.56500.21.00000 Guidance Software | \$2,595.00 | \$1,080.00 | \$1,080.00 | \$1,515.00 | \$0.00 | \$1,515.00 58.38% |
| 100.2120.58100.21.00000 Dues & Fees Guidance Elementary | \$250.00 | \$5,053.00 | \$5,053.00 | (\$4,803.00) | \$0.00 | (\$4,803.00) -1921.20% |
| 100.2120.58100.22.00000 Dues & Fees Guidance Middle/High | \$200.00 | \$684.52 | \$684.52 | (\$484.52) | \$0.00 | (\$484.52) -242.26% |
| 100.2130.51100.21.00000 School Nurse Salaries Elementary | \$53,800.00 | \$10,425.84 | \$10,425.84 | \$43,374.16 | \$31,277.52 | \$12,096.64 22.48% |
| 100.2130.51100.22.00000 School Nurse Salaries Middle/High | \$67,768.00 | \$36,490.44 | \$36,490.44 | \$31,277.56 | \$31,277.56 | \$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 | \$29,483.00 | \$18,251.22 | \$18,251.22 | \$11,231.78 | \$0.00 | \$11,231.78 38.10% |
| 100.2130.52120.21.00000 Dental Insurance Nurse Elementary | \$0.00 | \$228.86 | \$228.86 | (\$228.86) | \$0.00 | (\$228.86) 0.00% |
| 100.2130.52120.22.00000 Dental Insurance Nurse Middle/High | \$1,080.00 | \$668.59 | \$668.59 | \$411.41 | \$0.00 | \$411.41 38.09% |
| 100.2130.52200.21.00000 Social Security Nurse Elementary | \$4,116.00 | \$780.57 | \$780.57 | \$3,335.43 | \$0.00 | \$3,335.43 81.04% |
| 100.2130.52200.22.00000 Social Security Nurse Middle/High | \$5,184.00 | \$2,458.53 | \$2,458.53 | \$2,725.47 | \$0.00 | \$2,725.47 52.57% |
| 100.2130.52320.21.00000 Teacher Retirement Nurse Elementary | \$10,346.00 | \$2,004.88 | \$2,004.88 | \$8,341.12 | \$0.00 | \$8,341.12 80.62% |
| 100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High | \$13,032.00 | \$7,017.08 | \$7,017.08 | \$6,014.92 | \$0.00 | \$6,014.92 46.16% |
| 100.2130.56100.21.00000 Supplies Nurse Elementary | \$2,000.00 | \$768.28 | \$768.28 | \$1,231.72 | \$0.00 | \$1,231.72 61.59% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|--------------|---------------|--------------|--------------|-------------|-------------------------|
| 100.2130.56100.22.00000 Supplies Nurse Middle/High | \$1,000.00 | \$529.60 | \$529.60 | \$470.40 | \$0.00 | \$470.40 47.04% |
| 100.2130.56500.21.00000 Nursing Software | \$850.00 | \$850.00 | \$850.00 | \$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 | \$60,000.00 | \$36,130.50 | \$36,130.50 | \$23,869.50 | \$0.00 | \$23,869.50 39.78% |
| 100.2140.56100.20.00000 Supplies Psychologist | \$500.00 | \$0.00 | \$0.00 | \$500.00 | \$0.00 | \$500.00 100.00% |
| 100.2150.51100.20.00000 Speech & Language Salaries | \$200,542.00 | \$112,391.08 | \$112,391.08 | \$88,150.92 | \$91,328.85 | (\$3,177.93) -1.58% |
| 100.2150.52110.20.00000 Health Insurance Speech & Language | \$98,768.00 | \$42,890.38 | \$42,890.38 | \$55,877.62 | \$0.00 | \$55,877.62 56.57% |
| 100.2150.52120.20.00000 Dental Insurance Speech & Language | \$3,240.00 | \$2,005.77 | \$2,005.77 | \$1,234.23 | \$0.00 | \$1,234.23 38.09% |
| 100.2150.52200.20.00000 Social Security Speech & Language | \$15,341.00 | \$7,498.47 | \$7,498.47 | \$7,842.53 | \$0.00 | \$7,842.53 51.12% |
| 100.2150.52310.20.00000 Nonteacher Retirement | \$4,660.00 | \$5,784.53 | \$5,784.53 | (\$1,124.53) | \$0.00 | (\$1,124.53) -24.13% |
| 100.2150.52320.20.00000 Teacher Retirement Speech & Language | \$31,536.00 | \$12,888.39 | \$12,888.39 | \$18,647.61 | \$0.00 | \$18,647.61 59.13% |
| 100.2150.53000.20.00000 Purchased Services Speech & Language | \$4,500.00 | \$334.30 | \$334.30 | \$4,165.70 | \$0.00 | \$4,165.70 92.57% |
| 100.2150.55800.20.00000 Travel Speech & Language | \$600.00 | \$590.00 | \$590.00 | \$10.00 | \$0.00 | \$10.00 1.67% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|--|-------------|---------------|-------------|--------------|-------------|------------------------|
| 100.2150.56100.20.00000 Supplies Speech & Language | \$1,200.00 | \$370.77 | \$370.77 | \$829.23 | \$0.00 | \$829.23 69.10% |
| 100.2150.58100.20.00000 Dues & Fees Speech & Language | \$300.00 | \$60.00 | \$60.00 | \$240.00 | \$0.00 | \$240.00 80.00% |
| 100.2160.51100.20.00000 Occupational Therapist Salaries | \$0.00 | \$1,372.50 | \$1,372.50 | (\$1,372.50) | \$0.00 | (\$1,372.50) 0.00% |
| 100.2160.53000.20.00000 Purchased Services Occupational Therapy | \$29,500.00 | \$23,406.26 | \$23,406.26 | \$6,093.74 | \$0.00 | \$6,093.74 20.66% |
| 100.2170.51100.20.00000 Certified OT Assistant Salaries | \$45,839.00 | \$28,453.71 | \$28,453.71 | \$17,385.29 | \$19,089.31 | (\$1,704.02) -3.72% |
| 100.2170.52110.20.00000 Health Ins Certified OT Assistant | \$14,675.00 | \$9,084.40 | \$9,084.40 | \$5,590.60 | \$0.00 | \$5,590.60 38.10% |
| 100.2170.52120.20.00000 Dental Insurance Certified OT Assistant | \$662.00 | \$405.99 | \$405.99 | \$256.01 | \$0.00 | \$256.01 38.67% |
| 100.2170.52200.20.00000 Social Security Certified OT Assistant | \$3,507.00 | \$2,082.44 | \$2,082.44 | \$1,424.56 | \$0.00 | \$1,424.56 40.62% |
| 100.2170.52310.20.00000 Nonteacher Retirement | \$5,844.00 | \$3,627.84 | \$3,627.84 | \$2,216.16 | \$0.00 | \$2,216.16 37.92% |
| 100.2170.55800.20.00000 Travel COTA | \$250.00 | \$0.00 | \$0.00 | \$250.00 | \$0.00 | \$250.00 100.00% |
| 100.2170.56100.20.00000 Supplies COTA | \$500.00 | \$352.00 | \$352.00 | \$148.00 | \$0.00 | \$148.00 29.60% |
| 100.2170.58100.20.00000 Dues & Fees COTA | \$100.00 | \$0.00 | \$0.00 | \$100.00 | \$0.00 | \$100.00 100.00% |
| 100.2210.51101.20.00000 Support Staff PD Training | \$0.00 | \$3,300.22 | \$3,300.22 | (\$3,300.22) | \$0.00 | (\$3,300.22) 0.00% |
| 100.2210.52200.20.00000 Social Security | \$0.00 | \$222.78 | \$222.78 | (\$222.78) | \$0.00 | (\$222.78) 0.00% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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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 |
|--|--------------|---------------|--------------|--------------|-------------|--------------------------|
| 100.2210.52310.20.00000 Nonteacher Retirement | \$0.00 | \$23.24 | \$23.24 | (\$23.24) | \$0.00 | (\$23.24) 0.00% |
| 100.2210.53200.20.00000 Teachers' Staff Development CBA Article V.O | \$29,000.00 | \$8,611.79 | \$8,611.79 | \$20,388.21 | \$670.00 | \$19,718.21 67.99% |
| 100.2210.53201.20.00000 Support Staff Development Workshops | \$8,000.00 | \$764.00 | \$764.00 | \$7,236.00 | \$0.00 | \$7,236.00 90.45% |
| 100.2212.51100.20.00000 Salaries Curriculum | \$131,225.00 | \$108,507.76 | \$108,507.76 | \$22,717.24 | \$60,261.01 | (\$37,543.77) -28.61% |
| 100.2212.51101.20.00000 Curriculum Stipends | \$0.00 | \$500.00 | \$500.00 | (\$500.00) | \$0.00 | (\$500.00) 0.00% |
| 100.2212.52110.20.00000 Health | \$69,285.00 | \$53,198.87 | \$53,198.87 | \$16,086.13 | \$0.00 | \$16,086.13 23.22% |
| 100.2212.52120.20.00000 Dental | \$2,160.00 | \$2,038.01 | \$2,038.01 | \$121.99 | \$0.00 | \$121.99 5.65% |
| 100.2212.52200.20.00000 Social Security Curriculum | \$10,039.00 | \$7,479.99 | \$7,479.99 | \$2,559.01 | \$0.00 | \$2,559.01 25.49% |
| 100.2212.52310.20.00000 Nonteacher Retirement Curriculum | \$11,184.00 | \$7,653.74 | \$7,653.74 | \$3,530.26 | \$0.00 | \$3,530.26 31.57% |
| 100.2212.52320.20.00000 Teacher Retirement Curriculum | \$0.00 | \$2,267.70 | \$2,267.70 | (\$2,267.70) | \$0.00 | (\$2,267.70) 0.00% |
| 100.2212.53200.20.00000 Purchased Services District | \$13,600.00 | \$127.00 | \$127.00 | \$13,473.00 | \$1,885.00 | \$11,588.00 85.21% |
| 100.2212.55800.20.00000 Travel & Conferences Prof Dev District | \$2,200.00 | \$50.43 | \$50.43 | \$2,149.57 | \$0.00 | \$2,149.57 97.71% |
| 100.2212.56100.20.00000 Supplies Prof Dev District | \$3,000.00 | \$698.09 | \$698.09 | \$2,301.91 | \$0.00 | \$2,301.91 76.73% |
| 100.2212.56410.20.00000 Professional Learning Texts | \$1,500.00 | \$0.00 | \$0.00 | \$1,500.00 | \$0.00 | \$1,500.00 100.00% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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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 |
|---|-------------|---------------|-------------|-------------|-------------|------------------------|
| 100.2212.56500.20.00000 Software Prof Dev | \$3,000.00 | \$0.00 | \$0.00 | \$3,000.00 | \$0.00 | \$3,000.00 100.00% |
| 100.2212.58100.20.00000 Dues & Fees Prof Dev District | \$500.00 | \$0.00 | \$0.00 | \$500.00 | \$0.00 | \$500.00 100.00% |
| 100.2222.51100.22.00000 Library Salaries Middle/High | \$59,600.00 | \$32,576.91 | \$32,576.91 | \$27,023.09 | \$27,923.09 | (\$900.00) -1.51% |
| 100.2222.51150.21.00000 Library Salaries Elementary | \$27,229.00 | \$17,396.55 | \$17,396.55 | \$9,832.45 | \$10,834.56 | (\$1,002.11) -3.68% |
| 100.2222.52110.21.00000 Health | \$26,207.00 | \$16,223.35 | \$16,223.35 | \$9,983.65 | \$0.00 | \$9,983.65 38.10% |
| 100.2222.52110.22.00000 Health Insurance Library Middle/High | \$39,622.00 | \$24,521.38 | \$24,521.38 | \$15,100.62 | \$0.00 | \$15,100.62 38.11% |
| 100.2222.52120.22.00000 Dental Insurance Library Middle/High | \$662.00 | \$405.99 | \$405.99 | \$256.01 | \$0.00 | \$256.01 38.67% |
| 100.2222.52200.21.00000 Social Security Library Elementary | \$2,083.00 | \$900.49 | \$900.49 | \$1,182.51 | \$0.00 | \$1,182.51 56.77% |
| 100.2222.52200.22.00000 Social Security Library Middle/High | \$4,559.00 | \$2,245.32 | \$2,245.32 | \$2,313.68 | \$0.00 | \$2,313.68 50.75% |
| 100.2222.52310.21.00000 Nonteacher Retirement Library Elementary | \$3,472.00 | \$2,218.08 | \$2,218.08 | \$1,253.92 | \$0.00 | \$1,253.92 36.12% |
| 100.2222.52320.22.00000 Teacher Retirement Library Middle/High | \$11,461.00 | \$6,264.58 | \$6,264.58 | \$5,196.42 | \$0.00 | \$5,196.42 45.34% |
| 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 | \$147.76 | \$147.76 | \$352.24 | \$298.30 | \$53.94 10.79% |
| 100.2222.56100.22.00000 Supplies Library Middle/High | \$400.00 | \$365.55 | \$365.55 | \$34.45 | \$74.88 | (\$40.43) -10.11% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|--|--------------|---------------|--------------|---------------|-------------|---------------------------|
| 100.2222.56410.21.00000 Books & Information Resources Library Elementary | \$2,000.00 | \$0.00 | \$0.00 | \$2,000.00 | \$0.00 | \$2,000.00 100.00% |
| 100.2222.56410.22.00000 Books & Information Resources Library Middle/High | \$5,000.00 | \$4,071.69 | \$4,071.69 | \$928.31 | \$0.00 | \$928.31 18.57% |
| 100.2222.56420.21.00000 Other Information Resources Library Elem | \$1,500.00 | \$1,375.68 | \$1,375.68 | \$124.32 | \$525.00 | (\$400.68) -26.71% |
| 100.2222.56420.22.00000 Other Information Resources Library Middle/High | \$4,122.00 | \$3,125.90 | \$3,125.90 | \$996.10 | \$0.00 | \$996.10 24.17% |
| 100.2310.51100.20.00000 School Board & Others' Salaries | \$4,350.00 | \$0.00 | \$0.00 | \$4,350.00 | \$4,600.00 | (\$250.00) -5.75% |
| 100.2310.52200.20.00000 Social Security School Board | \$333.00 | \$0.00 | \$0.00 | \$333.00 | \$0.00 | \$333.00 100.00% |
| 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 | \$4,000.00 | \$20,870.39 | \$20,870.39 | (\$16,870.39) | \$0.00 | (\$16,870.39) -421.76% |
| 100.2310.53302.20.00000 Audit Expenses School Board | \$22,000.00 | \$3,110.00 | \$3,110.00 | \$18,890.00 | \$0.00 | \$18,890.00 85.86% |
| 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 | \$4,454.20 | \$4,454.20 | \$45.80 | \$0.00 | \$45.80 1.02% |
| 100.2310.58110.20.00000 Recognition & Awards School Board | \$1,000.00 | \$270.00 | \$270.00 | \$730.00 | \$0.00 | \$730.00 73.00% |
| 100.2320.51100.20.00000 SAU Salaries | \$166,446.00 | \$124,661.78 | \$124,661.78 | \$41,784.22 | \$51,827.60 | (\$10,043.38) -6.03% |
| 100.2320.52110.20.00000 Health Insurance SAU | \$34,350.00 | \$20,318.94 | \$20,318.94 | \$14,031.06 | \$0.00 | \$14,031.06 40.85% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|-------------|---------------|------------|-------------|-------------|------------------------|
| 100.2320.52120.20.00000 Dental Insurance SAU | \$2,256.00 | \$2,472.84 | \$2,472.84 | (\$216.84) | \$0.00 | (\$216.84) -9.61% |
| 100.2320.52200.20.00000 Social Security SAU | \$12,733.00 | \$9,315.85 | \$9,315.85 | \$3,417.15 | \$0.00 | \$3,417.15 26.84% |
| 100.2320.52310.20.00000 NH Retirement SAU | \$7,834.00 | \$5,580.59 | \$5,580.59 | \$2,253.41 | \$0.00 | \$2,253.41 28.76% |
| 100.2320.53000.20.00000 Purchased Services SAU | \$73,575.00 | \$7,950.00 | \$7,950.00 | \$65,625.00 | \$0.00 | \$65,625.00 89.19% |
| 100.2320.53130.20.00000 Background Checks | \$4,000.00 | \$4,017.00 | \$4,017.00 | (\$17.00) | \$0.00 | (\$17.00) -0.43% |
| 100.2320.53200.20.00000 Staff Development SAU | \$500.00 | \$1,068.00 | \$1,068.00 | (\$568.00) | \$0.00 | (\$568.00) -113.60% |
| 100.2320.55340.20.00000 Postage SAU | \$500.00 | \$188.08 | \$188.08 | \$311.92 | \$0.00 | \$311.92 62.38% |
| 100.2320.55400.20.00000 Ads/Postings/Recruitment SAU | \$23,000.00 | \$5,854.51 | \$5,854.51 | \$17,145.49 | \$0.00 | \$17,145.49 74.55% |
| 100.2320.55500.20.00000 Printing SAU | \$2,500.00 | \$324.24 | \$324.24 | \$2,175.76 | \$0.00 | \$2,175.76 87.03% |
| 100.2320.55800.20.00000 Travel SAU | \$2,500.00 | \$3,118.92 | \$3,118.92 | (\$618.92) | \$0.00 | (\$618.92) -24.76% |
| 100.2320.56100.20.00000 Supplies SAU | \$4,250.00 | \$3,232.18 | \$3,232.18 | \$1,017.82 | \$0.00 | \$1,017.82 23.95% |
| 100.2320.56500.20.00000 Software SAU | \$3,900.00 | \$1,599.75 | \$1,599.75 | \$2,300.25 | \$0.00 | \$2,300.25 58.98% |
| 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 | \$314.46 | \$314.46 | \$4,685.54 | \$0.00 | \$4,685.54 93.71% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date:7/1/2025 To Date:6/30/2026

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 |
|--|--------------|---------------|--------------|-------------|-------------|-------------------------|
| 100.2330.51100.20.00000 Special Services Admin Salaries | \$224,104.00 | \$158,133.10 | \$158,133.10 | \$65,970.90 | \$72,960.72 | (\$6,989.82) -3.12% |
| 100.2330.52110.20.00000 Health Insurance Special Services Admin | \$73,641.00 | \$48,821.88 | \$48,821.88 | \$24,819.12 | \$0.00 | \$24,819.12 33.70% |
| 100.2330.52120.20.00000 Dental Insurance Special Services Admin | \$2,822.00 | \$2,048.29 | \$2,048.29 | \$773.71 | \$0.00 | \$773.71 27.42% |
| 100.2330.52200.20.00000 Social Security Special Services Admin | \$17,144.00 | \$11,283.27 | \$11,283.27 | \$5,860.73 | \$0.00 | \$5,860.73 34.19% |
| 100.2330.52310.20.00000 NH Retirement Special Services Admin | \$6,919.00 | \$4,933.67 | \$4,933.67 | \$1,985.33 | \$0.00 | \$1,985.33 28.69% |
| 100.2330.52320.20.00000 Teacher Retirement | \$32,660.00 | \$22,967.88 | \$22,967.88 | \$9,692.12 | \$0.00 | \$9,692.12 29.68% |
| 100.2330.55800.20.00000 Travel Special Services Admin | \$2,000.00 | \$2,129.03 | \$2,129.03 | (\$129.03) | \$478.05 | (\$607.08) -30.35% |
| 100.2330.56100.20.00000 Supplies Special Services Admin | \$315.00 | \$188.98 | \$188.98 | \$126.02 | \$0.00 | \$126.02 40.01% |
| 100.2330.58100.20.00000 Dues & Fees Special Services Admin | \$5,000.00 | \$2,799.90 | \$2,799.90 | \$2,200.10 | \$0.00 | \$2,200.10 44.00% |
| 100.2400.51100.20.00000 Teacher Retirement Stipends CBA AppendixA.D | \$54,203.00 | \$3,000.00 | \$3,000.00 | \$51,203.00 | \$0.00 | \$51,203.00 94.47% |
| 100.2400.51100.21.00000 Admin Salaries Elementary | \$195,083.00 | \$138,718.93 | \$138,718.93 | \$56,364.07 | \$71,566.66 | (\$15,202.59) -7.79% |
| 100.2400.51100.22.00000 Admin Salaries Middle/High | \$269,376.00 | \$190,700.60 | \$190,700.60 | \$78,675.40 | \$90,109.13 | (\$11,433.73) -4.24% |
| 100.2400.52110.21.00000 Health Insurance Admin Elementary | \$69,285.00 | \$47,845.86 | \$47,845.86 | \$21,439.14 | \$0.00 | \$21,439.14 30.94% |
| 100.2400.52110.22.00000 Health Insurance Admin Middle/High | \$119,226.00 | \$82,533.24 | \$82,533.24 | \$36,692.76 | \$0.00 | \$36,692.76 30.78% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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 |
|--|-------------|---------------|-------------|--------------|-------------|------------------------|
| 100.2400.52120.21.00000 Dental Insurance Admin Elementary | \$2,822.00 | \$2,299.99 | \$2,299.99 | \$522.01 | \$0.00 | \$522.01 18.50% |
| 100.2400.52120.22.00000 Dental Insurance Admin Middle/High | \$3,240.00 | \$2,777.22 | \$2,777.22 | \$462.78 | \$0.00 | \$462.78 14.28% |
| 100.2400.52200.20.00000 Social Security CBA Appendix A.D | \$4,147.00 | \$203.44 | \$203.44 | \$3,943.56 | \$0.00 | \$3,943.56 95.09% |
| 100.2400.52200.21.00000 Social Security Admin Elementary | \$14,924.00 | \$9,737.32 | \$9,737.32 | \$5,186.68 | \$0.00 | \$5,186.68 34.75% |
| 100.2400.52200.22.00000 Social Security Admin Middle/High | \$20,607.00 | \$13,167.72 | \$13,167.72 | \$7,439.28 | \$0.00 | \$7,439.28 36.10% |
| 100.2400.52310.20.00000 Nonteacher Retirement | \$0.00 | \$382.50 | \$382.50 | (\$382.50) | \$0.00 | (\$382.50) 0.00% |
| 100.2400.52310.21.00000 Nonteacher Retirement Admin Elementary | \$11,741.00 | \$8,332.06 | \$8,332.06 | \$3,408.94 | \$0.00 | \$3,408.94 29.03% |
| 100.2400.52310.22.00000 Nonteacher Retirement Admin Middle/High | \$6,813.00 | \$4,836.07 | \$4,836.07 | \$1,976.93 | \$0.00 | \$1,976.93 29.02% |
| 100.2400.52320.20.00000 Teacher Retirement CBA Appendix A.D | \$10,423.00 | \$0.00 | \$0.00 | \$10,423.00 | \$0.00 | \$10,423.00 100.00% |
| 100.2400.52320.21.00000 Teacher Retirement Admin Elementary | \$19,807.00 | \$14,108.88 | \$14,108.88 | \$5,698.12 | \$0.00 | \$5,698.12 28.77% |
| 100.2400.52320.22.00000 Teacher Retirement Admin Middle/High | \$37,408.00 | \$26,646.42 | \$26,646.42 | \$10,761.58 | \$0.00 | \$10,761.58 28.77% |
| 100.2400.53200.22.00000 NEASC | \$0.00 | \$2,274.21 | \$2,274.21 | (\$2,274.21) | \$73.25 | (\$2,347.46) 0.00% |
| 100.2400.53300.21.00000 Professional Svcs Contractorr | \$0.00 | \$798.00 | \$798.00 | (\$798.00) | \$0.00 | (\$798.00) 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% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:8/30/2026

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 |
|--|--------------|---------------|--------------|--------------|-------------|-----------------------------|
| 100.2400.55340.22.00000 Postage Admin Secondary | \$6,000.00 | \$2,841.90 | \$2,841.90 | \$3,158.10 | \$0.00 | \$3,158.10 52.64% |
| 100.2400.55800.21.00000 Travel & Conferences Admin Elementary | \$425.00 | \$6,260.94 | \$6,260.94 | (\$5,835.94) | \$0.00 | (\$5,835.94) -1373.16% |
| 100.2400.55800.22.00000 Travel & Conferences Admin Secondary | \$1,000.00 | \$297.40 | \$297.40 | \$702.60 | \$0.00 | \$702.60 70.26% |
| 100.2400.56100.21.00000 Supplies Admin Elementary | \$3,600.00 | \$746.14 | \$746.14 | \$2,853.86 | \$0.00 | \$2,853.86 79.27% |
| 100.2400.56100.22.00000 Supplies Admin Middle/High | \$1.00 | \$1,785.06 | \$1,785.06 | (\$1,784.06) | \$0.00 | (\$1,784.06) -178406.00% |
| 100.2400.58100.21.00000 Dues & Fees Admin Elementary | \$2,160.00 | \$2,959.00 | \$2,959.00 | (\$799.00) | \$0.00 | (\$799.00) -36.99% |
| 100.2400.58100.22.00000 Dues & Fees Admin Middle/High | \$7,885.00 | \$5,701.80 | \$5,701.80 | \$2,183.20 | \$129.00 | \$2,054.20 26.05% |
| 100.2500.51100.20.00000 Salaries Business Office | \$190,542.00 | \$130,082.24 | \$130,082.24 | \$60,459.76 | \$62,351.43 | (\$1,891.67) -0.99% |
| 100.2500.52110.20.00000 Health | \$44,025.00 | \$30,478.50 | \$30,478.50 | \$13,546.50 | \$0.00 | \$13,546.50 30.77% |
| 100.2500.52120.20.00000 Dental | \$2,160.00 | \$1,379.70 | \$1,379.70 | \$780.30 | \$0.00 | \$780.30 36.13% |
| 100.2500.52130.20.00000 Disability & Life Insurance | \$21,500.00 | \$12,464.99 | \$12,464.99 | \$9,035.01 | \$0.00 | \$9,035.01 42.02% |
| 100.2500.52200.20.00000 Social Security | \$14,576.00 | \$9,624.45 | \$9,624.45 | \$4,951.55 | \$0.00 | \$4,951.55 33.97% |
| 100.2500.52310.20.00000 Retirement | \$7,450.00 | \$5,307.17 | \$5,307.17 | \$2,142.83 | \$0.00 | \$2,142.83 28.76% |
| 100.2500.52320.20.00000 Teacher Retirement | \$22,497.00 | \$16,024.96 | \$16,024.96 | \$6,472.04 | \$0.00 | \$6,472.04 28.77% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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 |
|---|--------------|---------------|--------------|--------------|--------------|------------------------|
| 100.2500.52500.20.00000 Unemployment Insurance | \$10,219.00 | \$10,158.00 | \$10,158.00 | \$61.00 | \$0.00 | \$61.00 0.60% |
| 100.2500.52600.20.00000 Workers' Comp Ins | \$30,019.00 | \$30,019.00 | \$30,019.00 | \$0.00 | \$0.00 | \$0.00 0.00% |
| 100.2500.56500.20.00000 Business Software | \$17,300.00 | \$0.00 | \$0.00 | \$17,300.00 | \$0.00 | \$17,300.00 100.00% |
| 100.2500.58100.20.00000 Dues & Fees Business | \$2,000.00 | \$220.00 | \$220.00 | \$1,780.00 | \$0.00 | \$1,780.00 89.00% |
| 100.2600.51100.20.00000 Custodian Salaries | \$423,904.00 | \$273,973.36 | \$273,973.36 | \$149,930.64 | \$125,202.70 | \$24,727.94 5.83% |
| 100.2600.52110.20.00000 Health Insurance Custodians | \$272,512.00 | \$146,563.07 | \$146,563.07 | \$125,948.93 | \$0.00 | \$125,948.93 46.22% |
| 100.2600.52120.20.00000 Dental Insurance Custodians | \$2,160.00 | \$1,853.74 | \$1,853.74 | \$306.26 | \$0.00 | \$306.26 14.18% |
| 100.2600.52200.20.00000 Social Security Custodians | \$32,429.00 | \$19,494.30 | \$19,494.30 | \$12,934.70 | \$0.00 | \$12,934.70 39.89% |
| 100.2600.52310.20.00000 Nonteacher Retirement Custodians | \$52,390.00 | \$32,728.75 | \$32,728.75 | \$19,661.25 | \$0.00 | \$19,661.25 37.53% |
| 100.2600.53000.20.00000 Building & Grounds Contract Services | \$62,000.00 | \$39,097.60 | \$39,097.60 | \$22,902.40 | \$0.00 | \$22,902.40 36.94% |
| 100.2600.54110.20.00000 Water/Sewer | \$29,000.00 | \$10,383.70 | \$10,383.70 | \$18,616.30 | \$0.00 | \$18,616.30 64.19% |
| 100.2600.54210.20.00000 Disposal Services | \$19,950.00 | \$11,058.00 | \$11,058.00 | \$8,892.00 | \$0.00 | \$8,892.00 44.57% |
| 100.2600.54300.20.00000 Repairs & Maintenance | \$60,000.00 | \$42,972.00 | \$42,972.00 | \$17,028.00 | \$0.00 | \$17,028.00 28.38% |
| 100.2600.55200.20.00000 Property Insurance | \$46,691.00 | \$46,691.00 | \$46,691.00 | \$0.00 | \$0.00 | \$0.00 0.00% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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 |
|---|--------------|---------------|--------------|--------------|-------------|------------------------|
| 100.2600.55800.20.00000 Training & Travel | \$1,500.00 | \$1,012.20 | \$1,012.20 | \$487.80 | \$0.00 | \$487.80 32.52% |
| 100.2600.56100.20.00000 Supplies | \$43,000.00 | \$19,885.57 | \$19,885.57 | \$23,114.43 | \$0.00 | \$23,114.43 53.75% |
| 100.2600.56110.20.00000 Maintenance Supplies | \$38,000.00 | \$15,971.22 | \$15,971.22 | \$22,028.78 | \$264.50 | \$21,764.28 57.27% |
| 100.2600.56220.20.00000 Electricity | \$188,000.00 | \$104,372.28 | \$104,372.28 | \$83,627.72 | \$0.00 | \$83,627.72 44.48% |
| 100.2600.56230.20.00000 Bottled Gas | \$15,500.00 | \$8,696.21 | \$8,696.21 | \$6,803.79 | \$0.00 | \$6,803.79 43.90% |
| 100.2600.56240.20.00000 Heating Oil | \$130,000.00 | \$24,197.47 | \$24,197.47 | \$105,802.53 | \$0.00 | \$105,802.53 81.39% |
| 100.2600.56260.20.00000 Gasoline | \$3,900.00 | \$165.90 | \$165.90 | \$3,734.10 | \$0.00 | \$3,734.10 95.75% |
| 100.2600.57300.20.00000 Maintenance Equipment | \$9,500.00 | \$8,019.00 | \$8,019.00 | \$1,481.00 | \$0.00 | \$1,481.00 15.59% |
| 100.2600.57370.20.00000 Replacement Furniture/Fixtures | \$3,996.00 | \$926.97 | \$926.97 | \$3,069.03 | \$2,877.31 | \$191.72 4.80% |
| 100.2700.51100.20.00000 Transportation Salaries | \$15,611.00 | \$4,433.25 | \$4,433.25 | \$11,177.75 | \$0.00 | \$11,177.75 71.60% |
| 100.2700.52200.20.00000 Social Security | \$1,194.00 | \$339.14 | \$339.14 | \$854.86 | \$0.00 | \$854.86 71.60% |
| 100.2700.55191.20.00000 Regular Student Transportation | \$388,547.00 | \$145,672.38 | \$145,672.38 | \$242,874.62 | \$0.00 | \$242,874.62 62.51% |
| 100.2700.55192.20.00000 Special Education Transportation | \$408,000.00 | \$170,114.79 | \$170,114.79 | \$237,885.21 | \$0.00 | \$237,885.21 58.31% |
| 100.2725.55170.22.00000 Athletic Transportation | \$50,000.00 | \$16,361.18 | \$16,361.18 | \$33,638.82 | \$1,500.00 | \$32,138.82 64.28% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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 |
|---|--------------|---------------|--------------|--------------|-------------|--------------------------|
| 100.2725.55190.21.00000 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 | \$1.00 | \$0.00 | \$0.00 | \$1.00 | \$0.00 | \$1.00 100.00% |
| 100.2725.55191.22.00000 Van Operating Costs | \$5,000.00 | \$1,752.85 | \$1,752.85 | \$3,247.15 | \$0.00 | \$3,247.15 64.94% |
| 100.2840.51100.20.00000 Salaries Technology | \$163,640.00 | \$137,180.35 | \$137,180.35 | \$26,459.65 | \$62,536.00 | (\$36,076.35) -22.05% |
| 100.2840.52110.20.00000 Health Tech | \$68,782.00 | \$47,044.95 | \$47,044.95 | \$21,737.05 | \$0.00 | \$21,737.05 31.60% |
| 100.2840.52120.20.00000 Dental Tech | \$2,404.00 | \$1,806.18 | \$1,806.18 | \$597.82 | \$0.00 | \$597.82 24.87% |
| 100.2840.52200.20.00000 Social Security Tech | \$12,518.00 | \$9,869.32 | \$9,869.32 | \$2,648.68 | \$0.00 | \$2,648.68 21.16% |
| 100.2840.52310.20.00000 Nonteacher Retirement | \$20,864.00 | \$16,826.28 | \$16,826.28 | \$4,037.72 | \$0.00 | \$4,037.72 19.35% |
| 100.2840.53400.20.00000 Powerschool Annual Support | \$8,300.00 | \$14,373.50 | \$14,373.50 | (\$6,073.50) | \$523.00 | (\$6,596.50) -79.48% |
| 100.2840.54300.20.00000 Repairs Tech | \$6,000.00 | \$998.60 | \$998.60 | \$5,001.40 | \$0.00 | \$5,001.40 83.36% |
| 100.2840.54420.20.00000 Copier Lease/Maint. | \$18,274.00 | \$7,270.16 | \$7,270.16 | \$11,003.84 | \$0.00 | \$11,003.84 60.22% |
| 100.2840.55310.20.00000 Phone Internet | \$31,000.00 | \$18,164.13 | \$18,164.13 | \$12,835.87 | \$0.00 | \$12,835.87 41.41% |
| 100.2840.56100.20.00000 Supplies Tech | \$9,000.00 | \$6,764.00 | \$6,764.00 | \$2,236.00 | \$0.00 | \$2,236.00 24.84% |
| 100.2840.56500.20.00000 Software | \$34,211.00 | \$28,845.32 | \$28,845.32 | \$5,365.68 | \$0.00 | \$5,365.68 15.68% |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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 |
|---|-----------------|----------------|----------------|----------------|----------------|------------------------|
| 100.2840.57340.20.00000 IT Equipment | \$56,250.00 | \$60,089.93 | \$60,089.93 | (\$3,839.93) | \$0.00 | (\$3,839.93) -6.83% |
| 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% |
| 100.5100.58400.20.00000 Debt Interest | \$37,178.00 | \$37,177.50 | \$37,177.50 | \$0.50 | \$0.00 | \$0.50 0.00% |
| Fund: 100 | \$15,469,017.00 | \$8,629,758.01 | \$8,629,758.01 | \$6,839,258.99 | \$2,690,134.73 | \$4,149,124.26 |

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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: \$15,469,017.00 \$8,629,758.01 \$8,629,758.01 \$6,839,258.99 \$2,690,134.73 \$4,149,124.26

End of Report

Report from the
DIRECTOR OF
ACADEMICS &
CAREER READINESS

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

March 2026 Board Report

The Elementary School Career Center is well underway. The room has been cleared out, New flooring has been laid, painters have been in to give us a quote and timeline, and Benedicts Enterprises will be doing the construction of all the new shelving. All the new furniture, curriculum and career equipment for play is in the process of being ordered. The room should be completed by Mid-May. Our Dedication date of the Geoffrey Holt Elementary Career Center will be June 3rd. Invitations with details will follow.

Mark your calendars for the following dates:

- Mentor Dinner – May 14th.
- Exhibition Day - May 28th. There will be approximately 17 exhibitions happening that day. We hope you all can join us. Exhibition planning is in the preliminary stages, but I am always amazed at how much the students have thought about what they might do to showcase their learning. Be on the lookout for car fires, canine exams, electrical currents, and Top Chef competitions to name a few. It makes me giddy to hear the student excitement start to build.
- We are, again, working with Genesis Healthcare center to try to find a way to provide LNA training for our students here at HHS. While Genesis at Applewood has courses to offer, they conflict with a student's school day. We are working to try and find an instructor that might be willing to teach a course that can accommodate a student's schedule.

Curriculum and Instruction - Jeanne Sturges

Beginning with students entering high school in the 2026–27 school year (Class of 2030), New Hampshire's revised Minimum Standards require students to demonstrate mastery of additional competencies, including Logic & Rhetoric, statistics/data analysis, expanded social studies content, and a dedicated writing component. Because New Hampshire operates under a competency-based system, credits are awarded based on demonstrated mastery of locally approved competencies aligned to state standards rather than seat time.

As part of the Social Studies Program Review process, staff and administration have explored a variety of approaches to addressing the additional requirements. Ultimately, the team decided on implementing an embedded competency model in which these requirements are integrated into existing courses rather than added as standalone classes. Under this approach, students earn the traditional course credit (for example, English or Social Studies), while the required competency is documented as fulfilled through demonstrated proficiency on aligned performance tasks. This allows the district to meet the new state requirements without increasing total graduation credits, requiring students to take additional courses that limit choice, or adding staff.

The embedded approach will apply to both Logic & Rhetoric and certain social studies requirements beginning with the Class of 2030. As described in the Program of Studies, "Students will meet the .5 Credit Logic and Rhetoric requirement through successful completion of district-approved coursework aligned to locally adopted competencies." Similarly, the Program of Studies states: "Students will meet requirements for history, government and US/NH Constitutions (1 Credit) and NH History (.5 Credit) through completion of district-approved coursework embedded across social studies courses and aligned to locally adopted competencies."

In practice, this means students demonstrate required competencies through authentic work already occurring in courses such as English, social studies, mathematics, and science. The transcript will reflect the course credit earned (e.g., English or U.S. History), while the competency requirement is tracked internally and recorded as fulfilled. This structure maintains GPA calculations based on existing course grades while ensuring students meet state graduation requirements through rigorous, performance-based learning across disciplines.

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 March 2026

Submitted 3/5/26 by Anna Roth

- **Congratulations to our Boys Varsity Basketball team for making it to the state semifinal game- -the first time since 1983 for boys basketball!**
- **We are gearing up for high school course selection with many thanks to Kate Allen for her dedication to the process.**

Academics

Pending board approval, the Program of Studies will be distributed to students currently in grades 8 – 11. Kate Allen has outlined a clear process for gathering student course requests and building the schedule. We are hopeful for a smooth build and that we will have the schedule mostly completed before we leave for summer. There will be two separate parent nights: March 10 for Winchester 8th graders only (overview of Program of Studies and course selection + Final Forms registration) and March 17 for both Hinsdale and Winchester students currently in grades 8 – 11 (concentration on Program of Studies and course selection process). The goal is for all student requests to be entered by the end of March so that Ms. Allen can start building the schedule. We are excited to have included several new classes, including additional AP offerings, in the new Program of Studies.

Social Emotional

Jillian Perzan and Brittany Howard, middle school advisory leaders, are putting together a student planning committee for our end of year field day. The committee will include 12 middle school students and two high school “hype leaders.” Ms Howard and Ms. Perzan put together a clear proposal for their planning schedule including feedback regarding last year’s field day and changes based on student feedback. This is a great example of student agency in action and I appreciate Ms. Perzan and Ms. Howard’s leadership!

We had our winter pep rally right before the break. After every pep rally, I reflect on how much fun we can have as a whole school, and it reminds me of the importance of bringing

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@hnhdsd.org or 603-336-5728

our school community together. There are several events from now through the end of the year that will be additional opportunities for community building including Kindness Day, the middle school hike, various field trips, and middle school field day.

Transition

In addition to the two parent nights that will be open to Winchester families, Ms. Allen has begun gathering information from Winchester teachers regarding course recommendations specifically in math and English. She has provided the Winchester students with a course planning form and will be spending time at the Winchester school helping students complete their individual course request forms.

Enrollment (as of 3/5/26)

| | | |
|------------------|-----|--------|
| 6 th | 46 | |
| 7 th | 43 | |
| 8 th | 40 | |
| 9 th | 47 | |
| 10 th | 42 | |
| 11 th | 39 | 2 WRCC |
| 12 th | 35 | 5 WRCC |
| Total | 292 | |

Upcoming Events

3/6 Alumni Game 5:30 (girls) and 7:00 (boys)

3/10 Winchester Parent Night 6:00

3/12 Band Concert 6:30 (hopefully followed by 6th Grade Astral Body Light Show)

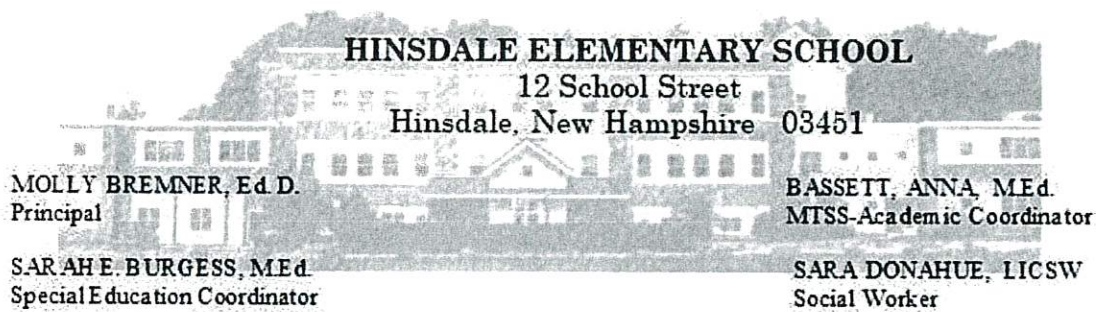
3/17 Academic Info Night 6:00

3/20 & 3/21 Beetlejuice Jr (HASP Drama production)

3/23 Spring Sports Start

Report from the
PRINCIPAL

Hinsdale Elementary
School



MARCH 2026

Instruction:

Based on Middle of Year benchmarking we re-allocated resources internally to support grade 2 and grade 4

In grade 2:

- 1) Changed the daily instructional schedule
 - a. Includes a second WIN block to have one ELA and one Math, which also provides additional access for SEL groups
- 2) Shifted a teacher serving in Math intervention from $\frac{1}{2}$ time in kindergarten to $\frac{1}{4}$ time in K and $\frac{1}{4}$ in 2nd grade
- 3) Shifted Title 1 to create more reading intervention groups
- 4) Shifted a general education paraprofessional to support more targeted needs

In grade 4:

- 1) Shifted Title 1 to have daily support in the morning during TIER 1 instruction in both 4th grades

Operations:

We have not hired anyone new since my January update. We continue to seek permanent 3rd grade teachers and paraprofessional positions.

Early release/HASP cancellation while we had a preschool session was a new combination. The first instance presented an unplanned challenge with preK grown-ups at their regular pickup, while having a longer car line made it so school street was three across near 119 and buses were behind cars. This was a brief traffic jam as the car line was

then prioritized and went very quickly. To adjust for the second instance, we had preK be dismissed earlier with their siblings as usual, and if grown-ups couldn't then the prek students joined the regular car line out of the cafeteria. This worked well. We continue to ask folks in the car line to leave the spaces between cones or when prompted by an HES staff to leave a gap for the buses that are kept.

We welcomed a new student in 4th grade. We are in the process of enrollment of five additional students from three families spanning from PreK 3- 3rd grade.

Celebration:

Paula Snide was honored by Magic 106.7 as teacher of the month. She was nominated by a former employee for her dedication to the craft and effectiveness. She was given a gift basket in front of her class this week.

Upcoming Events:

NHDI Residency March 2-6th and 9-13th; Performance on the 13th at 1:30 at HMHS gym

PTA Paint Night: March 13th 6:15 (Rescheduled)

PTA Meeting: March 19 6-7

Math Night- March 25th

All School Meeting: March 26th 1:50

All School Meeting: April 17th 10:00

April 28th- May 26th: Scrap metal behind HES for the HMHS PTCA fundraiser

PTA Meeting: May 21 6-7

All School Meeting: May 22nd – Memorial Day ceremony time TBD

American Young Voices Field Trip for 4th and 5th grade: June 2nd Albany

Tentative All School Meeting: June 17th 9:15

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

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Justin Therieau
Director of Technology
March 2026 Technology Report

Hinsdale School Board,

The last month was short, but we did see an uptick in support tickets the week before break. There did not seem to be any common trend with tickets ranging from typical password resets and laptop repairs to one off errors. We maintain a very low number of active tickets with a daily average of 8 open tickets. This number is nearly one third lower than the past three years at this time and I would like to thank Phoebe Cooper for her excellent work maintaining this level of service for our students and staff.

State reporting is underway for the Middle of Year (MOY) reporting window. I have submitted the first three crucial reports; Enrollment, Withdrawals, and Assessment Rostering. The remaining reports focus on course assignments for teachers and students and student absence. The MOY window closes March 20th, and I will have these reports done and ready to certify well before then.

Daisy and I continue to work out the plans and materials to offer the incoming Winchester students.

Report from the
DIRECTOR OF
STUDENT SERVICES

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

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Student Services Board Report for March 2026

Submitted March 2, 2026, by Patricia Wallace, M.Ed., CAGS

Highlights about indicator reports received from the New Hampshire Department of Education:

- Have not received any new indicator reports since last meeting.

Ongoing projects through Special Education:

- No updates to date

Numbers in Special Education for February 2026:

- Number of Special Education Students that moved out of district: 1-5
- Number of Special Education Students that moved into the district: 0
- Number of new referrals made in February: 1-5
 - Preschool – Early Childhood supports referral: 1-5
 - Elementary School: 6-10
 - Middle/High School: 1-5
- Number of Students Evaluated (new or part of a 3-year eval) that do not meet criteria: 1-5

Celebrations and others information:

- The featured staff member for this Month is Sherry Fisher She is a Special Education Paraeducator at the Elementary School.
- Even though February was a short month, I would like to say that Special Education department was very busy having 40 parent meetings and coordinating 15 student evaluations sessions.

Individual Employee Plan (I.E.P)

Hi, I'm Sherry Fisher

What is your fight song? Believer

My unique talent/character is Baking, crafting and caretaker

What is your best professional accomplishment, I have worked for Hinsdale Students for 30 years.

I like to receive recognition Privately

My preferred learning style is Visual

I relax by reading and crafting

I prefer both sweet and salty and staying up late rather than getting up early

If I won the lotto for \$200 million the first three things I would buy are: Payoff my house, buy a house in Maine and pay off my children's homes

I went to High School at Leland Gray

As the Director of Student Services, I appreciate Sherry for her dedication to her students. I have seen her work with kids, and she always can bring out the best in them. She is compassionate and dedicated to the Hinsdale Community and the school system. She is willing to set up if she is asked and works with students with high acuity. Thirty years of commitment to the school system is not only impressive, but absolutely amazing and should be celebrated. Thank you, Sherry.

Report from the
FACILITIES
DIRECTOR

Nathan Boudreau

Facilities Director

Hinsdale School District

March 3rd, 2026, Facilities Report

I wanted to give a brief overview of some of the highlights from the past month from the facilities dept. The few weeks leading up to February break was business as usual other than an uptick in snow removal.

Our February Break was shortened due to the floating holiday, but we were able to get many items on our to do list checked off.

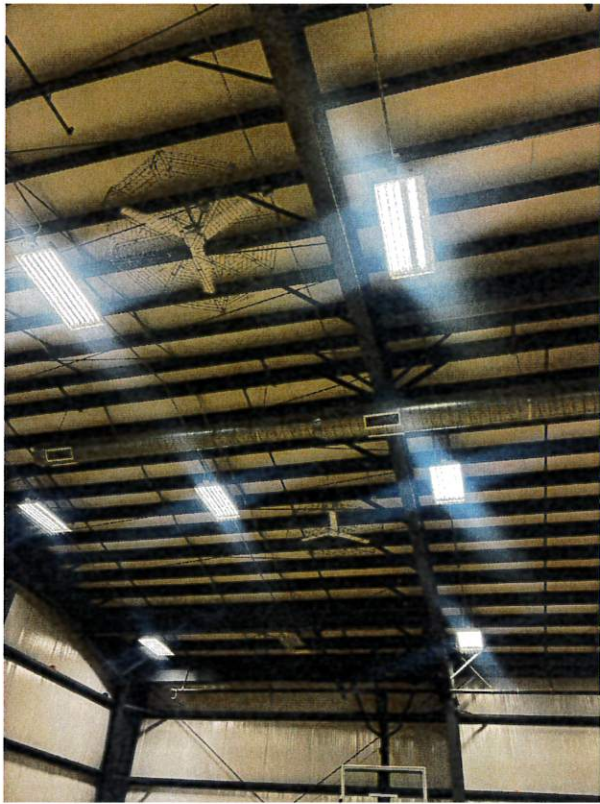
The main focus was doing a deep clean of the middle high school gym in preparation for the varsity boys basketball playoff games. The crew hand scrubbed both sets of bleachers, did extra work on the floor to bring back some of the shine and overall try and make the area the best it could be for the large number of people anticipated to attend.

The custodial dept also took a trip to Portsmouth high school to attend the annual facilities masters conference where everyone attended a few short training courses of their choice and met with numerous vendors to check out what is new coming out.

I am excited to share that I was able to start and complete the installation of 2 new ceiling fans in the Elementary school multi-purpose room. This work involved running conduit, installing wire, mounting of the fans and the protective cage around them. These fans are identical to the ones in the middle-high school. Pictures are below.

We also had Snowling flooring come to demo and install new carpet in the soon to be career center room at the elementary school. Painting is coming soon. Pictures are below.

Looking forward to some warm weather.



BOARD BUSINESS

School Board Committees

2026-2027

1) Budget Committee Representative(s):

The purpose is to maintain the fiscal stability and long-term economic health of the Institute. The Committee oversees that financial planning for the Institute is supportive of and fully integrated with the long-range plans and mission of the Institute.

The Board has a voting member that is a part of the Town Budget Committee per RSA 32:15 I (b) "One member of the governing body of the municipality and, if the municipality is a town, one member of the school board of each school district wholly within the town and one member of each village district wholly within the town, all of whom shall be appointed by their respective boards to serve for a term of one year and until their successors are qualified. Each such member may be represented by an alternate member designated by the respective board, who shall, when sitting, have the same authority as the regular member."

The Representative to the Budget Committee will be expected to attend all meetings or notify their alternate of a meeting they cannot attend. The representative will act as a liaison between the Hinsdale School Board and the Budget Committee. Meetings are held on a monthly basis (3rd Wednesday) except in the months of October to February when the meetings are more frequent.

2025-2026: *April Anderson (Kaylah Hemlow = alternate)*

2026-2027: _____

2) Community Connections Committee:

The charge of the Community Connections Committee is to provide the community of Hinsdale with information on the activities of the school up to and including district initiatives, events, and School Board information. The committee will also collaborate with parents to assist with the developmental needs of all children. After the initial work of this committee to implement a plan of action, the committee will meet on a quarterly basis.

2025-2026: *April Anderson & Kaylah Hemlow*

2026-2027: _____

3) Facilities Maintenance/Emergency Committee:

The committee's responsibility will be to carry out School Board policy EBCA-

Emergency Plan, the charge will be to work and establish relationships with local and state emergency and law enforcement authorities. The emergency plan should address hazards such as Acts of violence, natural disasters fire, hazardous materials, medical emergencies and other hazards. The committee will meet at least quarterly.

The charge of the Facilities will be to develop and implement a Facility Maintenance Plan for the Hinsdale School District. The committee will consist of two board members, the Business Administrator and the Facilities Director. After the initial meetings to develop the plan, this committee will meet quarterly.

2025-2026: *Wayne Dingman, Jr.*

2026-2027: _____

4) HASP Advisory Board:

The representatives of the School Board will be voting members of the Hinsdale After School Program Advisory Board (HASP). The primary purpose of the Hinsdale After School Program Advisory Committee is to help the Site Director develop community resources, assess needs and evaluate the overall program and to publicize its effectiveness. The council serves in an advisory capacity only, has no legal powers to put recommendations into action nor does it have any liability that may result from consequences of actions taken. Its effectiveness and influence are the counsel it provides rather than through legal authority.

The meetings are held monthly on the second Wednesday of the month.

2025-2026: *Kendra Gardner & Kaylah Hemlow*

2026-2027: _____

5) Legislative/NHSBA Reporting:

Reporting out of legislative updates and New Hampshire School Board. Information of interest concerning educational issues may be reported to the Board at the monthly meeting.

2025-2026: *April Anderson*

2026-2027: _____

6) **Personnel Committee:**

The committee's responsibility includes handling negotiations and benefits policies. This committee will report to the board as necessary. This committee will meet on an as-needed basis.

2025-2026: *April Anderson & Wayne Dingman*

2026-2027: _____

7) **Policy Committee:**

The Policy Committee of the Hinsdale School Board is responsible for reviewing the policies of the Hinsdale School District. The Policy Committee conducts an ongoing review of existing policies and makes recommendations for amendments to the policies to the Hinsdale School Board. The Policy Committee also recommends the adoption of new policies and the elimination of policies that are no longer relevant to the Hinsdale School District.

2025-2026: *Kendra Gardner*

2026-2027: _____

8) **Selectboard Representative:**

The representative will attend the next meeting of the Selectmen after the monthly school board meeting to update the selectman of matters of mutual interest.

2025-2026: *Wayne Dingman, Jr.*

2026-2027: _____

9) **Wellness Committee:**

The committee's responsibilities include support for worksite health and safety. It will serve as a policy review committee for policy JLCF - Wellness Policy. This committee will meet at least quarterly. The committee will report to the Board and to each other in the form of minutes and verbally as needed.

2025-2026: *Kaylah Hemlow*

2026-2027: _____

Program of Studies 2026-27 Notes, Updated 3/4/2026

Graduation Requirements Class of 2030 and beyond –
Updated to reflect discussions about Logic and Rhetoric requirement and Social Studies and Science program reviews.

Added language about NH Scholars program eligibility for Class of 2030 and beyond.

Combined visual art, music, and theater courses into one section to promote student understanding of choices to fulfill Art credit requirement.

Course changes:

Proposed electives from Pamela Spurlock, placed as follows:

- Introduction to Philosophy (Social Studies)
- Introduction to Research Methods (English)
- Introduction to Theatre (Arts)

Computer Science and Digital Literacy – proposed changes from Mark Phillips

- Replace Introduction to Computers with Introduction to Digital Media
- Add Programming for Robotics
- Remove Drone Systems & Robotics Team FIRST Tech Challenge

Math

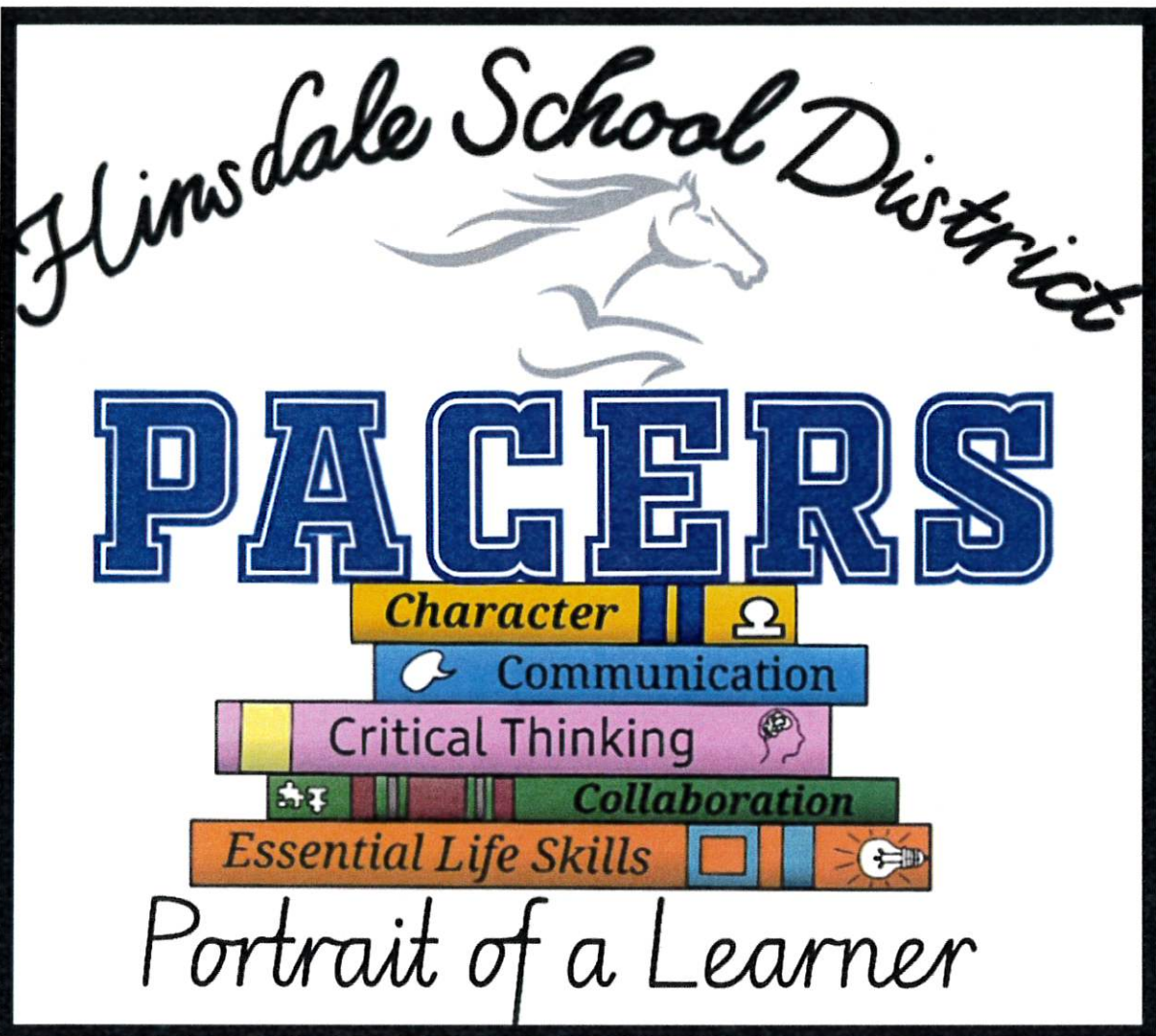
Proposed change for Statistics from 1 semester, 1 credit to yearlong, 1 credit.

Science

- New 9th grade Integrated Physical Science to address updated SAS requirements

Social Studies

- New proposed course: AP US Government and Politics
- American Studies I removed (early US History will be taught in 8th grade starting with Class of 2031)
- US History (full year) replacing American Studies
- Added for Class of 2030 and beyond: yearlong World Studies I and World Studies II (2-semester sequence recommended for all 9th graders); yearlong US History to replace American Studies II.



Program of Studies 2026-2027

Hinsdale School District Portrait of a Learner

The Hinsdale School District Portrait of a Learner was developed with substantial stakeholder input between 2022 and 2024 and, under the creative direction from students in the high school's 2024 Leadership Seminar and subsequent vote by the student body, the logo was born.

- Character: An overall understanding of who you are and how others interpret you.
- Communication: To converse amongst others in a respectful and responsible manner to show basic understanding.
- Critical Thinking: The ability to think deeply and reflectively in important situations, as well as thinking creatively to solve tasks at hand.
- Collaboration: The ability to communicate and understand others with a similar end goal in mind, which produces a solution to a common issue and/or challenge.
- Essential Life Skills: Abilities that enable individuals to deal effectively with the demands and challenges of everyday life

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.

District Requirements for Designation as Valedictorian

The Valedictorian must be a High Honors Graduate.

- The Valedictorian must have been a student at the High School for their entire sophomore, junior and senior years.
- 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

District Requirements for Designation as Salutatorian

- The Salutatorian must be a High Honors Graduate.
- The Salutatorian must have been a student at the High School for their entire sophomore, junior and senior years.
- 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.

Graduation Requirements Class of 2029

Classes of 2027 and 2028 must earn credits in American Studies I and American Studies II or equivalent.

| | New Hampshire State Diploma 20 credits | Hinsdale High School Diploma 24.5 credits | New Hampshire Scholars Diploma 24.5 credits |
|---------------------------------|---|---|---|
| English | 4 Credits | 4 Credits | 4 Credits |
| Mathematics | 3 Credits 1 Must be Algebra | 4 Credits 1 Must be Algebra | 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) <i>with passing score on USCIS Civics exam</i> Economics (.5) | 3.5 Credits American Studies (1) American Studies II/US History OR AP US History World Studies (.5) Civics (.5) <i>with passing score on USCIS Civics exam</i> Economics (.5) | 3.5 Credits American Studies (1) American Studies II/US History OR AP US History World Studies (.5) Civics (.5) <i>with passing score on USCIS Civics exam</i> 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 Includes Advisory | 7 Credits Includes Advisory | 7 Credits Includes Advisory |
| Total Credits | 20 | 24.5 | 24.5 |

Graduation Requirements Class of 2030 and beyond

| | | |
|--------------------|--|---|
| | Hinsdale Academic Diploma 20 credits | Hinsdale Academic Diploma with Distinction 24.5 credits |
| English | 3.5 Credits .5 Must be in writing (may be embedded) | 4 Credits .5 Must be in writing (may be embedded) |
| Logic and Rhetoric | Embedded – Students will meet the .5 Credit Logic and Rhetoric requirement through successful completion of district-approved coursework aligned to locally adopted competencies. | |
| Mathematics | 3 Credits 1 Must be algebraic concepts (may be embedded) .5 Must be statistics or data analysis (may be embedded) | 4 Credits 1 Must be algebraic concepts (may be embedded) .5 Must be statistics or data analysis (may be embedded) |
| Science | 2 Credits 1 Must be Physical 1 Must be Biological | 4 Credits 2 Physical 2 Biological |
| Social Studies | 4 Credits Must include: World Studies I and II or equivalent (1) US History (1) <i>Civics (.5) with passing score on USCIS Civics exam</i> Economics (.5) Other Social Studies elective (1) | 4 Credits Must include: World Studies I and II or equivalent (1) US History (1) <i>Civics (.5) with passing score on USCIS Civics exam</i> Economics (.5) Other Social Studies elective (1) |
| | Students will meet requirements for history, government and US/NH Constitutions (1 Credit) and NH History (.5 Credit) through completion of district-approved coursework embedded across social studies courses and aligned to locally adopted competencies. | |
| Financial Literacy | .5 Credit | .5 Credit |
| World Language | No requirement | 2 Credits Must be in the same language |
| Physical Education | 1 Credit | 1 Credit |
| Health | .5 Credit | .5 Credit |
| Art | .5 Credit | .5 Credit |
| Digital Literacy | .5 Credit | .5 Credit |
| Elective Credits | 4.5 Credits (Includes Advisory) | 3.5 Credits (Includes Advisory) |
| Total Credits | 20 | 24.5 |

Course Requirements for New Hampshire Scholars Program (Class of 2030 and beyond)

To be eligible for the New Hampshire Scholars Program, students in the Class of 2030 and beyond must complete the requirements for the Hinsdale Academic Diploma with Distinction with the following additional specifications: Math courses must include Algebra I, Geometry, Algebra II, and one additional math course. Science courses must include three lab sciences.

Class Rank for Official Transcripts

Rank in class shall be determined by the final grade point average with the ranks being assigned as follows:

- 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.
- The class rank is calculated on the following scales:

**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.*

| | 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 |

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 for more information.

Promotion Requirements

To meet the requirements of graduation, the guidance department will ensure that all students are 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 are:

| | |
|--|--|
| Hinsdale High School Diploma (Class of 2027, 2028, 2029) | New Hampshire State Diploma (Class of 2027, 2028, 2029) |
| Hinsdale Academic Diploma with Distinction (Class of 2030 and beyond) | Hinsdale Academic Diploma (Class of 2030 and beyond) |

| | | |
|--------------------------|------------|------------|
| To proceed to 10th grade | 6 credits | 5 credits |
| To proceed to 11th grade | 12 credits | 10 credits |
| To proceed to 12th grade | 18 credits | 15 credits |

Students who do not meet the credit requirement each year may be eligible for credit recovery. Students should ask their high school counselor 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.

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. Students should see their high school counselor for more information. (<https://www.rivervalley.edu/programs-training/high-school-programs/>)

Keene State College Accelerated Program

Courses at Keene State College are available to juniors and seniors with a GPA of 3.0 or higher. The tuition rate is 50% of the typical cost. Students who are interested in the Keene State College Program should see the high school counselor for additional information.

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 and 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.

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.

Alternative Credit

Students may earn credit for a given course by meeting competencies if the following requirements are met: Students are required to propose a plan, in writing, to the principal no later than the end of add/drop for the current semester. Plan must 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)

Advanced Placement

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.

The AP Rural Collaborative Network is a group of six school districts (Hinsdale, Gorham, Lisbon, Profile, Lin-Wood, and Littleton) that offer a wide variety of Advanced Placement courses in a [virtual classroom using the teleconferencing technology from Owl Labs](#). Network courses are offered at different times of the school day based on the sponsoring school's bell schedule. Hinsdale school counselor(s) can provide information about each course time and sponsoring school.

Onsite at Hinsdale High School

[AP Seminar](#)

[AP Art History](#)

[AP English Literature and Composition](#)

[AP United States History](#)

[AP United States Government and Politics](#)

[AP French Language and Culture](#)

[AP Calculus AB](#)

[AP Pre-Calculus](#)

AP Rural Collaborative Network (real time virtual courses)

[AP Psychology](#)

[AP Modern World History](#)

[AP Statistics](#)

Students are required to participate in the AP exam(s) for their AP course(s). AP exams 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.

The exam fees are paid by the school.

More information about enrolling in AP courses and exams is available from your school counselor.

For more information about Advanced Placement in general, please visit the website

<https://apstudents.collegeboard.org/>

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.

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. School counselors and faculty mentors will assist students with unique situations.

| Business Management Pathways | | |
|-------------------------------------|--|--|
| Year | Management | Finance |
| 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 |

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.

| Engineering Pathway | |
|----------------------------|---|
| Year | Recommended Courses |
| 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 |

| Manufacturing and Technology Pathway | |
|---|---|
| Year | Recommended Courses |
| 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 |

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. Prior to student course selections, teachers will make course recommendations where appropriate.

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 that 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. Students should be sure to select alternative courses.

Scheduling Process

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 the school get an accurate count for each class. After student course requests are submitted, the Master Schedule will be built and students will be scheduled into courses. The school's master schedule is developed to maximize each student's opportunity to take courses each semester. Staffing decisions are made based on student needs and requests.

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. In that case, the school counselor will use the alternates selected by the student or will contact the student with other options.

Schedule Change Procedure

All requests for schedule changes should be made prior to the start of the upcoming semester/ school year through the Counseling Department. Students may request schedule changes during the first 5 days of the year for yearlong classes, and the first 5 days of the semester for semester-long classes. Students may not change their schedules after this period. To request a change, students need to obtain a Schedule Change Form from the Counseling Office, fill it out, have it signed by the teachers involved and their parent/guardian, and return it to the school counselor before the schedule change can be made.

Certain circumstances may arise requiring a schedule change. These include:

- 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 successfully completed the failed course in an authorized summer or night school program.
- There is a computer or clerical error.
- Administrative approval.

ADVISORY

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.

ART: Visual and Performing Arts

700A Art Exploratory (General)

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.

701A Advanced Art (General)

Semester – .5 Credit

Prerequisite: Credit 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.

709A Fall 709B Spring HMHS Pacer Morning News (General)

Semester – .5 Credit

This course may be used to fulfill the Digital Literacy/Computer requirement.

Open to Juniors and Seniors; Students may take this course more than once.

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.

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.

712A High School Concert Band (General)

Full Year 1 Credit

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

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.

715A High School Chorus (General)

Semester -.5 Credit

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

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.

Introduction to Theatre

Semester - .5 Credit

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view and learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

BUSINESS EDUCATION

758 Introduction to Business

Full Year – 1 Math Credit

This course is designed to familiarize students with different aspects of the world of business. Students will explore the areas of business management, entrepreneurship, marketing, business ethics and international business. Students will have the opportunity to investigate opportunities in different business careers. Introduction to Business includes an emphasis on projects, with students completing projects both individually and in teams for each of the different modules.

760A Business Management Seminar (General)

Full Year – 1 Credit

Prerequisites: Credit in Economics and Intro to Business, or instructor approval.

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.

755 Accounting I

Semester – 1 Math Credit

The AP weighting scale is used.

Prerequisites: Credit in Economics & Intro to Business, or instructor approval.

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 is helpful but not required. This course may be used for math credits. Students are eligible to receive three transferable college credits from River Valley Community College.

756 Accounting II

Semester – 1 Math Credit

The AP weighting scale is used.

Prerequisite: Credit in Accounting I.

Accounting II is designed to give basic understanding of manual accounting principles and concepts as well as procedures for a merchandising 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 are eligible to receive three transferable college credits from River Valley Community College.

COMPUTER SCIENCE & DIGITAL LITERACY

749 Introduction to Computers (General)

Semester – .5 Credit

Students are encouraged to take this course in 9th or 10th grade. This course will be replaced with Introduction to Digital Media for the Class of 2030 and beyond.

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 ethical and legal issues related to technology and online learning environments.

Introduction to Digital Media (General)

Semester - .5 Credit

Introduction to Digital Media introduces students to the creative, technical, and ethical foundations of modern digital media. Over the span of twenty weeks, students explore how audio, video, and still images are created, edited, and shared using accessible, open-source and free professional tools. Emphasis is placed on hands-on learning as students move from planning and storytelling to production and post-production.

Students learn to capture and enhance sound using Audacity, create and edit digital photographs using Photopea, and produce polished videos with OpenShot. Along the way, they examine what makes media

effective, including composition, lighting, sound design, pacing, and visual storytelling. Equal attention is given to responsible media creation, with instruction in digital citizenship, copyright, Creative Commons licensing, accessibility, and ethical communication.

The course is project-based and collaborative, encouraging students to brainstorm ideas, critique peer work, revise creatively, and reflect on their growth. Through podcasts, photo projects, short videos, and a final capstone, students build a digital portfolio that demonstrates both technical skill and creative expression.

Aligned with the ISTE Standards for Students and New Hampshire ICT Literacy and Computer Science expectations, this course prepares learners to communicate ideas clearly, think critically about media, and apply technology responsibly. Whether pursuing further study in media, technology, or simply becoming informed digital citizens, students leave the course with practical skills and a deeper understanding of how digital media shapes the world around them.

761A Introductory Programming with Python (General)

Semester - .5 Credit

Prerequisite: Credit in 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 basic games. While we use Python as our language, most of the techniques and logical thinking that we develop will be transferable to any other programming languages.

Programming for Robotics (General)

Semester - .5 credit

Programming for Robotics is a hands-on, project-based high school course that immerses students in the core principles of computer programming through real-world robotic applications. Using pre-constructed XRP, VEX V5, and LEGO robotics platforms, students focus on writing, testing, and refining code rather than building hardware, allowing them to concentrate on problem-solving, logic, and computational thinking.

Throughout the course, students progress from foundational programming concepts—such as sequencing, variables, loops, and conditional logic—to more advanced topics including functions, sensor-driven decision making, autonomous systems, and optimization. Instruction begins with block-based programming and intentionally transitions to text-based coding, enabling students to develop readable, modular, and efficient programs. Each week includes structured, hands-on challenges that require students to apply programming concepts to control robotic behavior in increasingly complex environments.

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.

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 from classic to contemporary. 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. 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.

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. 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.

120 English 10 (General)

Full Year – 1 Credit

Prerequisite: Credit in English 9 or equivalent.

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, from classic to contemporary. 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. 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.

165AP AP Seminar (Advanced Placement)

Full Year – 1 Credit

Please see the AP Seminar course description [linked here](#) for more information.

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 to craft and communicate evidence-based arguments.

159 English 11 (General)

Full Year – 1 Credit

Prerequisite: Credit in English 10 or equivalent.

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 read and comprehend a variety of works from authors around the globe. 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.

159H English 11 (Honors)

Full Year – 1 Credit

Prerequisites: Credit in 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 read and comprehend a variety of works from authors around the globe. 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.

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, will be able to complete various exercises designed to stimulate the imagination, and will hone writing skills. Students work both independently and collaboratively.

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 poetry, short stories, novels, and nonfiction. Students will be assessed in a variety of ways including journals, tests, projects, and writing.

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*.

190 Music: Influences and Impact (General)

Semester – .5 Credit

This course is an elective 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 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 affecting 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 expand your appreciation of language through music and its significant impact on the world around it.

164 College Composition I

Semester – 1 Credit

The AP weighting scale is used.

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 are eligible to receive three transferable college credits from River Valley Community College.

183 College Composition II: Research Essay

Semester -1 Credit

The AP weighting scale is used.

Prerequisites: Credit in 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. This is a dual enrollment course taught in partnership with the Community College system of New Hampshire (CCSNH). Students are eligible to receive three transferable college credits from River Valley Community College.

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.

191 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 a variety of texts including fiction, nonfiction, and film. The course uses material that has been written since 1950. Students will be able to summarize, make connections, and draw conclusions about literature and literary nonfiction.

165 AP Literature and Composition

(Advanced Placement)

Full Year - 1 Credit

This course is recommended for Juniors and Seniors.

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. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

2401 Reading and Writing Lab

Semester - (.5 credit)

Prerequisite: Recommendation from a general English teacher. This course is designed for 9th and 10th grade students.

This course is graded as Pass/Fail (Reported as 100% or 0%).

This course provides remediation in English skills, focusing on reading, writing and language. The course will directly support English 9 or English 10 general studies. The course is customized for individual instruction and support. There are opportunities for small group or 1-1 instruction. We use materials that are based on student interest including articles, short stories, videos, book excerpts, and plays.

99999 Leadership Seminar (Fall Semester Only)

Semester - 1 credit

The class is primarily experience-based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Also covered will be listening skills, synergy, perceptions, conflict styles, personality, and group formation. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the course.

Course Learning Targets/Power Standards:

- Leadership is the skill of influencing others to enthusiastically do your will, for the common good, because of your personal influence.
- Authority/Influence is a skill based on serving and sacrificing for others. In comparison, Power is an ability based on force, position, status, might, etc.
- Love is not how you feel towards others, but behave towards others by meeting their legitimate needs not wants.
- You are born with your personality, but you can choose your character daily through the thousands of choices you make daily.
- Intentions + Actions = Will (which is a choice).

Introduction to Research Methods

Semester - .5 Credit

Prerequisites: Open to Juniors and Seniors

Students will have the opportunity to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods of approach. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

EXTENDED LEARNING OPPORTUNITIES

ELO General

Length and Credits vary

- 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

FAMILY AND CONSUMER SCIENCE

780 Parenting (General)

Semester – .5 Credit

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.

781 Child Development (General)

Semester – .5 Credit

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.

786 Foods (General)

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.

787 Chefs (General)

Semester – .5 Credit

Prerequisite: Credit in Foods.

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

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.

783 Sewing and Design (General)

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.

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

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.

215F Fundamentals of Algebra

Full Year – 1 Credit

Prerequisite: Request of the Special Education Department.

Taught by a Special Education Teacher, this special education course is designed to cover the same core concepts as the general algebra curriculum while providing specialized pacing and instructional support. Students will develop a strong foundation in essential algebraic topics, including operations with positive and negative numbers, PEMDAS, and factoring. The curriculum also emphasizes practical problem-solving through the study of one-step and two-step equations, linear functions ($y = mx + b$), inequalities, and ratios. Throughout the year, students engage in interactive note-taking and hands-on projects to reinforce their understanding of how these mathematical principles apply to real-world scenarios. Enrollment in this course is by request of the Special Education Department only.

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.

220 Geometry (General)

Full Year– 1 Credit

Prerequisites: 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 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.

220 H Geometry (Honors)

Full Year– 1 Credit

Prerequisites: Credit in Algebra I and recommendation of the sending teacher.

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 online technological resources 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.

228 Business and Personal Mathematics (General)

Full Year – 1 Credit

Prerequisites: 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.

229 Data Analysis (General)

Semester – .5 Credit

Prerequisite: 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.

230 G Algebra II (General)

Full Year – 1 Credit

Prerequisites: Credit in Algebra I.

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.

230 H Algebra II (Honors)

Full Year – 1 Credit

Prerequisites: Credit in Algebra I and Geometry, and recommendation of the sending teacher.

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.

240 AP Precalculus

Full Year – 1 Credit

Prerequisites: Credit in Geometry and Algebra II. Please see the AP Precalculus course description [linked here](#) for more information about prerequisite skills.

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.

250 Calculus AB (Advanced Placement)

Full Year – 1 Credit

Please see the AP Calculus AB course description [linked here](#) for more information about prerequisite skills.

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.

235 College Statistics

Full Year - 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 are eligible to receive three transferable college credits from River Valley Community College.

237 Machine Math (General)

Full Year- 1 Credit

Prerequisites: Credit in Algebra I and 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. This is a dual enrollment course taught in partnership with the Community College system of New Hampshire (CCSNH). Students are eligible to receive three transferable college credits from River Valley Community College.

PHYSICAL EDUCATION and HEALTH

501 A Physical Education I (General)

Semester – .5 Credit

The Hinsdale Physical Education program intends to provide all students with cognitive and physical knowledge they will need to pursue lifelong health and wellness as defined by the SHAPE (Society of Health and Physical Educators) America standards and competencies. During this course, students of all abilities will learn to be competent movers through a selection of activities in the following areas: individual sports, team sports, and lifetime activities. Through these experiences, students will learn the importance of physical activity, how enjoyable it is, their own fitness needs, and how to maintain fitness throughout their lives. Other lifetime skills promoted include leadership, building self-confidence, and sportsmanship. During this course students will continue to improve motor skills, complete assignments, complete a fitness assessment, and participate to the best of their ability.

512 Net Sports (General)

Semester - .5 Credit

Prerequisite: Credit in Physical Education I.

Net sports is designed to increase students' fitness levels, skills and knowledge through 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 deeper 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 assignments, be personally and socially responsible and assessed in a variety of methods while working towards mastery of the SHAPE America standards and competencies

508 Invasion Games (General)

Semester - .5 Credit

Prerequisite: Credit in Physical Education I.

The Invasion Games course is designed to increase students' fitness, skills and knowledge through Invasion games. These sports may include, but are not limited to, 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 deeper 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 assignments, be personally and socially responsible and assessed in a variety of methods while working towards mastery of the SHAPE America standards and competencies.

509 Individual Physical Education (General)

Semester – .5 Credit

Prerequisite: Credit in Physical Education I

With approval of the supervising Physical Education teacher, students may choose to meet the second half credit of required physical education through an individual Physical Education program. Students will schedule meetings with the supervising physical education teacher to complete projects, submit physical activity logs, and work towards mastery of the SHAPE America standards and competencies. Students may also utilize an athletic experience such as a JV or Varsity sport to satisfy their PE requirement. To do so, the student must meet with the supervising physical education teacher one semester prior to the start of the sport season. Students that select this pathway will also be assessed using the SHAPE America standards and competencies

315 Health (General)

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, and increase health literacy - enabling students to make informed and knowledgeable health decisions. Specific content includes all areas stipulated in the New Hampshire and National Health Standards. Techniques to ensure success in these areas include practicing reading, writing, listening, speaking, and language skills. All instruction will be presented in diverse media and formats such as presentations, research, projects, writing, and varied assessments.

SCIENCE

Physical Science

Full Year - 1 Credit

Recommended for all 9th graders beginning with the Class of 2030.

Through inquiry-driven labs, students investigate real-world phenomena using scientific and engineering practices such as modeling, data analysis, and argument from evidence. Students explore the core ideas of physical science through an integrated study of matter, energy, forces, and interactions with an emphasis on understanding how physical science concepts explain everyday systems and technologies. This course aligns with the Next Generation Science Standards and builds a conceptual foundation for further science coursework.

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.

325 H Biology (Honors)

Full Year – 1 Credit

Prerequisite: Recommendation of sending teacher.

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.

341 Applied Chemistry (General)

Full Year – 1 Credit

Prerequisite: 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; analyzing 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.

341 H Chemistry (Honors)

Full Year – 1 Credit

Prerequisites: Credit in Algebra I and recommendation of the sending math teacher.

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.

351 Applied Physics (General)

Full Year – 1 Credit

Prerequisites: 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.

351 H Physics (Honors)

Full Year – 1 Credit

Prerequisites: Credit in Geometry and recommendation of the sending math teacher.

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.

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 geological 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.

320 H Earth Science (Honors)

Full Year – 1 Credit

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 geological 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.

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.

367 Marine Biology/Oceanography (General)

Semester - .5 Credit

Prerequisites: Credit in 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.

360 Human Anatomy and Physiology: Human Biology

Full Year – 1 Credit (AP Weighting is used)

Prerequisite: Credit in 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 are eligible to receive three transferable college credits from River Valley Community College.

368 Introduction to Astronomy (General)

Semester - .5 Credit

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.

369 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.

372 Principles of Engineering (General)

Full Year - 1 Credit

Prerequisite: Credit in 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.

SOCIAL STUDIES

World Studies I and World Studies II (General)

Two Semesters - .5 credit each

Essential Question: How have historical developments from the Reformation to the present day shaped our world and impacted our lives? 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, 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. These two semester-long courses investigate the development of world civilizations from the Reformation to the present. These courses will also reinforce the academic competencies of the HMHS Learning Expectations.

United States History (General)

Formerly American Studies II

Full Year - 1 Credit

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.

United States History (Honors)

Formerly Honors American Studies II

Full Year - 1 Credit

Prerequisite: Recommendation of sending teacher.

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.

430 AP United States History

(Advanced Placement)

Full Year 1 Credit

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. Please see the AP United States History course description [linked here](#) for more information.

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. This course meets the graduation requirement of U.S. History for the Class of 2030 and beyond.

445 Current Events and Civics (General)

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.

465 Sociology (General)

Semester – .5 Credit

Prerequisite: 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.

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

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.

468 Holocaust and Genocide Studies (General)

Semester - .5 Credit

Prerequisite: Open to Juniors and Seniors

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.

A.P. U.S. Government and Politics

Semester- 1 Credit

Prerequisite: Open to Juniors and Seniors who have completed American Studies II or U.S. History. Students should be able to read a college-level textbook and be able to write complete, grammatically-correct sentences. Please see the AP US Government and Politics course description [linked here](#) for more information.

In A.P. U.S. Government and Politics students are provided a college-level introduction to key political concepts, institutions, policies, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships among political institutions and processes. The required content of the course are several big ideas that allow students to create meaningful connections using concepts from the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Course skills include: concept application, SCOTUS application, data analysis, source analysis, and argumentation. Students need to be able to read a college-level textbook and primary documents.

Introduction to Philosophy

Semester - .5 Credit

Prerequisite: Open to Juniors and Seniors

This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will explore the major philosophical schools of thought which include Logic and Reason, Aesthetics, Epistemology, Ethics, Metaphysics, and Existentialism and investigate how great philosophers have addressed these throughout history. Students will learn how, through readings and Socratic dialogue, to discuss, analyze, clarify, and form arguments that will help them to be successful in an academic context.

750 Economics (General)

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 as the role that markets play in the economy.

754 Personal Finance (General)

Semester– .5 Credit

Students are encouraged to take this course as a Freshman or a 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.

SPECIAL EDUCATION

850 AS Assisted Study (General)

Semester – .5 Credit

Enrollment in this course is by request of the Special Education Department only.

Taught by a Special Education Teacher, this course provides a structured environment where students develop student agency by taking ownership of their learning, managing time effectively, and collaborating in small groups. While students receive specialized assistance to complete assignments and projects, the course is primarily a space for the delivery of Specially Designed Instruction (SDI) tailored to individual IEP goals. Beyond academic support, the curriculum integrates vocational training and the development of essential social skills, empowering students to navigate both educational and professional settings with confidence.

Fundamentals of Algebra

Full Year – 1 Credit

Enrollment in this course is by request of the Special Education Department only.

Taught by a Special Education Teacher, this special education course is designed to cover the same core concepts as the general algebra curriculum while providing specialized pacing and instructional support. Students will develop a strong foundation in essential algebraic topics, including operations with positive and negative numbers, PEMDAS, and factoring. The curriculum also emphasizes practical problem-solving through the study of one-step and two-step equations, linear functions ($y = mx + b$), inequalities, and ratios. Throughout the year, students engage in interactive note-taking and hands-on projects to reinforce their understanding of how these mathematical principles apply to real-world scenarios.

Life Skills

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

The Life Skills program is a credit-bearing special education course taught by a special education teacher that focuses on fostering student agency through the lens of our Portrait of a Learner. The curriculum bridges functional academics with real-world application, emphasizing character, communication, and critical thinking as students master independent living skills like money management, time concepts, and cooking. Students engage in collaboration through structured social interactions and role-playing scenarios designed to build essential life skills and effective decision-making. By participating in Extended Learning Opportunities (ELO) for job exploration, students apply these competencies to gain hands-on experience and work toward their specific IEP goals.

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 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.

601 Spanish II (General)

Full Year – 1 Credit

Prerequisite: Credit in 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 the 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 techniques, 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 in 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.

602 Spanish III (General)

Full Year - 1 Credit

Prerequisite: Credit in 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 is an immersive language class where students will refine the skills needed to understand and be understood in the target language without English.

603 H Spanish IV (Honors)

Full Year - 1 Credit

Open to Juniors or Seniors Only

Prerequisites: Credit in Spanish III and recommendation of the sending teacher.

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.

606 Advanced Placement Spanish Language and Culture

Full Year - 1 Credit (AP)

Prerequisites: Credit in Spanish IV. Please see the AP Spanish Language and Culture course description [linked here](#) for more information.

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.

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.

621 French II (General)

Full Year – 1 Credit

Prerequisite: Credit in 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.

622 French III (General)

Full Year– 1 Credit

Prerequisite: Credit in 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.

623 French IV (Honors)

Full Year - 1 Credit

Open to Juniors or Seniors Only

Prerequisites: Credit in French III and recommendation of the sending teacher.

How do art and literature reflect the culture and history of 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.

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.

628 Advanced Placement French Language and Culture

Full Year - 1 Credit

Open to Seniors Only

Prerequisites: Credit in French IV and recommendation of the sending teacher and credit in French IV. Please see the AP French Language and Culture course description [linked here](#) for more information.

How do art and literature reflect the culture and history of 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.

630 Film in the French Speaking World (General)

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.



Outlook

Re: March School Board Agenda

From Anna Roth <aroth@hnhsd.org>

Date Wed 3/4/2026 3:42 PM

To Maria A. Webb <mwebb@hnhsd.org>

Hi Maria,

Below is info regarding Prom & Senior Trip.

Prom will be May 16 at Northfield Country Club.

The senior trip will be June 5th with the following itinerary:

Leave here at 6:45

-N.E. Aquarium: 9:00 -11:00

-I am waiting to hear back with group rates but if it is general admission then it is \$900 for 30 people

-Faneuil Hall and Quincy Market: 11:15- 2:00

-Students will bring their own spending money

-Dave and Busters: 2:20-5:00

-Will give every student a \$20 card (\$600 for 30 people)

-Dinner (quick pit stop at fast food place- we will give students \$20): 5:15- 6:00

-\$600 for 30 people

-Harbor cruise: 7:30- 9:00

-cost for 30 people: \$1003

We will be home by 11:30

IMAH - HEALTH EDUCATION- DAILY PHYSICAL ACTIVITY

Category Priority-The subject matter of these policies is required by state and or federal law.

Commented [1]: NHSBA revision notes, June 2025, revised to designate the Wellness Committee (under sample JLCF) with the responsibility to monitor implementation of this policy, and make recommendations to the Board accordingly.

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- (1) Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- (2) Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- (3) Integrate health and physical activity across the school curriculum;
- (4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- (5) Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- (6) Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- (7) Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- (8) Encourage physical activity recess periods; and
- (9) Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

The District's Wellness Committee (formed pursuant to Board policy JLCF - Wellness) is charged with monitoring the implementation of this policy. At least as frequently as the Triennial Assessment required under Section II.C of JLCF, the Wellness Committee will report to the Superintendent with recommendations for how to advance the objectives stated above. The Superintendent will review the recommendations and report the same to the Board.

District Policy History:

First Reading of the Hinsdale School Board: March 11, 2026
Final Reading of the Hinsdale School Board:

New Policy: February 2007

District Revision History:

Revised: May 2009, September 2008, August 2007

| NH Dept of Ed Regulation | Description |
|---|--|
| N.H. Code Admin. Rules Ed 306.04(b)(23) | <u>Meeting the Special Physical Health Needs of Students</u> |
| N.H. Code Admin. Rules Ed 310 | <u>Daily Physical Activity</u> |

DRAFT

EBBCA - USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS

Category Priority/Required by Law -The subject matter is required by state and or federal law.

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The Superintendent is encouraged to seek funding for additional AEDs from the State's AED Fund established under RSA 200:40-d. See also Board policy JLCJA.

The use/administration/maintenance of the AED is subject to the following conditions:

- A. **Location of the AED (s).** The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies, and shall not be located in an office or be stored in a location that is not easily and quickly accessible. The AED location(s) shall be in accordance with guidelines set by the American Heart Association or other nationally recognized guidelines focused on emergency cardiovascular care.

Additionally, for schools which include any of grades 6-12, at least one AED shall be located at and readily accessible for use in responding to cardiac emergencies at each athletic event or venue where practices and competitions are held for use and in which students of the school are participating.

- B. **Training and Use of AED Authorized Employees/Training of User.**

AEDs should, when possible, only be administered by those employees designated as "anticipated responders" by the Principal, in consultation with the school nurse. Schools that include any of grades 6-12 shall have an individual trained in cardiopulmonary resuscitation supervise organized school-sponsored sports activities in which pupils of the school are participating. In the absence of such trained personnel, other persons may administer the AED provided they do so in good faith.

Anticipated responders are those who have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or their designee, or from the American Heart Association or other nationally recognized organization or association focused on emergency cardiovascular care.

- C. **Liability Limited.** The District, and persons administering the AED(s) in good faith and without compensation, renders emergency care by the use of an automated external defibrillator shall not be liable for civil damages for any acts or omissions unless the acts or omissions were grossly negligent or willful and wanton. The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A- 31, as well as other sources of law.

- D. **Maintenance.** AEDs will be maintained by the School Nurse, or their designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).
- E. **Registration of AED(s).** In accordance with RSA 153-A:33, the School Nurse, or their designee, shall register the AED(s) with the New Hampshire Department of Safety within 30 days of acquisition of the AED. See sample registration forms in Appendix KFD-R or Information regarding registration may be found at NH Dept. of Safety - AED Registration (link tested 2025.11.11).
- F. **Incident Reporting.** Each instance of administration of an AED shall be reported pursuant to Board policy EBBB. The School Nurse, or their designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

Note - RSA 155-A:31 provides immunity for persons who "in good faith and without compensation" administer an AED. It is unclear from that language whether the "without compensation" provision would apply to employees of the school district if they administer it while they are "on the clock" so to speak.

Revision History:

First Reading: February 11, 2026
 Final Reading: March 11, 2026

| NH Statutes | Description |
|--------------------|---|
| RSA 153-A:28-33 | Automated External Defibrillation |
| RSA 200:40 | Emergency Care |
| RSA 200:40-c | Emergency Plans for Sports Related Injuries |
| RSA 200:40-d | AED Fund |

EHLB – SUBPOENAS INVOLVING DISTRICT STUDENTS

Category Recommended - While not required by law, this policy is highly recommended for effective school board operations.

A. Purpose and General Statement of Policy.

The purpose of this policy is to provide guidance and establish procedures for the receipt, review, and response to subpoenas, summonses and other legal processes (collectively "subpoena(s)" directed to the District, its officials, employees, or students). This policy is designed to ensure compliance with applicable laws while safeguarding the privacy rights of individual students and employees. It also aims to protect the legal and operational interests of the District and uphold the integrity of its educational mission. The policy does not concern subpoenas or other legal process on District officials, employees or students relative to matters directed at them as individuals and not at, or affecting, the District.

1. This policy provides guidance and direction for District employees or officials who are subpoenaed to testify and/or provide educational or other District records for any judicial or administrative proceeding.
2. The Board recognizes that when civil, administrative or criminal actions are pending involving an employee or student, the District may be requested or required to take action in order to protect the rights of District students, employees and officials, as well as the interests of the District.
3. In responding to subpoenas, the District will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for employees and students and is conducive to learning.

B. Procedures for Received Subpoenas

1. Subpoenas Requesting District Records (a/k/a "subpoena duces tecum"). As provided in Board policy EH, the School Board has designated the Superintendent as the custodian of all District records, which term shall have the same meaning as "governmental records" in the state's Right to Know law, RSA 91-A:1-a, and includes, without limitation, all student and all personnel records maintained by the District in whatever form. Accordingly, the School Board designates the Superintendent as the party upon whom a subpoena should be served when the subpoena is requesting District records (such subpoenas are often styled/titled "subpoena duces tecum"). As the designation of a custodian by the District is not necessarily binding on the party or agency seeking the records/issuing the subpoena, any employee who receives a subpoena merely requesting District records should follow the protocol included in the next paragraph.
2. Employee Receipt of a Subpoena. Any employee who receives a subpoena regarding a judicial or administrative proceeding for any purpose related to the District, or any of the District's students, employees or officers shall inform the

Principal or other available senior building administrator immediately upon receiving the subpoena. If no building administrator is readily available, the employee shall inform the Superintendent or available senior SAU administrator. The Principal/building administrator or supervisor will inform the Superintendent or available senior SAU administrator about the subpoena as soon as possible.

No employee may testify or release student information, student or personnel records, or other district records without consultation in advance with the Superintendent or designee.

3. Subpoenas Seeking Student Records and Compliance with FERPA. In compliance with FERPA, the District will disclose student education records in response to a valid subpoena or court order only after providing reasonable advance notice to the parent or eligible student before releasing records, unless the subpoena is from a federal grand jury or law enforcement and includes a court order of non-disclosure, or the subpoena is part of a legal proceeding involving child abuse or neglect and the parent is a party to the case.
4. Consultation with Counsel. The Superintendent or Superintendent's designee will promptly contact the School District's attorneys for guidance in order to ensure:
 - a. the validity of the subpoena, and
 - b. compliance with FERPA and all other legal requirements, and
 - c. protection of the interests of the District's students, employees, officials and the District itself.

C. Dissemination of Information Regarding this Policy and Subpoenas.

The Superintendent shall ensure that all employees are informed about the requirements of this policy. Additionally, the Superintendent must ensure that all certified educators are made aware that under RSA 21- N:4, XIII, a subpoena from the New Hampshire Department of Education ("NHED") served upon a certified educator may be sent certified mail to the last address on file at the Department of Education. The delivery of the subpoena does not require a return receipt. It is imperative therefore, that all certified educators (1) ensure that their addresses on file with NHED are current, and (2) are diligent in monitoring mail at those addresses.

District Policy History:

First Reading: February 11, 2026

Final Reading: March 11, 2026

NH Statutes

RSA 189:65

RSA 189:66

RSA 189:67

RSA 194-C:4, SAU

RSA 21-N:4

RSA 91-A:1-a

Description

Definitions

Data Inventory and Policies Publication

Limits on Disclosure of Information

Superintendent Services

Duties of the Commissioner

Definitions

Federal Statutes

20 U.S.C. 1232

Description

Family Educational Rights and Privacy Act (FERPA)

FAA - ANNUAL FACILITY PLAN

Category Recommended - While not required by law, this policy is highly recommended for effective school board operations.

Related Policy: FA

- A. Drafting and Adoption.** Each year, the School Board shall adopt an updated Facility Plan. The first Facility Plan shall be adopted no later than November 15, 2021, with an updated plan approved by the Board by June 1 of 2023 and each year thereafter and approve an Annual Facility Plan by June 1 of each year.

The Facility Plan shall be developed and drafted by the Superintendent or his/her designee, and it shall be proposed to the School Board for comment and adoption at least 30 days prior to the adoption deadlines articulated above.

- B. Contents of Facility Plan.** The Facility Plan shall account for each facility owned by the District and document the use of each such facility. For each then unused facility, the plan shall specify any uses intended within the next two years of the annual plan approval relative to academic purposes, extracurricular activities, administrative functions, and/or sports. Facilities for which no current or intended use is included on the plan shall be referred to in this policy as “Unused Facilities”.
- C. “Unused Facility” Defined.** AS used in the policy, “Unused Facility” or “Unused Facilities” shall mean any district-owned school building which is not currently used for academic purposes, extracurricular activities, administrative school functions, or sports, and for which the School Board has not approved a written plan for future use.
- D. Annual Report to N.H. Department of Education.** The Superintendent shall submit a report of Unused Facilities to the New Hampshire Department of Education no later than July 1 of each year, with the first such report due January 1, 2022 and subsequent reports due July 1 each year thereafter. Pursuant to RSA 194:61, such Unused Facilities are then encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. The specifics of the ROFR are described in RSA 194:61, III-VII.
- E. Charter School Rights Relative to Unused Facilities.**
- 1. Right of First Refusal:** Pursuant to RSA 194:61, such Unused Facilities are encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. If the District has an Unused Facility which it seeks to sell or lease to a party other than an approved charter school, the District will include a ROFR provision in the offer for sale/lease and/or a sale/lease contract.
 - 2. Conditional Contract for Sale/Lease.** If a prospective purchaser which is not an approved charter school enters into a contract with the District for purchase, lease or sale, (that is, an offer to sell/lease by the District is accepted by the prospective purchaser), the contract

(the “Original Contract”) will be conditioned upon the expiration of the ROFR. **It is essential that the prospective purchaser or lessee is made aware of the ROFR prior to execution of the Original Contract, and that the Original Contract clearly articulates the ROFR with specific reference to RSA 194:61.** The District will promptly notify the Charter School Administrator of the Department of Education (“DOE Charter School Administrator”) in order for the Department to alert all approved charter schools in the state and allow them a chance to respond. The notice provided to the DOE Charter School Administrator shall contain clear language that the Unused Facility is available to any approved chartered public school in this state only, and shall list the offering school district's name and location, the square footage of the Unused Facility, the contact information of the offering school district's representative, and the expiration date of the right of first refusal which shall be 60 days after the date the District provided notice to the DOE Charter School Administrator.

3. Charter School Rights if No Other Offer Received. If the offering school district has not received an offer to purchase or lease an Unused Facility from a party, other than an approved chartered public school operating in this state, a chartered public school may initiate, and Board shall engage in, good faith negotiations for the purchase or lease of the Unused Facility.
4. Invocation of Rights by One or More Approved Charter Schools. If the District receives an offer on an Unused Facility from an approved charter school prior to the expiration date of the ROFR, the District will respond promptly to the offer and notify the prospective purchaser under the Original Contract and engage in good faith negotiations. If more than one chartered public school makes an offer on the District’s Unused Facility, the School Board will make the final selection between the parties based on criteria established by the School Board and in accordance with the best interests of the District.
5. Procedure for Resolution of Negotiation Impasse. The District must continue good faith negotiations with a charter school that has made an offer on an Unused Facility for at least 30 days unless an earlier agreement is reached. If no agreement is reached within the 30 days, the Commissioner of the Department of Education shall engage an independent mediator who shall gather independent appraisals of the value of the property when the chartered public school made an offer to purchase. The appraised value shall determine a fair market price for the offering chartered public school. In situations when the charter school made an offer to lease the property, the appraisals gathered by the mediator shall determine a fair market lease price for the offering chartered public school.
6. District Discretion. In right of first refusal negotiations with a chartered public school, it shall be the option of the Board whether to sell or to lease the property under consideration, at fair market value or less, for a term to be agreed upon by the parties. Any lease terms shall include, among others agreed upon by the parties, any required provisions for such leases as found in RSA 194:61.

7. Expiration of Right of Charter School After Written Offer. The chartered public school shall have 6 months after the date of making a written offer to complete the purchase or lease of the unused facility for a price negotiated with the school district.

District Policy History:

First Reading: February 11, 2026

Final Reading: March 11, 2026

District Revision History:

January 12, 2021

Legal References:

| NH Statutes | Description |
|--------------------|--|
| RSA 188-E:3 | <u>Construction or Renovation of Regional Career and Technical Education Centers</u> |
| RSA 194:61 | <u>Unused District Facilities</u> |

FEH - SUPERVISION OF CONSTRUCTION - CLERK OF THE WORKS/PROJECT MANAGER

Category Optional - This policy should be reviewed to determine whether it meets a particular local need. May be informational in nature.

- A. **Subject to the provisions of paragraph D below for projects over \$1,250,000**, the Hinsdale School Board will employ a Clerk of the Works who shall be directly responsible to the Board for review of the architect and contractor's activities in his/her supervision of building construction. This review shall include adequacy of field inspection of the contractor's operations, administrative activities of the architect relating to construction, and any other matters relating to the interest of the District. The District's **representative clerk** shall make periodic reports certifying by his/her personal knowledge that the work of the construction contractor and the architect is being performed in accordance with plans, specifications, and contracts.
- B. The Clerk of the Works will recommend change orders to the Superintendent who will determine whether it is a matter for Board consideration. If the Superintendent decides Board consideration is not necessary, then the signature of the Superintendent shall be considered Board action. The Superintendent will develop a procedure to use relative to the need for the Hinsdale School Board review of change orders.
- C. Upon completion of building construction and after a final inspection of all its aspects by the design professional, contractors, and school officials, a recommendation for its acceptance will be made to the Board by the design professional and the Clerk of the Works.
- D. **For construction or reconstruction projects of \$1,250,000 or more, for which the District receives a State Building Aid grant under RSA 198:15-c, the Clerk of the Works must hold the qualifications and title, and perform the services and responsibilities of an Owner's Project Manager ("OPM"). The OPM will provide the services, fulfill the responsibilities and hold the qualifications of an OPM as set forth in N.H. Dept. of Education Rule Ed 321.30. Additionally, the Project Manager shall hold his or her own comprehensive liability and auto insurance, worker's compensation coverage, and professional liability coverage as required by RSA 198:15-c, III.**

Revision History:

First Reading: February 11, 2026

Final Reading: March 11, 2026

Reviewed: April, 2004

Revised: November, 1999

Introduced: July, 1998

Legal References:

| NH Statutes | Description |
|--------------------|---|
| RSA 198:15-b | <u>Amount of Grant</u> |
| RSA 198:15-c | <u>School Building Aid, Approval of Plans, etc.</u> |
| RSA 199:3 | <u>Transfer of Building</u> |
| RSA 199:4 & 4-a | <u>Transfer of Building</u> |

| NH Dept of Ed Regulation | Description |
|---------------------------------|---|
| N.H. Code Admin Rules Ed 321:30 | <u>Owner's Project Manager (OPM) (Link active as of 2025.11.11)</u> |

GBEBB - EMPLOYEE - STUDENT RELATIONS

~~*Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.*~~ ***Category Priority/Required by Law -The subject matter of this policy is required by state and/or federal law.***

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries.

For purposes of this policy, "staff member" and "staff" includes every person identified as a "covered individual" under Board policy GBCD, i.e., employee, stipend position (e.g., coach, trainer, drama coach, etc.), designated volunteer (whether direct or through a volunteer organization), or any contractor or person working on behalf of a contractor when the contractor provide services directly to students of the District.

A. Prohibited Interactions.

The Board understands that Staff may interact with and have activities, friendships or natural relationships with students or the families of students outside of school. This Policy is not intended to prohibit such interactions, provided that appropriate limits are maintained.

The below types of interactions with District students are prohibited unless necessary to serve an educational or health-related purpose. Note that many of the interactions listed are also prohibited under other policies or laws (harassment, abuse/neglect, Code of Conduct for NH Educators, etc.), and this policy in no way limits the application of those policies or laws, including any reporting requirements.

~~Unless necessary to serve an educational or health-related purpose:~~

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students ~~are~~ **is discouraged and prohibited when the gift is of more than de minimis value or is directed to an individual student.**
3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members shall not be alone with a student in a room with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBD.
14. Unless following a published District emergency health or medical emergency protocol or policy, staff shall not accompany or transport a minor to any medical appointment, mental health appointment or visit that includes any type of mental health evaluation, treatment, or counseling, or any other health related appointment or visit, without the knowledge and approval of the minor's parent or guardian.

B. Violations and Reporting Violations.

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.

Additionally, if the alleged violation of the above would also constitute a violation of the Code of Conduct for New Hampshire Educators, and the reporting employee is also a Credential Holder, then the Credential Holder must also make such reports as are required by the Code of Conduct and Board policy GBEAB.

Additional reporting is required if the conduct constitutes abuse or neglect prohibited by RSA 169-C (see Board policy JLF), or is required under some other Board policy, statute or regulation.

C. Dissemination of Policy.

The Superintendent shall ensure that all staff members are provided a copy of this policy each year by way of handbooks, or other appropriate means.

Revision History:

First Reading: February 11, 2026
Final Reading: March 11, 2026

Reviewed: June 2004
Revised: September 2009, July 1998, August 2006

First Reading of the Hinsdale School Board 12-14-11
Final Reading of the Hinsdale School Board 01-11-12

NH Dept of Ed Regulation

Description

Code of Conduct for New Hampshire Educators

Code of Conduct for New Hampshire Educators

GCCAD - MILITARY LEAVE

Category Optional- This policy should be reviewed to determine whether it meets a particular local need. May be informational in nature.

~~An employee will be eligible for all considerations of military leave in accordance with applicable state statutes and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA).~~

~~Uniformed Services consists of Army, Navy, Air Force, Coast Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve, Coast Guard Reserve, Army National Guard, Air National Guard, State National Guard, and any other category of persons designated by the President of the United States in time of war or emergency.~~

~~The employee must provide to the Superintendent advance written notice, except in cases of emergency assignment or other conditions that make notice impossible or unreasonable. The employee must provide either written documentation evidencing performance of military duty or identify the military command in order for the school to verify the request.~~

~~Any employee who is a member of a reserve component of the United States armed forces, or a member of the National Guard shall be entitled to a Leave of Absence without loss of pay or time.~~

~~Applicable state law and applicable provisions of the USERRA will govern any employee's re-employment with the school district. Notwithstanding those provisions, the school district may still exercise its rights under RSA 189:14 a.~~

A. General Policy and Definition.

The purpose of this policy is to reinforce the District's commitment to military personnel and their families within the educational community. The policy describes certain leave and reemployment rights that apply under state and federal law for (1) employees who are members of the military, and (2) spouses of members of the military on active duty. This policy is intended to support military families by protecting their employment status during periods of military service and ensuring a smooth transition back into the workforce.

In accordance with applicable state statutes and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA), as used in this policy "Uniformed Services" consist of members of the:

1. Army, Navy, Air Force, Marine Corps, Space Force, Coast Guard, including reservists), Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), Commissioned Corps of the Public Health Service, Federal Emergency Management Agency (FEMA), National Disaster Medical

System, and any other category of persons designated by the President of the United States in time of war or national emergency;

2. National Guard (regardless of the activation authority or location of service), and
3. Others that may be added by statute from time to time.

An administrator who receives a request for leave for a service position not described above, is encouraged to determine whether there has been an expansion of the classifications of personnel entitled to rights under USERRA or under RSA 110-C:1.

Employees of the District who are the spouse of a uniformed services member are also granted certain rights. These rights are explained in Section C.

B. Provisions Applicable to Uniformed Service Members Only.

Uniformed service members employed by the District are eligible for service-related leave, re-employment and other rights in accordance with USERRA and applicable state law. Among other things, and subject to certain exceptions, returning employees must be treated as if they had never left, and retain all seniority-based rights and benefits as if continuously employed during their military leave.

The provisions below address the most common circumstances related to uniform service leave and reemployment following the leave. There are many other provisions of USERRA and related regulations that address special situations and which may alter the responsibilities of the District and/or the rights of the employee (e.g., injuries sustained during the service related leave, undue hardship to the district, cumulative service-related leave exceeding 5 years, dishonorable or “other than honorable” discharge, etc.). Supervising/human resources administrators should consult with counsel or contact the U.S. Department of Labor in such circumstances.

1. Notice. A uniformed service member employee is required to give advance notice to the Principal before taking a service-related leave. Ideally, the notice will be given in writing as early as reasonably possible under the circumstances. Except in cases of emergency assignment or “military necessity”, a minimum of 30 days prior to deployment is expected.
2. Salary and Wages. The District will not pay salary or wages during the service-related leave, subject to any terms in collective bargaining agreements, or if the employee elects to use any accrued paid time off.
3. Retirement System [and other Retirement Benefits^[iii]]. The entire period of the service-related leave is to be treated as continuous employment. However, the District is not required to make contributions during service-related leave except in accordance with the requirements of the New Hampshire Retirement Service System. Note that if the period of service-related leave straddles more than one fiscal year, the contribution rate may change based upon experience steps or other

compensation increases between the two fiscal years to which the employee would have been entitled had the service not occurred.

4. Medical Insurance. A uniform service member taking leave under URESSA may elect to continue participation (for themselves and their dependents) in the District's employer-sponsored health insurance during the leave for up to 24 months. If the employee's period of service is 30 days or less, the normal employee and employer contribution schedule and rates apply. If the service-related leave is 31 days or longer, the District has the discretion to charge the employee up to 102% of the entire premium, and the payment schedule will be dependent on the health plan's rules. The District will provide the employee with a USERRA continuation coverage notice at or before the commencement of the leave. If the employee elects not to continue coverage at the time of taking the leave or ceases coverage during the leave, reinstatement into the plan upon return to work must occur without a waiting period.
5. Completion of Service-Related Leave. Upon completion of service (no longer than five cumulative years), the employee shall give evidence of satisfactory discharge immediately thereafter. The employee shall be restored to his or her previous or similar position with the same status, pay, vacation leave, sick leave, bonus, advancement, and seniority. **Seniority shall continue to accrue during the period of absence.**

If the employee is unable to provide [satisfactory evidence] (documents, etc.) because they are not readily available or do not exist, the employee shall be reemployed despite this. However, if once the documentation becomes available it shows that one or more of the reemployment requirements were not met, the district may terminate the person and any rights or benefits that may have been granted.

6. Return to Work/Reemployment After Completion of Service. If service is less than 31 days, an employee must return to work within the first day after duty ends, after a period for safe transportation and at least 8 hours of rest.

If service is between 31 days and 180 days, the employee must apply for re-employment, not later than 14 days after completion. Applications for re-employment submitted after 14 days, due to no fault of the employee, will be accepted.

If service is greater than 180 days, the employee must apply for re-employment within 90 days of returning from service.

The reporting or application deadlines may be extended for up to two years for employees who are hospitalized or convalescing due to an injury or illness incurred during military service. If the employee was disabled on account of the service, or a pre-existing disability is aggravated by account of the service, the District will make reasonable efforts to accommodate the disability.

7. Reinstatement Rights. Employees returning from service-related leave will be reinstated to the position they would have attained had they remained continuously employed, unless doing so would impose an undue hardship on the District or impossible as defined by 20 CFR 1002.139. If the responsibilities for the same position that the employee held have changed since the employee began the service-related leave, and additional training is required, the District will make reasonable efforts to retrain the employee for their position.

C. Provisions Applicable to Employee Spouses of Uniformed Service Members ^{livl}

This section provides limited leave and other employment protections for employees who are legally married to uniformed service members (as defined above) when service members are involuntarily mobilized for up to one year and one day. The section applies only to District employees who work in a school or other District location with 50 or more full or part-time employees (whether assigned entirely or partially at that school/location).

1. Leave. The District will grant unpaid leave to an employee spouse of a uniformed service member, and will not discharge, refuse to hire or take any adverse employment action against the employee based on the involuntary mobilization of the employee's spouse **when such mobilization lasts at least one year and one day**.

In order to exercise leave and other rights under this Section C, the spouse employee must inform the Principal within 30 days of their spouse's receipt of the official notice of the involuntary mobilization. The District must then provide a written acknowledgment to the employee of the notice of deployment, explicitly confirming adherence to the terms of RSA 110-C:1-a and this policy.

2. Benefits. Under RSA 110-C:1-a, II, except as otherwise provided in this Section C, a service member spouse shall be afforded the same privileges, benefits and protections as would a service member employee called to active duty as described in Section B above.
3. Reemployment. A spouse of an involuntarily mobilized uniformed service member has reemployment rights or the same duration that a uniformed service member would have under Section B.6, above. The service member spouse will be reemployed in the same position he or she held, or in a position of like seniority status, and pay for which he or she is qualified. The District may choose not to reemploy the employee if the District certifies that its circumstances have so changed as to make reemployment impossible or unreasonable as defined by 20 C.F.R. Section 1002.139.

In order to exercise the reemployment right, the employee is required to report to work or submit a timely application for reemployment upon the spouse's

completion of mobilization.

District Revision History:

First Reading: February 11, 2026

Final Reading: March 11, 2026

New Policy: May 2006

Legal References:

NH Statutes

Description

RSA 110-C

National Guard; Rights and Protections

RSA 112

Public Officers or Employees; Military Leave

Other Reference

Description

USERRA Reference - US
Dept. of Labor

A Guide to the Uniformed Services Employment and
Reemployment Rights Act (link as of 2025.11.11)

Federal Regulations

Description

20 CFR 1002.139.

Exceptions to Reemployment Obligation

Federal Statutes

Description

38 U.S.C. §4301 et seq.

Uniformed Services Employment and Reemployment Rights
Act

IC - SCHOOL YEAR AND SCHOOL YEAR CALENDAR

Category Recommended - While not required by law, this policy is highly recommended for effective school board operations.

Related Policy: ICA

A. School Year

The student school year shall be a minimum of 180 days, or alternatively, the equivalent number of hours as required in the rules of the NH Department of Education (see Ed 306.15).

The school year for all employees will be determined by their respective work agreements including collective bargaining agreements and at-will individual contracts.

B. School Closures

Any days that the schools are closed for emergency reasons and are not designated by the Superintendent as distance education days (see paragraph C below) will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances, the Board may request an exception to this requirement from the State Board of Education.

In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

C. Distance Education Remote Learning During Inclement Weather

If long-term inclement weather makes it unsafe to safely transport students to or from in-person instruction, the superintendent/designee is authorized to designate those days as remote instruction or "distance learning days. Before remote instruction/distance learning is used as an instructional day for the purpose of satisfying the minimum instructional day/hour requirements of the NH Department of Education, the superintendent shall ensure that a plan exists with procedures to promote and allow for participation by all students in any affected school.

Prior to approving a day as a remote instruction, or any school/district-wide distance education remote instruction that is dependent on technology, the superintendent/designee will consider the impact that the inclement weather event might have on necessary technology.

~~Distance education~~ Remote instruction will only count toward required instructional days/time when conducted in accordance with NH Dept. of Education Rule Ed 306.22. See also Policy IMBA.

D. School Calendar

The school calendar will be developed by the Superintendent and submitted to the Board by February 1. The Board should approve the final calendar by March 1. Any exceptions or revisions to the calendar thereafter must be approved in advance by the Board.

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the applicable ~~Career and Technical Education Centers~~ regional special education programs, and other districts in the SAU.

Additionally, the calendar must align with the calendar established by any applicable Regional Career and Technical Center Agreements (RCTEA), with exceptions only as allowed under RSA 188-E:1-a, III.

The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year. ~~The date may remain fixed notwithstanding the need for other grades to make up days lost to inclement weather or other emergencies. See Ed 306.18(a)(4).~~ **In the event that the number of days/hours lost to inclement weather exceeds 5 days/30 hours, the Superintendent shall confer with the New Hampshire Department of Education as to whether graduating students will be required to make up the lost days/hours.**

E. Holidays

Pursuant to RSA 288:4, III, any holiday included in the school calendar that corresponds to a State "legal" holiday shall use the name for such holiday as designated in RSA 288:1. As of 2024, these include: New Year's Day, Martin Luther King, Jr. / Civil Rights Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, and Christmas Day. All schools receiving State funds are required to observe Veteran's Day. Additionally, such names shall be used on any "official" communication, publication, document or calendar.

District Revision History:

First Reading: February 11, 2026

Final Reading: March 11, 2026

Revised: January 2025, April 2012, September 2011, July 1998, November 1999, July 2004, July 2005

Legal References:

NH Statutes

RSA 188-E:1-a

RSA 189:1

RSA 189:24

Description

Regional Career and Technical Education Agreements (RCTEA)

Days of School

Standard School

RSA 288:1

Holidays

RSA 288:4

School Holidays

NH Dept of Ed Regulation

Description

N.H. Code Admin. Rules Ed 306.15

School Year

N.H. Code Admin. Rules Ed
306.15(f)

Remote Learning

N.H. Code Admin. Rules Ed 306.18

Remote Learning

Draft

IHCD – LEB - ADVANCED COURSEWORK/ADVANCED PLACEMENT COURSES AND STEM DUAL AND CONCURRENT ENROLLMENT PROGRAM (Dually Coded IHCD/LEB)

Category Priority – The subject matter of this policy is required by state and or federal law.

Related policy: IKF

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. ~~School district administrators and school counselors will aid students who wish to enroll in such courses.~~ If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, ~~through distance education courses,~~ or other suitable means.

~~Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course.~~ Credit may be given, provided the course comports with applicable District policies (**see Policy IK**) and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10 through 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics), STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), and/or career and technical education courses.

Although there is no limit to the number of credits a student may earn per academic year through the Dual and Concurrent Enrollment Program, pursuant to RSA 188-E:27, II, students enrolling in courses exceeding a total of 4 credits (see Board policy IK) are responsible for all costs above and beyond 4 credits in an academic year.

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;

2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; and
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.

Revision History:

First Reading: February 11, 2026

Final Reading: March 11, 2026

First reading: January 12, 2022

Second reading/adopted: February 9, 2022

Legal References:

NH Statutes

RSA 188-E:25 through RSA 188-E:26-28

Description

Dual and Concurrent Enrollment Program

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HINSDALE

SCHOOL DISTRICT

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Superintendent Report March 2026

Collaboration with Amherst College, Northwestern University, and College Board

We were invited by the College Board to become involved with the [STARS College Network](#) as a means of increasing opportunities for our students to attend college after high school graduation. Specifically, we had a facilitated meeting with enrollment management

Students from rural America often face unique obstacles to attending college. While students in small towns and rural communities graduate high school at roughly the same rate as students in metro areas, they are only half as likely to graduate from a selective college or university.

representatives from [Amherst College](#) and [Northwestern University](#) where we organized an on-campus visit for our students to Amherst in the spring, organized professional development for college recommendation writing for area school counselors, and teacher training in Advanced Placement courses from members of the College

Board through their AP Rural Fellows scholarship program. HMHS School Counselor Kate Allen and I have worked through a tentative schedule for the spring campus visit for our students as well as a larger fall campus visit for our students and those in the surrounding school districts, and while I will be handing this project off to Principal Roth shortly, I will not be abandoning the reason for pursuing it in the first place.

Our teaching and learning priority in the strategic plan, specifically outcome number 3, clearly articulates that we “will establish post-graduation pathway plans for all secondary school students”. In order for students to have evidence-based and well-informed post-graduation plans for succession, they must have varied and ample experiences with opportunities that they would otherwise not encounter. It is our role to ensure that students are “information seekers and innovative voyagers” who can develop their own ideas about what they want to do when they graduate from Hinsdale. The STARS College Network presents one opportunity that most of our students never consider - attending a highly selective college or university. Most if not all of the 32 colleges and universities listed as partners in the Network offer need-based financial assistance, which means many of our students would most likely be able to attend with very little or nothing to pay in tuition. We have talented students; we need confidence and support. We believe this program will help us offer both to our students.

Open Enrollment Legislation Update

As of this writing there has not been any measurable movement on the open enrollment bill (HB751) or associated bills that have been drawn to move it along. A committee of conference

was established in the House to determine how best to move the entire bill forward (remember that it is amended with some additional topics attached to it), however we have learned nothing more of its work at this point. A new bill was filed recently (HB 1280) that calls for a study committee on open enrollment which would pause any movement and give time and space to the discussion of the details, something that has not yet taken place. A colleague in Grantham spent some time with the committee and her conversation with them shows quite clearly why this bill needs to be explored in greater detail. [You can read a brief description of the topic and watch the full hearing by clicking this link](#). As always, we will keep you updated on anything that develops.