

Monadnock Regional School District & SAU #93

School Board Agenda

September 16th, 2025

ZOOM (7:00 PM)

Meeting ID: 841 2331 3370

Passcode: 699940

Phone: +1 646 931 3860

The public is encouraged to attend MRSD Board meetings.

Comments are welcome during the 'Public Comments' portions of the agenda.

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

1. CALL THE MEETING TO ORDER 7:00
2. PUBLIC COMMENTS (15 minutes)
3. #celebrateMRSD
4. MATTERS FOR INFORMATION & DISCUSSION
 - a. Policies 1st Read
 - i. IHCA - Summer Activities
 - ii. IJ - Instructional Resources & Instructional Resources Plan
 - iii. IK - Earning of High School Credit - Achievement of Competencies
 - iv. IKB - Homework
 - v. IKFG - Career Exploration, Readiness, Pathways & Credentials
 - b. DOE 25 Preview / Optional Motion to Retain Unexpended Funds from FY25
 - c. Finance/Facilities Committee Update
 - d. FY26/27 Budget Cycle - Presentation of Proposed Budget Research Items
 - e. Board Goals Review
 - f. Meeting Calendar (Oct/Nov)
 - g. Education Report: AP & SAS Testing Results
 - h. Tuitioning in students
5. MATTERS THAT REQUIRE BOARD ACTION
 - a. * Approve the Consent Agenda (Sept. 2nd Minutes, Manifest, Transfers)
 - b. * DOE 25 Signatures
6. SETTING NEXT MEETING'S AGENDA
 - a. October 7, 2025
 - b. Capital Improvement Plan (CIP) Preview
 - c. Superintendent Goals Review
7. PUBLIC COMMENTS (15 minutes)
8. NON-PUBLIC SESSIONS under RSA 91-A:3. II
 - a. RSA 91-A:3. II (b) - Hiring & Compensation
 - b. Additional non-public sessions, TBD as required
9. ADJOURNMENT

SINGLE DISTRICT SCHOOL ADMINISTRATIVE UNITS

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

NONPUBLIC SESSIONS

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

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

CALENDAR OF UPCOMING MRSD MEETINGS:

9/16/2025	Community Relations Committee	6:00 pm	SAU Conference Room
9/16/2025	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
9/23/2025	Budget Committee	7:00 pm	MRMHS Library
9/24/2025	Education Committee	6:00 pm	Wilcox Conference Center
10/7/2025	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
10/9/2025	Finance & Facilities Committee	6:30 pm	SAU Conference Room
10/14/2025	Policy Committee	7:00 pm	SAU Conference Room
10/21/2025	Superintendent's Club	5:30 pm	MRMHS Annex
10/21/2025	Community Relations Committee	6:00 pm	SAU Conference Room
10/21/2025	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library

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

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

Policy Motions and Actions from August 26, 2025

IHCA: Summer Activities

MOTION: *To update policy IHCA with committee edits.*

- Required by law
 - NHSBA Note: The Summer Activities sample policy was revised to accommodate new rule 306.04(b)(21)(e)(6), requiring schools to have a policy for how career readiness activities, and opportunities to achieve graduation competencies can be included in summer activities. Additionally, an optional provision has been added to the sample to allow schools to enumerate summer programs that they may offer.
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IJ: Instructional Resources and Instructional Resources Plan

MOTION: *To update policy IJ with NHSBA sample policy with committee edits.*

- Required by law
 - NHSBA Note: Sample IJ was revised to correspond to changes to the New Hampshire Minimum Standards for Public School Approval (the “306 rules”), specifically 306.08, which modified the previous iteration of the same rule. Given that the rule requires the Board to require each school to comply, and the rule's requirement for a plan for ongoing review of the resources, we have changed the category from Recommended to Priority/Required.
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IK: Earning of High School Credit - Achievement of Competencies

MOTION: *To update policy IK with NHSBA sample policy and retire IKAA, ILBAA, and IMBC.*

- Required by law
 - NHSBA Note: Former sample IK was completely replaced, and the title changed, to better align and conform to the overhauled 306 rules. Additionally, in order to consolidate provisions which under the former 306 rules had limited application to different grades/populations, or were formerly optional but are now required, the subject matter of the following now rescinded samples has been incorporated into this sample: IKAA (interdisciplinary credits), ILBAA (high school competencies), and IMBC (alternative credit options).
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IKB: Homework

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

- Required by law
 - NHSBA Note: Revised to reflect changes to the Department of Education's "Minimum Standards," which included replacing former 306.14(a)(1) with 306.04(b)(21)(a). This sample is drafted with an eye to allowing the greatest flexibility at the building and even classroom level for whether and how homework is to be integrated into a specific course. However, under Department of Education Rule Ed 306.04 (b)(21)(a), the school board may include more prescriptive or flexible language/provisions, such as: "Homework shall not be assigned to students in grades K-4;" OR "In no event shall homework constitute more than 15% of a student's grade in a quarter. The preceding sentence shall not apply to take-home finals."
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IKFG: Career Exploration, Readiness, Pathways & Credentials

MOTION: *To adopt policy IKFG NHSBA sample policy with committee edits.*

- Required by law
 - NHSBA Note: Policy has been revised completely to reflect new Ed 306.04(b)(22). Although previously, only high schools were implicated in career readiness requirements, the new rule requires all grade levels to "[explore] career pathways in a developmentally appropriate manner, no New Hampshire School Boards Association – 2025 Spring Policy Update ©NHSBA 2025 Page 9 later than the 2025-2026 academic year." Also, the title was changed to better reflect the content of the policy.
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Committee work not requiring Board action:

IHBH: Extended Learning Opportunities

MOTION: *To update policy IHBH with NHSBA sample policy. Refer to Administration.*

- Required by law
- NHSBA Note: Sample IHBH was substantially revised to correspond to changes in the applicable 306 rules. Of those changes, perhaps the most significant is that (a) offering ELOs is now mandatory for high schools, and (b) many of the ELO requirements extend to middle schools which choose to offer ELOs. NOTE, however, that high schools that have 7th or 8th grades are required to offer ELOs to the 7th and 8th grade students as well, assuming that there are not appropriate age

requirements for a specific ELO. See expanded adoption notes within the headnotes of sample IHBH.

IHBI: Alternative Learning Plans

MOTION: *To update policy IHBI with NHSBA sample policy. Refer to Admin (amount)*

- Required by law
 - NHSBA Note: Sample IHBI has been revised to reflect changes to the New Hampshire Minimum Standards for Public School Approval (the "306 rules"). The sample is now more specific to alternative plans/programs for individual or groups of identified students, and not for separate continuing, standing programs. While many of the provisions in this sample apply equally to both, because the separate stand-alone programs are far more specialized - often with separate populations, facilities and DOE reporting requirements, (e.g. long-term planning, resources, separate personnel, alignment with multiple additional Dept. of Education rules, and Board approval) a sample board policy could not adequately address the required components/processes.
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IKF: Graduation requirements

MOTION: *To update policy IKF with NHSBA sample policy and retire IKFA. refer to administration*

- Required by law
- NHSBA Note: Sample IKF was substantially revised to reflect changes to the NH Minimum Standards for Public School Approval (the "306 Rules"). Additionally, examples of multiple diploma options were added, references to now rescinded policy samples removed (most consolidated into IK), with the content of former sample IKFA added to the content of this policy (see Section B). This policy is required for districts with high school grades. Districts which tuition high school students would reference the policy of the receiving district. Ed 306.23 (of the new Minimum Standards) sets the minimum number of credits for a high school "regular diploma" as 20, using different subject requirements for current students, and those entering 9th grade in school year 2026-27 (see Section C, below). Local districts may set diploma requirements higher, and/or offer multiple types of diplomas. Credits are based upon student achievement of locally established graduation/subject competencies – see IK and Ed 306.23. This sample offers two options for structuring diploma requirements – one which includes only a single district diploma, and the second offers three different types. A district could choose two or all three or even offer more options.



Book	I: Instruction
Section	Series I
Title	DRAFT Summer Activities
Code	IHCA
Status	First Reading
Adopted	June 7, 2011
Last Revised	June 12, 2021

DRAFT

SUMMER ~~SCHOOL EDUCATION~~ ACTIVITIES ~~AND CLASSES~~

~~The board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending regular school sessions. Therefore, the board strongly encourages students to have a plan for summer activities that support student learning.~~ The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities and other career readiness activities, or other activities that support student learning.

Regardless of whether summer activities are organized by the District, in appropriate circumstances, students may achieve identified district and graduation competencies toward high school credit as provided in Board policy. [**] IK. Students (along with their parent/guardian) wishing to avail themselves of the opportunity to achieve competencies in non-district summer activities should consult with the school counselor to maximize the alignment of the activity to the competency(ies).

Such activities may include a summer book reading list, attending an education-themed summer day camp, engaging in extended learning opportunities other activities that support student academic achievement and fulfillment.

In addition, secondary school students may also choose to enhance, enrich, and or remediate their learning programs during the summer to take a college course, visit colleges, explore online learning, careers, community service, internships, and/or travel to other countries.

Summer school sessions may be held in a district school if approved by the school board.

The principals will plan and organize a summer program for their school if desired.

The superintendent may invite suggestions from staff members, students, and the school community to determine what areas of the curriculum should be offered. All summer programs must be reviewed and approved in advance by the superintendent.

Summer school enrichment classes will be financed through tuition, available federal grants, or non-budgeted funds such as gifts and donations, and tax credit funds, if approved by the school board. Summer school sessions to make up coursework due to incompletes or failures during the school year will normally be financed through the regular budget if approved by voters.

Selection of the Summer School Faculty

Summer school teaching assignments will be posted for ten days for qualified district teachers. If no qualified district teacher applies to teach the class then the assignment will be advertised and may be filled by a certified teacher who meets the qualifications.

Ideally, summer school teaching assignments will be made by May 15. However, this commitment is contingent upon adequate enrollment in the class. If the high potential to meet enrollment minimums is possible and the teacher is willing to continue the commitment, the administration may delay the cancellation of the class until the last day of the regular school year.

~~The rate of pay for summer school faculty will be set and approved by the school board.~~

Legal References:

Legal References: Ed 306.14(b)(7); Summer Activities That Support Student Learning (until July 1, 2015);
Ed 306.141(a)(7);
Summer Activities That Support Student Learning (after July 1, 2015)

Last Modified by Kristen Noonan on August 26, 2025



Book	I: Instruction
Section	Series I
Title	Summer School Education Activities and Classes
Code	IHCA
Status	Active
Adopted	June 7, 2011
Last Revised	June 12, 2021

SUMMER SCHOOL EDUCATION ACTIVITIES AND CLASSES

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Legal References:

Legal References: Ed 306.14(b)(7); Summer Activities That Support Student Learning (until July 1, 2015); Ed 306.141(a)(7); Summer Activities That Support Student Learning (after July 1, 2015)

Last Modified by Lillian Sutton on July 26, 2021



Book	I: Instruction
Section	Series I
Title	DRAFT Instructional Resources and Instructional Resources Plan
Code	IJ
Status	First Reading
Adopted	October 2, 2018
Last Revised	October 2, 2018
Last Reviewed	July 16, 2024
Next Review	July 1, 2025

DRAFT

INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL RESOURCES PLAN

The Board is responsible for ensuring that each school has a developmentally appropriate collection of resources aligned to all learning and grade levels in the school.

All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

- 1. Enrich and support the curriculum;
- 2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- 3. Provide background information to enable students to make intelligent judgments;
- 4. Endeavor to present various viewpoints on important issues;;
- 5. Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
- 6. Are current;
- 7. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and
- 8. Match the appropriate skill levels of pupils.

Instructional resources should include materials from a variety of media, including, but not limited to, books, online and other print materials, equipment and technologies that will suppo should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the District's educational goal

Each school's instructional resources should be organized and accessible to students, staff and parents, and managed through circulation policies and procedures that are designed to maxi

The instructional resources in each school should integrate the following concepts across curricular areas when appropriate:

- a. Accessing information efficiently and effectively;
- b. Evaluating information and sources critically and competently;
- c. Citing sources and not plagiarizing;
- d. Using information accurately and creatively;
- e. Pursuing information related to personal interests;
- f. Appreciating literature and other creative expressions of information;
- g. Striving for excellence in information-seeking and knowledge generation;
- h. Recognizing the importance of information to a democratic society;
- i. Practicing ethical behavior in regard to information and information technology; and
- j. Participating effectively in groups to pursue and generate information.

Instructional Resources Plan.

The Superintendent is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum should be presented to the School Board no later than October 15 of every **third** year, ~~beginning 202~~ ~~—; [* see and delete endnote]~~

~~*[delete endnote] Ed 306.08(d) requires a plan that includes "updating of curriculum and learning resources". The sample includes a blank date because some districts have already begun require changing that cycle. For districts that have not previously begun a cycle, we suggest that the first plan should be submitted no later than 2027.~~

Legal References Disclaimer: These references are not intended to be considered part of this policy; nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy; nor as a complete recital of the subject matter of the policy.

NH Dept of Ed Regulation		Description
N.H. Code Admin. Rules Ed 306.08		Learning and Instructional Resources
Cross References		
Code		Description
IJK		Supplemental Materials Selection and Adoption
IJK-R(1)		Supplemental Materials Selection and Adoption - Parental/Guardian Notification Form
Legal	Ed 306.141(a)(4), Instructional Materials and Resources	
	Ed 306.08, Instructional Resources	

Last Modified by Kristen Noonan on August 26, 2025



Book	I: Instruction
Section	Series I
Title	Instructional Resources and Instructional Resources Plan
Code	IJ
Status	Active
Adopted	October 2, 2018
Last Revised	October 2, 2018
Last Reviewed	July 16, 2024
Next Review	July 1, 2025

INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL RESOURCES PLAN

The Board is responsible for approving and providing all instructional resources used in the District. All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
6. Are current;
7. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and
8. Match the appropriate skill levels of pupils.

Administrators and teachers may select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media, and instructional technologies. Selection of such materials should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the District's educational goals and philosophies.

Each school shall provide instructional resources, including those available online or through interlibrary loan, which provide instruction in:

1. Accessing information efficiently and effectively;
2. Evaluating information and sources critically and competently;

3. Citing sources and not plagiarizing;
4. Using information accurately and creatively;
5. Pursuing information related to personal interests;
6. Appreciating literature and other creative expressions of information;
7. Striving for excellence in information-seeking and knowledge generation;
8. Recognizing the importance of information to a democratic society;
9. Practicing ethical behavior in regard to information and information technology; and
10. Participating effectively in groups to pursue and generate information.

Basic instructional course material in the fundamental skill areas of language, arts, mathematics, science and social studies shall be reviewed at intervals not exceeding seven (7) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Instructional resources maintained by the District shall be cataloged and classified in accordance with applicable NHDOE rules, and should be managed under policies and procedures designed to maximize their use.

Instructional Resources Plan.

The Superintendent is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instruction resources necessary to support the needs of the user population and the approved curriculum. The plan shall conform to applicable NHDOE requirements (currently found at NHDOE Ed. 306.08(a)(4) and (b)), and shall be presented to the School Board every year for periodic review.

Legal Ed 306.141(a)(4), Instructional Materials and Resources
 Ed 306.08, Instructional Resources

Last Modified by Lillian Sutton on July 25, 2024



Book	I: Instruction
Section	Series I
Title	DRAFT Earning of High School Credit - Achievement of Competencies
Code	IK
Status	First Reading
Adopted	May 16, 2014
Last Revised	January 4, 2022

EARNING OF HIGH SCHOOL CREDIT - ACHIEVEMENT OF COMPETENCIES

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. "competencies" developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credit) through extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. "Achievement of competencies" means a student has demonstrated competencies at a "proficient" level through a collection of evidence. [Delete footnote]
3. "Credit" refers to the official record that a student has achieved competencies associated with learning opportunities.
4. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains.
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a subject area).
6. "Learning opportunities" means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and other such learning opportunities. The term also includes "course".
7. "Proficiency" (including "proficient") means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course is shown and are not awarded based on class time, age or other factors by:
 - a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);
 - b. Assessments:
 - i. District approved assessments, or
 - ii. New Hampshire Department of Education approved assessments.

NOTE: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.

2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded in a classroom setting, see Section C, below.

C. Learning Opportunities - Methods of Achieving Competencies – Earning of Credits

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments.
2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:
 - a. Transfer credit from an approved school pursuant to Section E, below;
 - b. An approved home education program (see Board policy {**}IHBB); home-educated students may demonstrate achievement of competencies
 - c. Extended learning opportunities (ELO) under the provisions of Board policy {**}IHBH;
 - d. Online/remote learning opportunities under the provisions of Board policy {**}IMBA;
 - e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy {**}IHCD/LEB;
 - f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
 - g. Co-Curricular activities; iii [Delete footnote]
 - h. 7th and 8th grade coursework that meets the standards of Board policy {**}IMBD. (Note: competencies may also be achieved regardless of age)

D. Interdisciplinary Credit.^{iv} [delete footnote]

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall establish opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. "Approved schools" include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and other such learning opportunities in New Hampshire.
3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the course is not established by the state for the same subject, the transfer credit will be awarded.
 - a. For the purposes of reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.

- b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit.
4. Review of denial of credit for courses from different school:
- Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written notification shall be in the section above and any other factors that support the Principal's decision. \
 - Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the final decision. **OR** {Any further review shall be subject to the provisions of Board policy **(**)**BAAA.}

F. Learn Everywhere

- A "Learn everywhere" program is a state board approved alternative program for granting credit leading to graduation.
 - Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. Learn Everywhere program using the methods described in **Section B.1**, above,
 - Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event shall be used to calculate a student's GPA.
 - The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal for a waiver. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision shall be final. The Superintendent will make the final approval or denial.
 - Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives).
 - The Superintendent will make the final approval or denial,
 - If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
- Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP **1406.01(c)**.

G. Denial of Credit

Credit will not be granted for a course in a subject area lower in course/subject sequence than one for which the student has already earned credit.

H. Minimum Course Load

- Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: **(306.23(i)(1-3))**
 - Has an approved IEP plan that has determined the need for fewer credits per year; **(Ed1109)**
 - Has been approved for early graduation (see Board policy **(**)**IKF;
 - Pursuant to any other Board policy; or
 - Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules or policy **BA**

I. Implementation

- The Superintendent, in consultation with the high school principal **(s)** and curriculum coordinators, shall be responsible for establishing adequate procedures and matters as:
 - Identifying competency assessments consistent with the provisions of Board policy **(**)**ILBA,
 - Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning or
 - Practices to strive for student safety, and
 - Practices that strive for equal access for all students.
 - Any such regulations or procedures will be included in the **Student Handbook**, as will information pertaining to the various learning opportunities and methods available to students.
- i. **[Delete note]** The Minimum Standards provide that students achieve competency when they have demonstrated "proficiency" with respect to that competency. Under **Ed 306.01(e)**, however, a School Board may establish a minimum standard of proficiency for a competency. However, for Learn Everywhere credits, the District must award the credit **(see Section F)**. This sample policy uses the minimum requirement of "proficient". If a student is suitable for an advanced program, the District should add this definition: "Mastery" means a high level of demonstrated proficiency with regard to a competency.
- ii. **[Delete note]** The Minimum Standards require that standard diplomas may only be awarded when students earn at least the number of credits within the specific subject areas (see **sample IKF** tables, or Ed 306.22(c)(5)). This sample policy uses the minimum requirements. School districts shall develop district competencies, based on state academic standards and develop minimum district competencies.
- iii. **[Delete note]** Districts are not required to align competencies with co-curricular programs (e.g., concert band demonstrating a performance competency under the arts credit). However, absent such a formalized policy, districts may choose to align competencies with co-curricular programs. See **Ed 306.22(c)(5)**. For that reason, it is likely beneficial that in the development/alignment of the district competencies, effort is given to identifying those that may be demonstrated within differentiated learning opportunities.
- iv. **[Delete note]** Districts are not required to offer institution-wide policies for interdisciplinary/domain course credit. If a District does not have an institution-wide interdisciplinary credit policy, interdisciplinary credit may be granted on a case-by-case basis.
- v. **[Delete note.]** A district may allow inclusion of Learn Everywhere credits in calculating GPA, but if so, it has to do so in a manner that would NEVER negatively impact an individual student's GPA.

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete record of the subject matter of the policy.

NH Statutes

RSA 193-E

RSA 193-E:3-f

RSA 193-H:1

Description

[Adequate Public Education](#)

[Approval of Courses and Programs](#)

[School Performance and Accountability \(Definitions\)](#)

NH Dept of Ed Regulation

- N.H. Code Admin. Rules 306.04(b)
- N.H. Code Admin. Rules Ed 1109
- N.H. Code Admin. Rules Ed 1401.02
- N.H. Code Admin. Rules Ed 1406.01
- N.H. Code Admin. Rules Ed 1407.02
- N.H. Code Admin. Rules Ed 306.02
- N.H. Code Admin. Rules Ed 306.02(h)
- N.H. Code Admin. Rules Ed 306.22
- N.H. Code Admin. Rules Ed 306.23
- N.H. Code Admin. Rules Ed 306.23(i)

Description

- [Required Policies](#)
- [Standards of Education for Students With Disabilities \(Individualized Education program\)](#)
- [Learn Everywhere \(Definitions\)](#)
- [Learn Everywhere \(Student Enrollment Requirements\)](#)
- [Learn Everywhere \(Program Completion Certificates and Issuing Credit\)](#)
- [Definitions](#)
- [Credit](#)
- [High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program](#)
- [Graduation Requirements](#)
- [Early Graduation](#)

Cross References

Code

- AB
- BAAA
- IHBB
- IHBG
- IHBH
- IHBH-R(1)
- IHBH-R(2)
- IHBI
- IHCA
- IHCD
- IKF
- IKFG
- ILBA
- IMBA
- IMBD
- JG
- JJJ
- JJJ-R(1)
- LEB

Description

- [New Hampshire Parental Bill of Rights](#)
- [School Board Policies and Administrative Procedures](#)
- [Programs for Gifted and Talented Students](#)
- [Home Education Instruction](#)
- [Extended Learning Opportunities](#)
- [Extended Learning Opportunities - Application](#)
- [Extended Learning Opportunities - Memorandum of Understanding for Extended Learning Opportu](#)
- [Alternative Learning Programs & Individual Plans](#)
- [Summer Activities](#)
- [Advanced Course Work/Advanced Placement Courses and STEM Dual and Concurrent Enrollment](#)
- [High School Graduation Requirements](#)
- [Career Exploration, Readiness, Pathways & Credentials](#)
- [Assessment of Educational Programs](#)
- [Remote Learning](#)
- [High School Credit for 7th/8th Grade Course Work](#)
- [Assignment of Students to Classes and Grade Levels](#)
- [Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils](#)
- [Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - Admi](#)
- [Advanced Course Work/Advanced Placement Courses & STEM Dual & Concurrent Enrollment Pro](#)

Last Modified by Kristen Noonan on August 25, 2025



Book	I: Instruction
Section	Series I
Title	Earning of High School Credit
Code	IK
Status	Active
Adopted	May 16, 2014
Last Revised	January 4, 2022

EARNING OF HIGH SCHOOL CREDIT

A. Demonstration of Mastery

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined in Board policy ILBAA as "a high level of demonstrated proficiency with regard to a competency."

Student assessment of mastery outside of normal classwork is the responsibility of the building Principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment.

B. Transfer Credits from Other Approved Schools

Students can receive credits toward graduation for courses from another approved school subject to this Section.

1. **Awarding of Credit for Similar Courses from an Approved School**. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. For the purposes of this paragraph B, when reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies per Board policy ILBAA, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.

Approved schools include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.

2. Denial of Award Credit for Courses from Another School

The building Principal will provide a timely and written notification of denial to award credit. The written denial shall include a justification for denial, including discussion of criteria set out in paragraph B.1 and any other factors that support the Principal's denial.

Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. Any further review shall be subject to the provisions of Board policy BAAA.

Revision Dates: 1/4/2022, 10/21/2014, 5/16/2014

Related Policies: [BAAA](#), [IKF](#), [ILBA](#), [IMDB](#)

Legal References:

RSA 193-E:3-f, Approval of Courses and Programs

N.H. Dept. of Education Administrative Rule – Ed 306.02(e), Credit

N.H. Dept. of Education Administrative Rule – Ed 306.04(a)(15), How Credit Can Be Earned

N.H. Dept. of Education Administrative Rule – Ed 306.04(a)(16), How A Credit Used To Track Achievement Of Graduation Competencies

N.H. Dept. of Education Administrative Rule – Ed 306.27, High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

Last Modified by Lillian Sutton on January 10, 2022



Book	I: Instruction
Section	Series I
Title	DRAFT Homework
Code	IKB
Status	First Reading
Adopted	May 4, 1993
Last Revised	June 19, 2018

DRAFT

HOMEWORK

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but al classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner. Homework sho for disciplinary purposes.

Prior to the assignment of any homework, the assigning teacher will provide a written "class homework policy" describing how homework assignments may be accessed, how homework overall class grade. The class homework policyis to be clearly communicated and made accessible to both students and their parents/guardians. If any changes are made to the initial clas students and parents. In no case, however, may revised class homework policy standards apply to previous homework assignments if the effect would negatively impact a student's overa

For homework accessibility, teachers are encouraged to use online learning management systems/parent portals when available to communicate homework assignments. Also, without lir objectives or elements for assessment might include accuracy, timeliness, effort, demonstration of understanding and achievement of related competencies.

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete reci subject matter of the policy.

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.04 (b)(21)(a)	Basic Learning Standards: Homework (Eff. Dec. 2024)
N.H. Code Admin. Rules Ed 306.04(b)(21)(a)	Homework Access and Assessment Standards

Last Modified by Kristen Noonan on August 25, 2025



Book	I: Instruction
Section	Series I
Title	Homework
Code	IKB
Status	Active
Adopted	May 4, 1993
Last Revised	June 19, 2018

HOMework

The MRSD School Board recognizes that regular, purposeful homework is one component of the instructional process in Monadnock Regional Public Schools. While regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline, we recognize that homework expectations must be balanced with the needs and responsibilities of students and their families that occur outside of the classroom. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. In light of the major purposes for homework, it is not to be assigned as punishment for students for disciplinary reasons. Responsibility for homework should gradually increase for students. Homework assignments should be differentiated to meet the needs of all children. Homework can take on many forms whether it be an assignment to be passed in the next day, a weekly assignment, or a long term project. When homework assignments are long-term projects, teachers should review evidence of progress periodically before the student submits the final assignment.

Principals will be responsible for:

1. Communicating the School Board Policy on homework to staff members, students, and parents/guardians and ensuring that this policy is being followed consistently throughout each grade and/or subject.
2. Encouraging parents/guardians to communicate with the school if a student's homework assignments are excessive or not sufficiently challenging to the student, according to the parents'/guardians' views.
3. Monitoring and ensuring that each teacher's homework assignment practice is considerate of students' out of school time; i.e. other homework assignments, family responsibilities, extracurricular activities, etc...
4. Working with the Director of Curriculum, Instruction, and Assessment and the other district principals to ensure that the homework practices in each school are in accordance with policy IKB and are consistent district-wide.

Teachers will be responsible for:

1. Teaching independent study skills
2. Creating assignments that are differentiated to meet student needs; including taking into consideration the total homework being assigned to a student in multiple subjects
3. Ensuring that students understand what is expected and have all necessary materials to complete the assignment
4. Giving feedback, which includes grading and recording when applicable, on homework assignments in a timely manner
5. Communicating clear homework instructions, expectations, and grading practices to parents and students.

Students will be responsible for:

1. Completing assigned homework.
2. Returning homework to the teacher by the designated time
3. Submitting homework assignments which reflect careful attention to detail and quality of work

Parent's/Guardian's responsibilities include:

1. Being familiar with the District Homework Policy and the school/classroom expectations
2. Communicating with the school when homework questions or concerns arise
3. Supporting the child's learning by monitoring homework assignments and helping the child be prepared to succeed

Monadnock Regional School Board recognizes the value of literacy for all children. As such, it is the policy of the Board to encourage reading outside of school hours by expecting K-12 teachers to include reading assignments, as appropriate, in their balanced homework plans.

Revised: 5/6/2014, 6/19/2018

Last Modified by Lillian Sutton on June 20, 2018



Book	I: Instruction
Section	Series I
Title	DRAFT Career Exploration, Readiness, Pathways & Credentials
Code	IKFG
Status	First Reading

DRAFT

Career Exploration, Readiness, Pathways & Credentials

A. CAREER EXPLORATION

The Monadnock Regional School District School Board recognizes the importance of guiding students toward career readiness development. This policy ensures that career pathways are introduced in ways that foster engagement, curiosity, and informed decision-exploration should be integrated into the curriculum and school activities in a manner that is age-appropriate and supports students in their strengths. Examples of exploration methodologies for different age and grade groups follow. ~~INCLUDE ONLY THE GRADE GROUPS FOUND~~

1. **Elementary School (Grades K-6):**

- Career awareness may be introduced through storytelling, interactive activities, and community engagement.
- Teachers or building administrators can help students explore various professions through classroom discussions, guest speakers, and field trips.
- Emphasis should be directed toward developing universal foundational skills, such as teamwork, problem-solving, and creativity.

2. **Middle School (Grades 5-8):**

- Career exploration can be integrated into class or individual assignments, allowing students to connect their academic interests to real-world applications.
- Exposure to different industries can be facilitated through career fairs, job-shadowing experiences, and project-based learning.
- Middle school students might participate in self-assessment activities that help them identify their strengths and interests in various fields.

3. **High School (Grades 9-12):**

- Students shall have access to career-focused electives, Career and Technical Education (CTE) programs, Dual and Concurrent Enrollment programs, and work-based learning opportunities.
- Individualized career planning shall be incorporated into advisory programs, assisting students in setting goals for post-secondary education or workforce entry.
- Administrators and/or teachers should seek collaboration with community businesses, higher education institutions, and industry partners for networking or Extended Learning Opportunities as discussed in Board policy ~~***~~ IHBH.

B. ~~districts with high schools~~ CAREER READINESS PATHWAYS AND CREDENTIALS

For all incoming first-year students/freshmen, the District will assess career interests and advise how to achieve a career readiness credential, and also record on a student's transcript progress towards the credential.

Each career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific grade level. The Superintendent shall be responsible for carrying out the provisions of this policy.

The District shall report the following annually to the Department of Education in the manner required by the Department: the number of students enrolled in career readiness pathways; the number of students earning career readiness credentials; and the number of career-ready credentials awarded.

As used in this Section B, the terms "career readiness credential", "career readiness pathways", "CTE" and "work-based learning" shall have the meanings ascribed in RSA 188-E:25.

C. IMPLEMENTATION

The Superintendent, in coordination with their designee shall develop procedures and guidelines for establishing career readiness pathways according to student grade levels ~~[(include only if the district has high school grades)]~~. Procedures and guidelines should also facilitate the participation of students who wish to pursue that pathway.

NH Statutes

RSA 188-E:2

RSA 188-E:5, XI

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(22)

Cross References

Code

IHBH

IHBH-R(1)

IHBH-R(2)

IHCD

IK

IKF

Description

[Career and Technical Education, Definitions](#)

[Career and Technical Education, Program](#)

Description

[Career Exploration](#)

Description

[Extended Learning Opportunities](#)

[Extended Learning Opportunities - Application](#)

[Extended Learning Opportunities - Memorandum of Understanding for Extended Learning O](#)

[Advanced Course Work/Advanced Placement Courses and STEM Dual and Concurrent Enro](#)

[Earning of High School Credit - Achievement of Competencies](#)

[High School Graduation Requirements](#)

Last Modified by Kristen Noonan on August 26, 2025

The background features three vertical stripes on the left: a wide pink stripe, a medium blue stripe, and a narrow light beige stripe. The right side of the background is a light beige color with a pattern of small, faint pink dots arranged in a grid-like fashion, with some dots missing to create a sparse effect.

2025 STATE TEST SCORES & AP SCORES

MRSD 2025

PERFORMANCE LEVELS

%Level 1 (420-556):

The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly below the standard for the grade level and is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.

%Level 2 (557-586):

The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills. The student generally performs slightly below the standard for the grade level and is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.

%Level 3 (587-615):

The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.

%Level 4 (616-750):

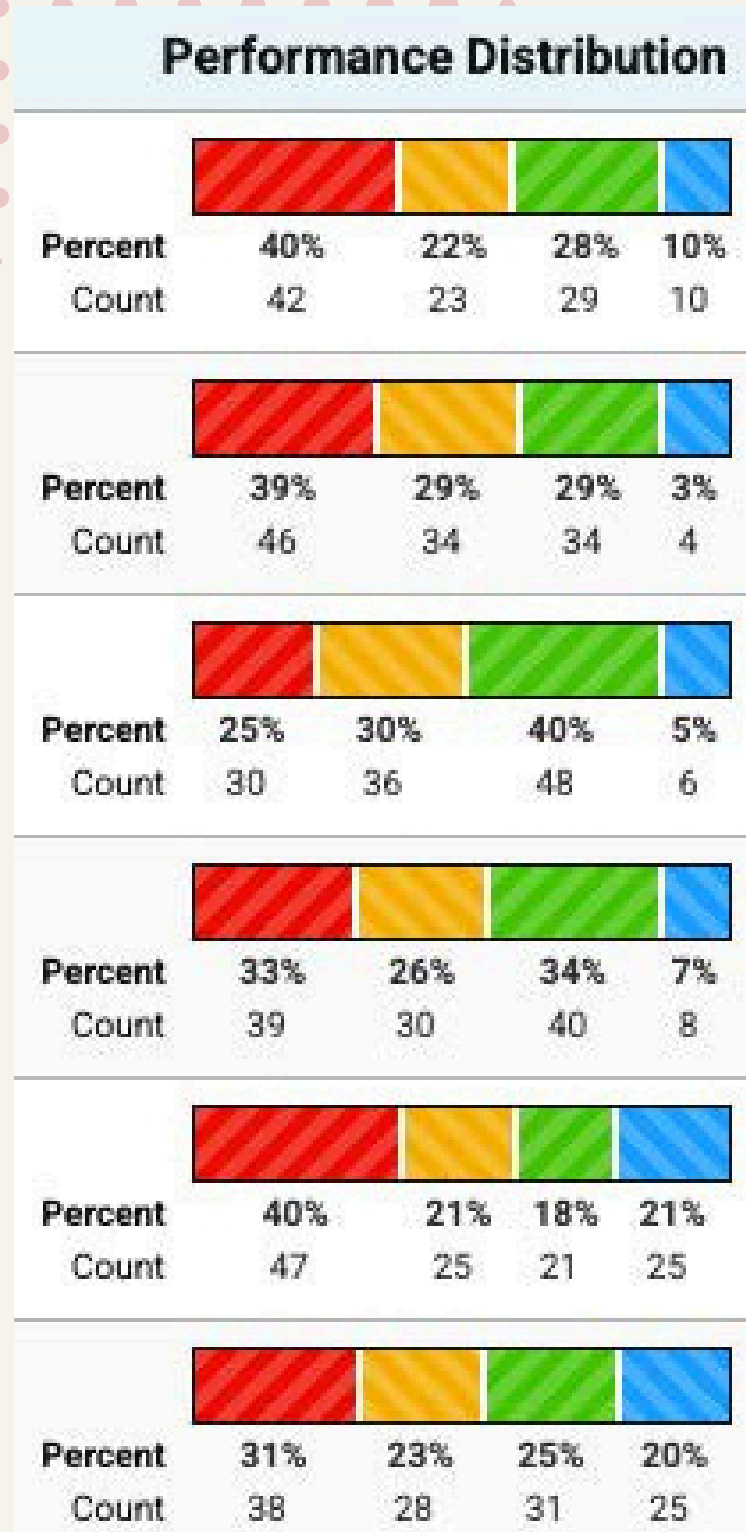
The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.

3RD - 8TH ELA OVERALL

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
8	Spring 2025 (SAS Summative)	104	638 ± 6 ⓘ	 Percent: 40%, 22%, 28%, 10% ⓘ Count: 42, 23, 29, 10
7	Spring 2025 (SAS Summative)	118	618 ± 5 ⓘ	 Percent: 39%, 29%, 29%, 3% ⓘ Count: 46, 34, 34, 4
6	Spring 2025 (SAS Summative)	120	631 ± 4 ⓘ	 Percent: 25%, 30%, 40%, 5% ⓘ Count: 30, 36, 48, 6
5	Spring 2025 (SAS Summative)	117	612 ± 3 ⓘ	 Percent: 33%, 26%, 34%, 7% ⓘ Count: 39, 30, 40, 8
4	Spring 2025 (SAS Summative)	118	594 ± 4 ⓘ	 Percent: 40%, 21%, 18%, 21% ⓘ Count: 47, 25, 21, 25
3	Spring 2025 (SAS Summative)	122	579 ± 4 ⓘ	 Percent: 31%, 23%, 25%, 20% ⓘ Count: 38, 28, 31, 25

ELA 2023-2024 VS. 2024-2025



















'24-'25



Points of interest:

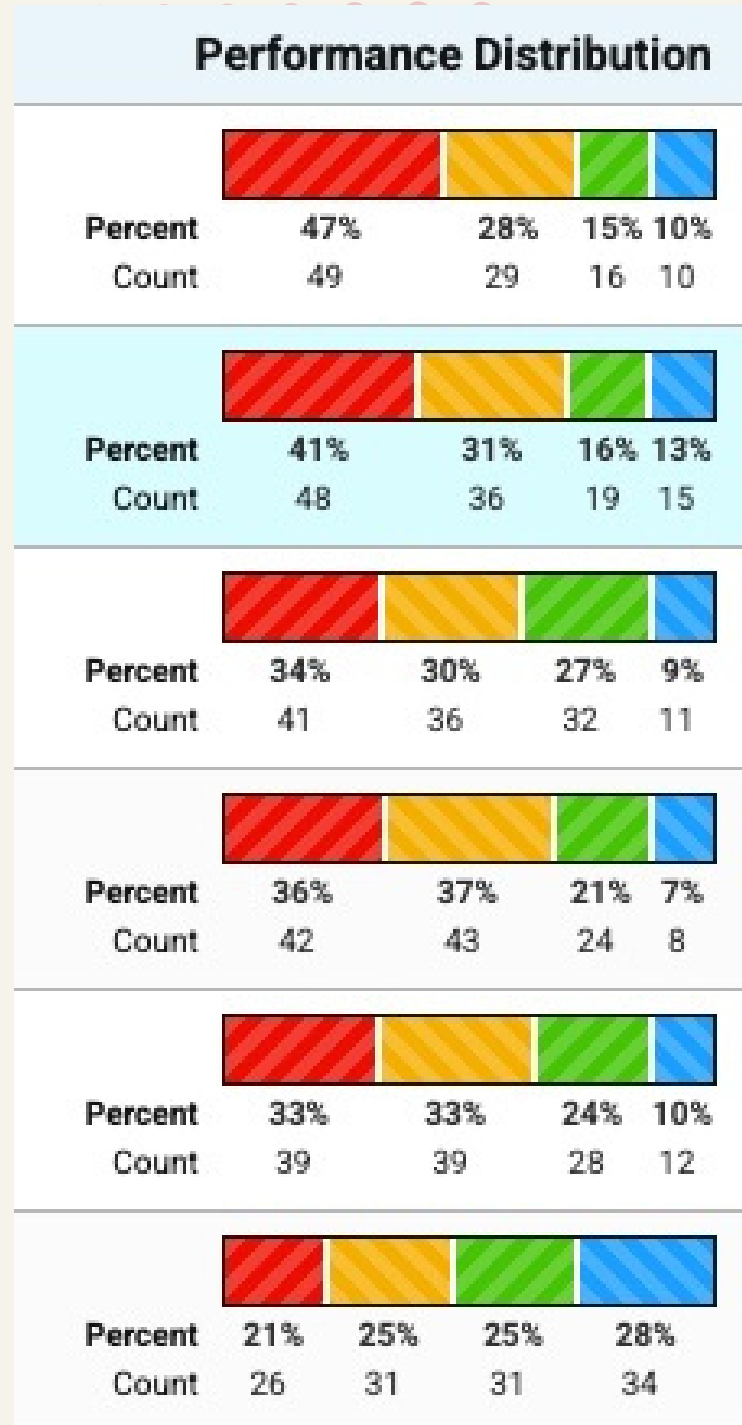
- 8th grade '23-'24 was 31% to 38% (+7) on or above grade level (State = 51%)
- 7th grade '23-'24 was 37% to 32% (-5) on or above grade level (State = 55%)
- 6th grade '23-'24 was 42% to 45% (+3) on or above grade level (State = 41%)
- 5th grade '23-'24 was 44% to 41% (-3) on or above grade level (State = 40%)
- 4th grade '23-'24 was 36% to 39% (+3) on or above grade level (State = 52%)
- 3rd grade '23-'24 was 47% to 45% (-2) on or above grade level (State = 52%)

3RD - 8TH MATH OVERALL

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
8	Spring 2025 (SAS Summative)	104	538 ± 7 	 Percent Count 47% 28% 15% 10% 49 29 16 10 
7	Spring 2025 (SAS Summative)	118	512 ± 6 	 Percent Count 41% 31% 16% 13% 48 36 19 15 
6	Spring 2025 (SAS Summative)	120	497 ± 4 	 Percent Count 34% 30% 27% 9% 41 36 32 11 
5	Spring 2025 (SAS Summative)	117	467 ± 4 	 Percent Count 36% 37% 21% 7% 42 43 24 8 
4	Spring 2025 (SAS Summative)	118	444 ± 4 	 Percent Count 33% 33% 24% 10% 39 39 28 12 
3	Spring 2025 (SAS Summative)	122	436 ± 3 	 Percent Count 21% 25% 25% 28% 26 31 31 34 

MATH 2023-2024 VS. 2024-2025

'24-'25



Points of interest:

- 8th grade '23-'24 was 13% to 26% (+13) on or above grade level (State = 37%)
- 7th grade '23-'24 was 30% to 29% (-1) on or above grade level (State = 41%)
- 6th grade '23-'24 was 29% to 36% (+7) on or above grade level (State = 41%)
- 5th grade '23-'24 was 25% to 28% (+3) on or above grade level (State = 40%)
- 4th grade '23-'24 was 33% to 34% (+1) on or above grade level (State = 52%)
- 3rd grade '23-'24 was 45% to 53% (+8) on or above grade level (State = 52%)



PROGRESSES NOT PERFECTION

- *GROWTH MINDSET IS IN ACTION: IMPROVEMENT, EVEN GRADUAL, REFLECTS A COMMITMENT TO LEARNING, GROWTH, AND PERSISTENCE. WE ARE ON THE RIGHT PATH, AND THE DATA SHOWS STUDENTS AND EDUCATORS ARE PUTTING IN EFFORT.*
 - *PROGRESS IS PERSONAL, NOT JUST COMPARATIVE: WHILE IT'S COMMON TO COMPARE SCORES TO STATE BENCHMARKS, OUR INTERNAL GROWTH SHOWS OUR DISTRICT IS MAKING GAINS FROM WHERE WE STARTED AND WE'RE BUILDING MOMENTUM*
 - *EFFORTS ARE PAYING OFF: THE IMPROVEMENT SUGGESTS THAT STRATEGIES, INTERVENTIONS, OR CHANGES IMPLEMENTED BY THE DISTRICT ARE HAVING A POSITIVE IMPACT. MAYBE NOT OVERNIGHT SUCCESS - BUT MEASURABLE AND REAL PROGRESS.*
 - *DATA-INFORMED, NOT DATA-DEFINED: TEST SCORES ARE ONE PIECE OF THE PICTURE. THEY DON'T CAPTURE EVERYTHING - LIKE IMPROVEMENTS IN STUDENT ENGAGEMENT OR TEACHER COLLABORATION. OUR UPWARD TREND CONFIRMS WE'RE MOVING IN A POSITIVE DIRECTION.*
-



NEXT STEPS CONTINUED...

- *CREATED A STEP-BY-STEP TEST ADMINISTRATION PLANNING GUIDE FOR BOTH MIDDLE SCHOOL AND HAVE EXTENDED THIS TO CUTLER*
 - *ALL STAFF WILL BE CERTIFIED BY OCTOBER 1ST IN TIDE (NH SAS PORTAL)*
 - *WE HAVE REACHED OUT TO THE STATE OF NH - DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY AND THEY HAVE AGREED TO COME BACK TO MRSD TO PROVIDE ADDITIONAL SUPPORT TO OUR STAFF*
 - *I AM TAKING A GROUP TO THE ANNUAL ASSESSMENT AND ACCOUNTABILITY CONFERENCE IN OCTOBER - THERE ARE 10 OF US ATTENDING THIS YEAR*
 - *WE HAVE CREATED A MODULAR AND INTERIM SCHEDULE FOR STAFF TO FOLLOW BOTH AT MS AND CUTLER*
 - *WE WILL BE USING MODULAR ASSESSMENTS TO CONNECT INSTRUCTION AND ASSESSMENT - NEXT STEPS: WE HAVE CREATED THREE DATA DIVE TEAMS (ELA, MATH AND 6TH GRADE AT CUTLER)*
 - *WE ARE WORKING WITH THESE TEAMS TO LOOK AT DATA, INSTRUCTION, CURRICULUM, GAPS AND THEN USING THAT DATA TO PLAN INTERVENTION GROUPS*
-

NEXT STEPS CONTINUED...

Middle School Preparation and Testing Schedule

Date	General Assessment	Grade	Content Area	Specific Assessment
10/6 -10/9	NH SAS - Modulares (twice)	7	Writing	6 - Argumentative A 6 - Editing A
		8		7 - Argumentative A 7 - Editing A
10/14 - 10/17	NH SAS - Modulares (twice)	7	Math	6 - Expressions and Equations A 6 - Expressions and Equations B
		8		7 - Expressions and Equations A 7 - Expressions and Equations B
10/20 - 10/24	NH SAS - Modulares (twice)	8	Science	

Dates	Grade	General Assessment	Content
10/6 -10/9	3	NH SAS - Modulares	ELA - Edit A
	4		ELA - Edit A
	5		ELA - Edit A
	6		ELA - Gr. 5 - Informative A
10/14 - 10/17	3	NH SAS - Modulares	Math - Number and Operations Base 10 A
	4		Math Gr. 3 Number and Operations Fractions A
	5		Math Gr. 4 - Geometry Measurement and Data A
	6		Math Gr. 5 - Operations and Algebraic Thinking A

2024 AP SCORES

2-D Art and Design

School	3	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	4.00
NH	121	0%	12%	51%	29%	8%	3.34
Global	48,085	3%	14%	43%	29%	11%	3.31

4.00
3.54
3.36

Calculus

School	2	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	2.00
NH	1,087	7%	21%	16%	32%	24%	3.46
Global	288,032	13%	23%	15%	29%	20%	3.21

1.67
3.20
2.99

Chemistry

School	11	0% (0)	55% (6)	36% (4)	9% (1)	0% (0)	2.55
NH	481	3%	16%	30%	28%	23%	3.53
Global	170,637	6%	16%	31%	29%	18%	3.36

2.67
3.42
3.27

2024 AP SCORES

Computers

School	6	0% (0)	17% (1)	50% (3)	33% (2)	0% (0)	3.17	2.25
NH	276	7%	20%	37%	25%	11%	3.13	2.99
Global	175,920	17%	21%	31%	20%	11%	2.86	2.89

AP Language

School	17	6% (1)	18% (3)	53% (9)	24% (4)	0% (0)	2.94
NH	1,424	2%	11%	36%	35%	16%	3.52
Global	617,170	10%	16%	33%	28%	13%	3.20

AP Literature

School	9	11% (1)	33% (3)	44% (4)	11% (1)	0% (0)	2.56	3.14
NH	996	2%	10%	31%	33%	23%	3.65	3.65
Global	417,127	10%	16%	31%	27%	16%	3.24	3.26

2024 AP SCORES

European History

School	5	20% (1)	0% (0)	60% (3)	20% (1)	0% (0)	2.80
NH	187	3%	15%	26%	42%	14%	3.50
Global	86,776	8%	19%	24%	35%	14%	3.27

Physics

School	6	0% (0)	0% (0)	50% (3)	50% (3)	0% (0)	3.50
NH	506	9%	15%	29%	31%	16%	3.30
Global	176,652	19%	13%	23%	25%	20%	3.12

Precalculus

School	10	10% (1)	40% (4)	50% (5)	0% (0)	0% (0)	2.40
NH	193	3%	7%	17%	33%	40%	4.02
Global	256,626	8%	11%	27%	26%	28%	3.54

2024 AP SCORES

Statistics

School	3	100% (3)	0% (0)	0% (0)	0% (0)	0% (0)	1.00
NH	975	15%	18%	28%	23%	16%	3.05
Global	268,071	24%	16%	22%	21%	17%	2.92

AP USH

School	16	0% (0)	44% (7)	38% (6)	19% (3)	0% (0)	2.75	2.09
NH	1,104	2%	15%	24%	44%	15%	3.55	2.80
Global	517,782	8%	18%	23%	36%	14%	3.30	2.54

Monadnock Regional School District (MRSD)
School Board Meeting Minutes
September 2, 2025 (Not Yet Approved)
Monadnock Regional Middle/High School, Swanzey, NH

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

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

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

2. PUBLIC COMMENTS: There were no public comments.

3. #celebrateMRSD: J. Rathbun reported that the administration visited all of the schools on the first day. L. Sutton has been working very hard on the website. The Cell Phone Policy is going well with no major meltdowns. He attended the Varsity Boys Soccer Game and Monadnock won 5-2 against Masenic. There was a great turnout for the game. All of the Board is invited to the Superintendent's Club on October 21, 2025. There will be a meet and eat and the students in the club will receive pins. A Real estate agent has approached the district regarding the sale of Cutler. This process will go through the 3-bid process.

4. MATTERS FOR INFORMATION & DISCUSSION:

a. Administration Report: Stephanie Betit-Hancock: J. Rathbun introduced the new Director of Student Services. S. Betit-Hancock updated the Board on the new Autism Program at Emerson. The name of the program is The Mosaic Program. The Program was approved by the DOE but with many questions. She would like to thank the community for trying to be creative to keep the kids here. She thanked L. Stevens, the administration and the staff for coming in and hitting the ground running. Currently, she is working on Medicare rules and regulations. It is different than in Vermont. It is a pleasure working with the staff who put children first. The schools look amazing. Thank you for welcoming me into your community. The Level 3 Autism Program at Emerson is up and running. There are 6 students grades 1-4 in the program.

b. Staffing Update: J. Rathbun reported that there are 3 staff nominations coming tonight in non-public, a para, music teacher at MRMHS and a building and grounds position. There are now 11 vacancies.

c. Review Policy FF-Naming New Facility: K. Noonan thought that maybe the new Library at Emerson could be named after Winston Wright, a former longtime Board Member. J. Rathbun mentioned that it would also be a nice idea to name the new MTC gymnasium the Cutler Gymnasium. He would ask the Board to consider. W. Wright was an educator, in the fire department and a Board Member for years. J. Rathbun feels that a ceremony for naming the library when it is complete and making sure his family and people who worked

with him have the opportunity to attend.

d. Annual Review of Student Handbook: J. Rathbun explained that the updates to the Student Handbook are to existing policies. The confusing language last year regarding eligibility has been corrected. The handbook now matches what we have been using for the last ten years. The teachers have done a lot of work on the handbook. Nice job. It was mentioned that the Athletic Handbook is not on the website.

e. NHSBA Resolution Review: The resolution that was prepared will be sent out to the Board Members for review.

5. MATTERS THAT REQUIRE BOARD ACTION:

a. Appointment to Attend NHSBA Delegate Assembly: The Board will appoint a member to attend the Delegate Assembly on October 25, 2025 on behalf of the entire Board. The Board will appoint at the next meeting.

b. Negotiations Request-Specialists Union: J. Rathbun explained that the Specialists Bargaining Unit is requesting opening negotiations exclusively for compensation. This would be a warrant article if additional funds are approved.

S.PETERS DECLARED A RECESS FOR A NON-MEETING at 7:28PM.

RETURN TO PUBLIC SESSION: MOTION: S.Peters **MOVED** to enter into negotiations with the Specialists Union regarding compensation. **SECOND:** K. Noonan. **DISCUSSION:** K. Noonan wanted to mention that the Board worked hard to have one bargaining unit per year. It is helpful for the taxpayers and the Unions. **VOTE:** 0/8.3/0/4.7. **Motion fails.**

c. FY 26/27 Budget Cycle-Review Motions from BC and set guardrails for adm: It was mentioned that the Budget Committee did not make any recommendations in the form of a motion regarding the upcoming budget. The administration will report at the next meeting on the research items asked for by the Board. J. Rathbun commented that the administration would like to have a target number for the proposed budget. They will hit the target, given the rules and the impact. The proposed number last year was \$400,000 more than the default. The Fin/Fac Committee suggested the default number for 2026/27 and important items proposed by the administration but to explain in order to communicate to the public the need and the importance. L. Steadman mentioned that the default may be over the \$40,000,000 number. S.Peters said we are not beholden to any number. J. Rathbun commented that the Board can give their input at the next meeting and the administration will still have enough time.

d. Approve the Consent Agenda: August 19, 2025 Minutes, Non-Public Minutes and Manifest: \$ 2,889,967.76 for FY 2026 . MOTION: L. Steadman **MOVED** to accept the August 19, 2025 Public Meeting Minutes and Non-Public Meeting Minutes has presented, a transfer request from S. Betit-Hancock in the amount of \$222,000.00 from Districtwide Placement to Contracted Services-Special Ed. (The Mosaic Program), a transfer request from S.

Betit-Hancock in the amount of \$279,880.00 from Psychologist salary and benefits to Contracted Services-Special Ed. and to approve the manifests in the amount of \$ 2,889,967.76 for FY 2026. **SECOND:** K. Noonan **VOTE:** 8.30/0/0/4.70. **Motion passes.**

6. SETTING NEXT MEETING'S AGENDA:

- a. September 16, 2025
- b. Budget Process
- c. DOE 25
- d. Vote to Retain Funds
- e. Administration Report-Meet the administration

7. PUBLIC COMMENTS: There are no public comments.

8. 8:05 PM Non-Public Session under RSA 91-A:3 II (b) The hiring of any person as a public employee: MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3II (b) The hiring of any person as a public employee. **SECOND:**C.McDaniel-Thomas **VOTE:** 8.30/0/0/4.70. **Motion passes.**

9. 8:10 PM ENTER INTO NON-PUBLIC SESSION (c) : MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting: **SECOND:** B. Tatro **VOTE:** 8.30/0/0/4.70. **Motion passes.**

10. MOTION TO ADJOURN: MOTION: C.McDaniel-Thomas **MOVED** to adjourn the Board Meeting at 8:21 PM. **SECOND:** K. Noonan **VOTE:** 8.30/0/0/4.70. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

VOTING KEY:Yes/No/Abstain/Absent

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session
September 2, 2025(Not Yet Approved)
Monadnock Middle/High School Library, Swanzey, NH**

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

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

8:05 PM Non-Public Session RSA 91-A:3 II (b) The hiring of any person as a public employee:

Issue #1: J. Rathbun presented the following list of nominations to the Board: Michael Peters, MRMHS Music Teacher, and Michael White, Custodial.

MOTION: K. Noonan **MOVED** to leave Non-Public Session (b) and enter into Non-Public(c).
SECOND: B. Tatro **VOTE:** 8.30/0/0/4.70. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session (Not Yet Approved)
September 2, 2025
MRMHS Library/Zoom, Swanzey, NH**

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

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

8:10 PM Non-Public Session RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.

Issue #1: J. Rathbun explained at the last meeting that Hutter mentioned that Academy Roofing came in \$200,000 less than the closest bid for the roof at Troy. Academy Roofing was the roofer at the time of the fire at Emerson. Hutter wanted to ask J. Rathbun his opinion on this issue. J.Rathbun in turn brought this to the Board. The Board had asked the insurance company to weigh in on this issue but they never responded to the request. J. Rathbun feels that the huge savings in the bid is Academy Roofing's way of saying that they are sorry and apologize. B.Bohannon asked if there would be any risk if something was to happen again. J. Rathbun commented that Academy Roofing is trying to make it up to Hutter because they feel bad. L. Steadman mentioned that the insurance company had their chance to weigh in and they never responded. J.Rathbun mentioned that Hutter has taken the brunt of this. No action was taken. The Board does not vote on subcontractors. J. Rathbun understood the feeling of the Board.

MOTION: C. McDaniel-Thomas **MOVED** to leave non-public session. **SECOND:** K. Noonan. **VOTE:** 8.30/0/0/4.70. **Motion passes.**

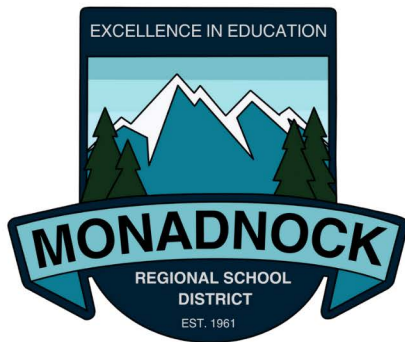
Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

Save the Date

October 21st, 2025
5:30 pm to 7:00 pm

MRMHS Annex



Superintendent's Club Social

Please save the date for the
Superintendents Club Social Gathering
with the MRSD Administration & School Board

Light Refreshments will be served

The Superintendent's Club is a level of distinction that students in grades 7-12 reach when they earn High Honors for four quarters during their time at MRMHS. To remain members, students must continue to earn at least Honor Roll status each quarter.

Your student has met the eligibility requirements.

We look forward to celebrating your student & immediate family.

Congratulations!

Jeremy Rathbun
Superintendent of Schools



**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD MEETINGS MARCH 2025 THROUGH MARCH 2026**

All Meetings Begin at 7:00 PM

<u>Date</u>	<u>Location</u>
March 18, 2025	MRMHS Library and Zoom for Public*
April 1, 2025	MRMHS Library and Zoom for Public*
April 15, 2025	MRMHS Library and Zoom for Public*
May 6, 2025	MRMHS Library and Zoom for Public*
May 20, 2025	Joint School Board & Budget Committee Meeting (MRMHS Library)*
June 3, 2025	MRMHS Library and Zoom for Public*
June 17, 2025	MRMHS Library and Zoom for Public*
July 15, 2025	MRMHS Library and Zoom for Public
August 19, 2025	MRMHS Library and Zoom for Public*
September 2, 2025	MRMHS Library and Zoom for Public*
September 16, 2025	MRMHS Library and Zoom for Public*
October 7, 2025	MRMHS Library and Zoom for Public*
October 21, 2025	MRMHS Library and Zoom for Public*
November 4, 2025	Emerson Elementary Library and Zoom for Public*
November 18, 2025	MRMHS Library and Zoom for Public*
December 2, 2025	Joint School Board & Budget Committee Meeting (MRMHS Library)*
December 16, 2025	MRMHS Library and Zoom for Public*
January 6, 2026 (6:00 pm tour)	Mt. Caesar Elementary Cafeteria*
January 8th or 15th, 2026	Budget Hearing (Budget Committee) MRMHS Library*
January 20, 2026	MRMHS Library and Zoom for Public*
January 31, 2026	Deliberative Session MRMHS Auditorium or Mt. Caesar Elem. (Pending Construction)
February 3, 2026	MRMHS Library and Zoom for Public*
February 17, 2026	MRMHS Library and Zoom for Public*
March 3, 2026	MRMHS Library and Zoom for Public*

*** Zoom Link is posted on the District Website Calendar**

*** Audio Recordings of meetings are posted on the website under School Board**

NOTE: SNOW DATES FOR ALL REGULAR BOARD MEETINGS WILL BE COORDINATED BY THE BOARD CHAIR.