

Monadnock Regional School District & SAU #93

School Board Agenda

October 7th, 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
 - a. Robotics Education Grant Award
 - b. Homecoming Oct. 6th-11th
 - c. Sports Accolades
 - d. Pumpkin Carving: Week of Oct. 13th
4. MATTERS FOR INFORMATION & DISCUSSION
 - a. Meeting Calendar (Oct - Jan)
 - b. Superintendent & Board Goals Review
 - i. **By 10/1/2025** Update the CIP of the MRMHS and the SAU Campus,
 - ii. **By 10/1/2025** Assess the District's current ELO, approve and recommend options to enhance the ELO in the 2026/27 School Year
 - iii. **By 2/1/2025** Deliver at least 2 quarterly communications to the MRSD community regarding the District happenings and budget/voting information
5. MATTERS THAT REQUIRE BOARD ACTION
 - a. FY26/27 Budget Cycle - Proposed Budget Decisions:
 - i. Focus items needed for the budget:(e.g. new positions or grant position to be converted)
 - ii. SAU Study
 - b. Policies 2nd 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
 - c. * NHSBA Proposed Resolutions
 - d. * Approve the Consent Agenda (Sept. 16th Minutes, Manifest, Transfers)
6. SETTING NEXT MEETING'S AGENDA
 - a. October 21, 2025
 - b. Superintendent's Club
 - c. Approve Capital Improvement Plan (CIP)
 - d. Health & Dental insurance increases
 - e. NH Retirement System Bi-Annual Rate change
 - f. MESSA Contract 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:

| | | | |
|------------|--------------------------------|---------|--------------------------|
| 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 |
| 10/23/2025 | Education Committee | 5:30 pm | Wilcox Conference Center |
| 10/28/2025 | Budget Committee | 7:00 pm | MRMHS Library |

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

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



Caitlin D. Davis
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
Department of Education
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3495

September 23, 2025
Monadnock Regional Middle-High School
SAU 93
600 Old Homestead HWY
Swanzy, NH 03446

It is my pleasure to inform you that a Robotics Education Development Program grant is awarded to **Monadnock Regional Middle-High School** in the amount of **\$4,680.00** for the school year 2025-2026. This grant award letter is being sent to the authorizing agent for the school and/or school district.

By accepting this grant, the school, school district and school board agree to the following:


- To spend the amount allocated only on items specifically identified in this grant award letter **no later than May 30, 2026**.
- To actively work towards efforts to expand student participation in robotics education programming funded through this grant, particularly students of under-represented groups.
- To provide a year-end report that details the competitive events attended, a description of the team participants including demographic information, number of students, and a final budget detailing actual expenditure. This final PROGRAM report **must be submitted by May 30, 2026**.
- To submit all monthly financial reports through the Grants Management System (GMS) **no later than June 15, 2026**. The GMS final report must be submitted by June 15, 2026. If you submit later than this date you will not be reimbursed for expenses.
- **This grant ends May 30, 2026**, and unspent funds will not be reallocated to the following year.


The grant award for your school is identified as follows:

Your school's grant award will be accessible through the Grants Management System (GMS) no later than 23 September, 2025

To access this grant:

1. Please see your district i4see coordinator. The i4see coordinator must give permission to the person that will be administering the grant.
2. Start the grant. The grant start date should be September 12, 2025. However, any funds incurred for school year 2025-2026 can be applied to this grant.

Start Date: 

End Date: 

3. Enter in the Agency Responsible for Programmatic and Fiscal Administration. This is required.
4. Create only one new activity and put all expenses in that activity. Below is a list of allowable expenses with amounts. Expenses not listed below are not allowable.

Allowable Expenses

| Expense | Maximum Amount Allowable | Function Code | Object Code |
|--|--------------------------|---------------|---|
| Robotics kits, parts, tools | No cap | 1410 | 600 Supplies |
| Registration Fees | No cap | 1410 | 810 Dues & Fees |
| Advisor/coach stipend | \$2,000 | 1410 | 100 Salaries |
| T-shirts/Uniforms | \$15/per student | 1410 | 600 Supplies |
| Transportation to events/competitions (includes mileage or bus fees) | \$1,200 | 1410 | 580 Travel <u>or</u> 510 Student Transportation Services |

5. Enter the items into the budget lines with the 1410 Function Code and the appropriate object code. Those codes are listed above.
6. Submit the grant. I will then approve the grant and you will be able to access the funds.

Please feel free to contact me with any questions. Anne.K.Wallace@doe.nh.gov
Congratulations and good luck with your robotics team!

Sincerely,



Anne Wallace

Math/STEM Education Consultant

HOMECOMING SPIRIT WEEK



WEEK OF OCTOBER 6TH-11TH

MONDAY

TROPICAL DAY

Wear your best
Hawaiian fit!!



TUESDAY

USA DAY



WEDNESDAY

DRESS AS YOUR
FAVORITE STAFF
MEMEBER



THURSDAY

JERSEY DAY

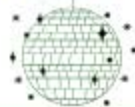


FRIDAY NITE

SOCCER UNDER
THE LIGHTS



HOMECOMING
DANCE



SATURDAY

Parade,
festivities, &
a full lineup of
Husky athletics!





**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.

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.
-

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.
-

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).
-

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."
-

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.
-

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.
-

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 curr plan 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 reci 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 process, it is likely beneficial that in the development/alignment of the district competencies, effort is given to identifying those that may be demonstrated within district programs.
- 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 field. 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 who earned a career readiness credential; 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



New Hampshire School Boards Association

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Ege Cordell, First Vice President, Chesterfield

James Noyes, Second Vice President, Bethlehem and Profile Regional

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**2025 NHSBA Delegate Assembly
Saturday October 25, 2025
10:30am
Grappone Conference Center – Concord, NH**

PROPOSED RESOLUTIONS

13. Submitted by the Hanover & Dresden School Boards

Proposed Resolution:

Whereas Open Enrollment further diminishes local budget control, creates serious funding challenges for sending school districts, fails to address how a receiving school district will make up the gap between received tuition and total cost, and as currently written does not provide clarity on process, standards, or behavior expectations;

Be it resolved that the NHSBA finds legislation to promote open enrollment raises significant fiscal challenges for school districts and is a solution in search of a problem.

Rationale:

1. The bill says the sending school provides up to 80% of the cost of the sending district. What happens with the remainder? No reference to family being charged.
2. What are the implications for Dresden taxpayers, and how is this missing revenue made up? Does receiving district have to absorb the cost?
3. It requires districts (Dresden and Hanover) to expand our operating budget to include estimates we have no way to anticipate. How many students might we receive? Do we need to budget based on the total number we could squeeze into a building?
4. Does it apply k-12?
5. If passed, the bill goes into effect January 1, 2026.

6. There isn't a clear process for handling "applications" from prospective students.
7. What are the rights of the receiving district?
8. The language suggests students with disabilities can participate but educational decision-making remains with the sending district. How does this work for a student on an IEP? How is that monitored? Imagine the complexity of meeting to review an IEP.
9. There is nothing in the language of the bill about transportation or clarity around the receiving district's obligations. What about extracurricular opportunities - for example: would an open enrollment student be eligible to participate on sports teams? Attend March Intensive? Receive scholarship money for that purpose?
10. There are enormous potential impacts on school districts that lose students, both in terms of their costs, staffing, and ability to offer programming.
11. What are the disciplinary expectations - must a receiving school accept an applicant regardless of behavior?
12. There is no fiscal note attached to this bill.

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

NHSBA opposes any open enrollment legislation that would have the effect of further undermining the reliability of projecting revenues and expenses in setting of school district budgets, and/or the effect of impacting revenues and expenses once school district budgets have been passed by the community funding the majority of those budgets with local property taxes.

NHSBA Rationale:

Legislation such as 2025's HB741 (proposing universal open enrollment) would allow for a wholly unpredictable migration of students, after the Legislative Body has approved a budget. For a sending district, the loss of one enrolled student results in both the 80% tuition mandated by the state, but also the state adequacy funds for each of those students, without any real reduction in the fixed costs. Although receiving districts will not suffer that impact, the tuition rates will more often than not be lower than the cost per pupil for which the taxpayers in that community are paying for resident students. Finally, whether receiving or sending, the unpredictable impacts on expenses and revenues will result in greater swings in local tax rates. Further, the few states that have successful open

enrollment programs have school funding frameworks which have the states funding public schools at a far greater ratio than New Hampshire's local tax structure.

14. Submitted by the Dover School Board

Proposed Resolution:

The statewide open enrollment provision in this year's budget was retained, but the legislative push for open enrollment will return in the 2026 session, likely with more political pressure to pass. It is imperative NHSBA has some footing on which to stand when testifying. The language in this resolution deliberately does not address the specifics of the language inserted into various open enrollment bills (i.e. HB 771 and 741, and SB 101) during the 2025 session, but takes a more global stance in naming the pitfalls of the system as a whole.

Rationale:

The statewide open enrollment provision in this year's budget was retained, but the legislative push for open enrollment will return in the 2026 session, likely with more political pressure to pass. It is imperative NHSBA has some footing on which to stand when testifying. The language in this resolution deliberately does not address the specifics of the language inserted into various open enrollment bills (i.e. HB 771 and 741, and SB 101) during the 2025 session, but takes a more global stance in naming the pitfalls of the system as a whole.

NHSBA Board of Directors Recommendation:

The NHSBA Board of Directors recommends adopting the Alternative Resolution discussed previously, relative to the Proposal from the Hanover and Dresden School Boards.

15. **Submitted by the Oyster River Cooperative School Board**

Proposed Resolution:

NHSBA opposes legislation that promotes or mandates open enrollment.

Rationale:

Open enrollment will cause significant financial difficulties for public school districts. The structure of taxation for public schooling is not compatible with open enrollment in New Hampshire. Unlike other states that may have open enrollment, the majority of funds for public education in New Hampshire are raised specifically through local property taxes rather than state level funding. There is a significant gap between what the state provides in adequacy funding versus the actual per pupil cost. Individual school districts independently set their rate of taxation to make up the shortfall. No legislation to date has meaningfully addressed or provided for the budgetary shortfalls and differential district financial responsibilities, particularly regarding special education, that will inevitably arise if open enrollment is mandated. In addition, the added administrative burden including tracking and advertising classroom and enrollment space, as well as added transportation cost and logistical needs, is untenable and an unfunded mandate.

Open enrollment is another direct challenge to local educational control. School districts already have processes in place for locally controlled tuition agreements and policies for individual best interests and manifest hardships.

In sum, open enrollment causes many problems but solves none and therefore should not be supported by the NHSBA.

NHSBA Board of Directors Recommendation:

The NHSBA Board of Directors recommends adopting the Alternative Resolution discussed previously, relative to the Proposal from the Hanover and Dresden School Boards.

16. **Submitted by the Chesterfield School Board**

Proposed Resolution:

NHSBA proposes that the state fully fund all state public education aid formulas before the funding of any other state obligation.

Rationale:

This resolution as written as an amendment to perennial Resolution II:A (1994) in the NHSBA Policies, Resolutions and Statements of Belief Manual does not specify public education. We feel it is important to specify the prioritization of public education aid formulas as recent legislative efforts have diverted funding to non-public schools in New Hampshire.

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

Amend existing Resolution II:A to read as follows:

*II:A• NHSBA proposes that the state fully fund all **state public schools, public school districts and public education** aid formulas before the funding of any other state obligation.*

(New language is in bold, italic, highlight)

NHSBA Rationale:

The NHSBA Board of Directors believes this minor change is important given the rise of school privatization in New Hampshire the last eight years, as well as the rationale given by the Chesterfield School Board.

17. **Submitted by the Chesterfield School Board**

Proposed Resolution:

NHSBA opposes the inclusion of amendments to proposed bills that are not germane to the subject matter of the proposed bill.

Rationale:

The impetus for this resolution was the addition by the NH House of a non-germane amendment to SB 210, relative to bullying and cyberbullying prevention. That non-germane amendment sought to include open enrollment and had no direct connection to bullying and cyberbullying. Each Bill should be evaluated and decided based on the language that was included in the original submission. Amendments should improve the focus of a Bill. We feel that the addition of non-germane amendments devalues the intent of the original proposed Bill and serves as a backdoor way to include previously unsuccessful legislation. This practice has led to a lack of transparency in our elected officials and has compromised strong legislation on a partisan basis that would otherwise support New Hampshire public schools and students.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

While NHSBA certainly appreciates the intent of this proposal, we believe that the proposed resolution is too limiting in directing NHSBA's legislative advocacy.

First, non-germane amendments are required to have a public hearing. While this is not always helpful and does not give advocates or legislators time to fully comprehend the amendment, there is still some level of transparency.

Second, there may be times when NHSBA would want to support a non-germane amendment, depending on the nature of the amendment and the bill.

For these reasons, the NHSBA Board of Directors does not support this Proposed Resolution.

18. Proposed Resolution Submission #6 (Raymond School Board)

Proposed Resolution:

All schools that receive state and/or federal funding shall comply with all applicable state and federal laws regarding testing, hiring practices, and special education inclusion.

Rationale:

When schools elect to receive state and/or federal funds, including funds received through state vouchers for individual student tuition, they assume a public responsibility to adhere to the legal and educational standards that govern public schools. These funds are intended to serve the public good - namely, ensuring all students have access to a fair, equitable, and high-quality education. As such, any institution benefiting from public resources must be held to the same expectations regarding student assessment, hiring practices, and the inclusion of students with disabilities.

Requiring all schools to comply with state and federal testing, hiring, and special education inclusion laws promotes consistency, accountability, and fairness across all educational settings. It ensures that students receiving publicly funded education, regardless of the type of school they attend, are subject to the same protections and opportunities.

Without such requirements, there is a risk of creating a dual system in which some schools benefit from public funds without meeting the obligations those funds are meant to support. Ensuring compliance with these laws is not only a legal necessity but also a matter of educational equity and public trust.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The NHSBA Board of Directors wholeheartedly agrees with the sentiment and intent of this Proposed Resolution. However, NHSBA has unwaveringly opposed vouchers since at least 2005. NHSBA's concern if this Proposed Resolution is adopted is that it might lend to the position or point of view the NHSBA's has no objection to vouchers, provided certain criteria or conditions are placed upon schools receiving the vouchers. NHSBA does not want our firm stance opposing vouchers to be misconstrued.

By way of example, since New Hampshire's voucher system was implemented in 2021, there have been many bills trying to put parameters, conditions or criteria around schools that accept voucher students. NHSBA has not testified or taken a position on any of

those bills out of a concern NHSBA does not object to vouchers if those criteria and conditions are met.

19. Submitted by the Raymond School Board

Proposed Resolution:

New Hampshire's public school infrastructure is a critical component of delivering a high-quality, equitable education to all students. However, many districts across the state face significant challenges due to aging facilities, inadequate learning environments, and limited local capacity to fund necessary capital improvements. To address these disparities and ensure all students have access to safe, modern, and efficient educational facilities, we propose a strengthened school building aid program, starting with \$60 million annually, with a scheduled increase every two years based on the New England Consumer Price Index to reflect growing needs and inflationary pressures.

Rationale:

Providing \$60 million annually in school building aid with incremental increases every two years is a strategic and fiscally responsible approach to addressing longstanding infrastructure needs. School districts with lower property wealth are disproportionately affected by inadequate buildings. These districts struggle to pass bonds or raise sufficient local funds for capital projects, perpetuating inequity across communities. By establishing a baseline of \$60 million annually, the state can provide predictable and sustainable support for capital investments, enabling long-term planning at the district level.

Construction costs have risen steadily in recent years due to inflation, labor shortages, and supply chain challenges. Without regular adjustments, static funding levels lose their purchasing power and limit the number of projects that can be supported. The inclusion of incremental biennial increases ensures that the aid program keeps pace with rising construction costs and inflation.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

NHSBA believes two existing Resolutions already address the topic in this proposed resolution:

II:C• NHSBA supports additional appropriations under RSA 198:15-a, IV, the state's Building Aid Program to adequately fund all necessary school facility needs. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate

education to all children. (First Adopted in 2000; Revised 2014; Revised 2020; Revised 2023)

II:Q• NHSBA supports fully funding the School Building Aid program pursuant to RSA 198:15-a. Furthermore, NHSBA believes that an adequate school building is a component of the requirement to provide an adequate education and therefore the state is obligated to provide funding for adequate school facilities. The state has failed to meet this obligation since 2009. (2017)

20. Submitted by the Concord School Board

Proposed Resolution:

1. "Whereas the Concord School Board recognizes the importance of nutrition for supporting the development and learning potential of New Hampshire students.
2. Whereas the Concord School Board believes it is critical to tackle childhood hunger and food insecurity.
3. Therefore, we submit a resolution to the NHSBA to advocate to the NH State Legislature to create a universal and subsidized meal program for NH public school students."

Rationale:

The Concord Board is committed to ensuring that all children receive nutritious meals while at school. In seeking support from the state to fund breakfast and lunches, the Board offers the following rational.

The Board acknowledges that every student needs to start the day with a healthy breakfast and a healthy lunch to sustain learning throughout the day

Schools in the city of Concord have a significant number of students with food insecurity. The district faced a deficit in revenues from the food service program due to the inability of families to afford the meal program

The district provides breakfast and lunch to students attending summer programs at the school.

The board realizes that not all families fill out the required paperwork for a variety of reasons, having state support would lessen the burden of filing the application.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The NHSBA Board of Directors believes the following, existing NHSBA Resolution addresses this subject.

II:X• NHSBA supports that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students and at no cost to local school districts. (2022; amended 2024)

21. Proposed Resolution #9 (Concord School Board)

Proposed Resolution:

A RESOLUTION of the Concord Board of Education in Concord, New Hampshire supports New Hampshire State Legislation that will enforce the Federal Gun Free School Zone Act.

WHEREAS, the Concord Board of Education has an obligation to ensure that all students are provided a safe, secure, and supportive environment in which education and school activities are conducted; and

WHEREAS, legislators are accountable to create a safe or unsafe environment in our schools, as evidenced by increasing incidents of gun violence threats and gun violence in schools; and

WHEREAS, so far this year in 2024, the United States has experienced 88 incidents of shooting in schools with 78 victims of these shootings; and

WHEREAS, the presence of firearms increases risk of such harm; and WHEREAS, the Concord Board of Education policies #544 prohibits weapons including firearms on school properties unless under the control of law enforcement personnel; and

WHEREAS the federal government has designated schools as gun-free zones; and

WHEREAS, the federal Gun Free Schools Act prohibits students from bringing firearms into schools, and the federal Gun Free Schools Zone Act prohibits all other persons from bringing firearms within 1,000 feet of school property; and WHEREAS, any bill set before New Hampshire Legislators that does not enforce federal law of gun free school zones, compromises the ability to maintain a safe environment.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

The Concord Board of Education:

- Opposes current New Hampshire state law that does not require state and local law enforcement to enforce federal law of gun free school zones.
- Urges all City of Concord's elected representatives serving in the New Hampshire State Legislature to pass legislation to keep firearms out of school zones.
- Urges New Hampshire State Legislature to pass a bill that enforces federal Gun Free School and Gun Free School Zone Acts in order to create and maintain a safe education environment.

- Commits to creation and revision of Concord School District policies that prohibit students, staff, and civilians from bringing firearms within a school zone.
- Directs the Concord School District Superintendent to distribute this resolution to city, state, and local policy makers, all members of the State Board of Education (New Hampshire); New Hampshire State School Board Association; New Hampshire Association of School Administrators; New Hampshire State Teachers Association; local print, voice, and internet media.

Adopted the day of 2024, the Concord Board of Education voted at a dully called meeting at which a quorum was present with in favor, opposed, and abstained from the Resolution.

Resources:

K-12 School Shooting Database; <https://k12ssdb.org/>

Concord School District Policy #544 Weapons on School Property NH RSA 192

D:2 Federal Gun Free School Zone Act 1990 Federal Gun Free Schools Act 1994

Rationale:

The Concord Board of Education is committed to providing a safe and secure environment for children and staff and in doing so supports a gun free school zone. The Board offers the following rational.

The rules that apply to students attending schools should apply to adults who enter school grounds.

The Board was faced with a situation when adults (some carrying weapons) were using a school facility over a weekend at the same time students were in the building at an event. Students observed the adults carrying a weapon and sent panic among the students and parents. The situation was quickly resolved but not without heightened anxiety on the part of students.

The district receives federal funds to support school programs and is cognizant of the rules around the Federal "Safe and Gun Free Zones" and yet NH laws allow for concealed weapons as well as open cany.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The Concord School Board submitted a similar, if not the same, Proposed Resolution for the 2024 Delegate Assembly. Last year, the NHSBA Board of Directors responded that the Association has two Resolutions relative to guns and firearms on school grounds. Those existing Resolutions are:

Resolution VI:I• NHSBA will advocate for legislative action that ensures local school boards comply with federal firearm laws and policies. (2022)

Resolution VI:G• NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only. (2020)

Additionally, at the 2024 Delegate Assembly, the NHSBA Board of Directors proposed the following Alternative Resolution Recommended by NHSBA Board of Directors:

VI:G• NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only. NHSBA further supports state legislation that would allow enforcement of the federal Gun Free School Zones Act within New Hampshire.

After much discussion at the 2024 Delegate Assembly, a motion was made to vote on the alternative language suggested by the NHSBA Board of Directors. The motion was withdrawn. The Proposed Resolution was not recommended by the NHSBA Board of Directors as submitted, so it was not voted upon as submitted and no amendments received a majority vote.

Since the Delegates did not support last year's Proposed Resolution nor the Proposed Alternative Resolution, the NHSBA Board of Directors does not believe another Resolution on this topic is necessary.

22. Submitted by the Hooksett School Board

Proposed Resolution:

NHSBA should advocate for legislation to amend current statutes to allow a simple majority (50% +1) vote threshold for the approval of school infrastructure projects that support the maintenance, repair, or improvement of existing facilities, ensuring that essential investments in public education are not obstructed by unnecessarily high voter requirements.

Rationale:

Under current New Hampshire law (RSA 33:8 and RSA 49-D:3), bond articles and other warrant articles that raise funds for school infrastructure improvements or maintenance require a supermajority (60% affirmative vote) to pass. This high threshold applies even when funding is directed toward existing, aging school facilities that require urgent repairs or modernization to ensure safety and educational adequacy. As construction costs rise and school buildings age, this supermajority requirement disproportionately hinders a community's ability to maintain the infrastructure already in place to serve its students.

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

NHSBA supports legislation that would allow for lower voter/legislative body thresholds to approve bonds intended for the maintenance, repair, or improvement of existing school district facilities, especially when the major portion of the borrowed funds are essential to bring such facilities up to fire and other safety requirements, or improvements necessary to meet the requirements of the minimum standards for school facilities.

NHSBA Rationale:

The NHSBA Board of Directors supports the purpose of the Proposed Resolution but felt the language needed slight minor amendments to capture the intent and purpose of the Proposal.

23. Submitted by the Hooksett School Board

Proposed Resolution:

NHSBA should advocate for legislation requiring the State of New Hampshire to fully and consistently fund the Catastrophic Special Education Fund, ensuring districts are reimbursed in accordance with existing statutes and that students with high-cost educational needs receive the services they are entitled to without compromising other local educational priorities.

Rationale:

New Hampshire's Catastrophic Special Education Fund was established to support districts with extraordinary special education costs that exceed local budgets. However, in recent years, the state has failed to fully fund this obligation, forcing local districts to absorb significant, unpredictable costs. This underfunding jeopardizes district financial stability and limits educational resources for all district students.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The NHSBA Board of Directors believes the Association has numerous existing Resolutions that speak to full funding – both for adequacy aid and special education aid. The NHSBA Board of Directors further believe that these existing Resolutions address the matter in the Proposed Resolution. The pertinent existing Resolutions are:

II:A• NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)

II:B• NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)

II:F• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done. NHSBA also opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:N• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

IX:A• NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

24. Submitted by the Monadnock School Board

Proposed Resolution:

NHSBA supports amendments of RSA 91-A to allow individuals with a disability as defined by the Americans with Disabilities Act or because they are caring for a household member with such a disability to be counted as attending "in person" for the purpose of the establishment of a quorum.

Rationale:

This resolution solidifies and formalizes NHSBA's commitment to language that was proposed under SB259 in the 2024/25 legislative season. SB259 proposed to amend RSA 91-A by adding the language "Members who are not able to be physically present at a meeting due to an Americans with Disabilities Act-eligible disability or that of a household member in their care shall be counted as attending "in person" for the purpose of the establishment of a Quorum."

This bill was sponsored by Senators and Representatives on both sides of the aisle and was also supported by the Disabilities Rights Center and the New Hampshire Municipal Association, among other interested organizations. Together representatives from these organizations workshopped the language and proposed the slightly modified criteria stated here.

In their testimony, NHSBA stated that NHSBA's support for SB 259 stems from the following NHSBA Statement of Belief:

VI:F• NHSBA supports equity and inclusion in all aspects of education, including curricular programs, extra-curricular programs and co-curricular programs. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021; amended 2024)

NHSBA written testimony continued:

While this Statement of Belief is not necessarily directly on point with SB 259, we believe it expresses NHSBA's unwavering commitment to supporting individuals and students with disabilities, especially as it relates to school district programming and school board service.

NHSBA further believes that SB 259 will assist and allow greater opportunity for school board members who either have a disability or have a child or family member with a disability from participating on local school boards. Individuals who have a disability and parents who have a child or children with disabilities offer great perspective,

experiences and familiarities with the special education system. Special education can be complex, frustrating for parents, and challenging. Parents with a child or children with disabilities can bring their specialized expertise to local school boards, which NHSBA and local school districts welcome.

Of course, as the Committee heard during the hearing, having a disability or a child with a disability may have unique challenges at home or with their child that can make attending school board meetings in person difficult. NHSBA believes that this simple change to RSA 91-A:2, III found in SB 259 can help alleviate and lessen some of those challenges, allowing for such individuals to participate fully on their local school boards.

Although the bill was voted Inexpedient to Legislate, there was no opposition in committee. The Senate Judiciary Committee notes read “Senate Bill 259 absolves certain individuals from in-person quorum standards assuming they, or someone they care for is qualified under the Americans with Disabilities Act. The legislation intended on improving the productivity and participation of certain bodies which faced difficulty satisfying current standards”

A similar bill will be proposed in the future, and when it is, this resolution will allow NHSBA testimony to reference this section rather than referencing VI:F with the caveat that “this Statement of Belief is not necessarily directly on point”--

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

The NHSBA Board of Directors recommends amending two existing NHSBA Resolutions and eliminating one existing NHSBA Resolution as follows:

Amend Resolution V:U to read as follows:

V:U• NHSBA supports ~~amendments of~~ **amending** RSA 91-A to allow for remote participation of all public body members in official meetings of ~~full boards~~ **public bodies and committees** without having a quorum physically present, while still ensuring that full notice and full transparency are satisfied. (2021)

Amend Resolution VI:F to read as follows:

VI:F• NHSBA supports equity and inclusion in all aspects of education, including curricular programs, ~~co-~~**extra-curricular** programs and ~~co-curricular~~ programs, **governance**. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no ~~student~~ **person** is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental

disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021; amended 2024)

Rescind Resolution V:V:

~~V:V• NHSBA supports amending RSA 91-A to allow committees, subcommittees, and advisory committees to hold meetings without having a quorum physically present, while still ensuring that full notice and full transparency requirements are satisfied. (2022)~~

NHSBA Rationale:

The NHSBA Board of Directors believes having multiple Resolutions relative to board members participating at public meetings is unnecessary and seeks to combine two existing Resolutions on this topic with the Proposed Resolution into a single Resolution.

Further, NHSBA believes that broadening Resolution VI:F to include anti-discrimination language to include “persons” and not just students captures the intent of the Proposed Resolution in recognizing that persons with disabilities or individuals who have a child or family member with a disability should have an equal opportunity to serve on local school boards, with the understanding that personal and familial circumstances may require certain accommodations.

Monadnock Regional School District (MRSD)
School Board Meeting Minutes
September 16, 2025 (Not Yet Approved)
Monadnock Regional Middle/High School, Swanzey, NH

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

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

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

2. PUBLIC COMMENTS: E. LaPlante explained that a member from his town reached out to him regarding a policy on statements against the C. Kirk incident. K. Noonan commented that the Board does not respond to Public Comments but the Board will take this up during the meeting.

3. #celebrateMRSD: J. Rathbun informed the Board that the Guidance Dept. is holding a College Fair on Sept. 17 and Sept. 25. Emerson Construction is coming to an end. It should be complete by Columbus Day.

a. Meet the Administration: F. Ashworth, Director of the Beyond the Bell Program, explained that the program is funded by the 21st Century Federal Grant. This is a 5-year competitive grant that allows students to participate in a summer program and an after-school program for free. During the summer program there were 260 elementary school students and 75 middle school students. There were 180 clubs and 65 camp themes at the program. The program partnered with Title One and helped tutor 141 campers. There were 12 plus community partners as well as Camp Takodah and Swanzey Recreational. There were 62 staff members and 5 United Way interns. The staff need to have background checks as if they are working in the schools. H. Blood said it is a wonderful program, a great reputation and thanked F. Ashworth and her staff. Currently there is a wait list for the after-school program.

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: Any questions contact L. Steadman, K. Noonan or C. McDaniel-Thomas.

b. DOE 25 Preview/Optional Motion to Retain Unexpended Funds from FY 25: J. Morin asked if the Board is interested in voting on retaining funds from the unexpended fund balance. The amount remaining is \$86,552.00. The Board is able to retain all of the funds or a lower amount. She would recommend not retaining any of the funds. The RSA has changed the

use of the funds from an emergency to any reason. The attorney has advised the district to put a warrant on the ballot if the Board chooses to withdraw the funds for anything besides an emergency. **MOTION:** L.Steadman **MOVED** to retain zero dollars from the FY 25 Unexpended Fund Balance. **SECOND:** B.Tatro **VOTE:** 9.742/0/0/3.258. **Motion passes.**

c. Finance/Facilities Committee Update: The committee did not meet due to lack of quorum.

d. Board Goals Review: The committee will review the Board Goals when S. Peters is present.

e. FY 26/27 Budget Cycle-Presentation of Proposed Budget Research Items: J. Rathbun explained that the administration had been asked to research the cost of the SAU Building Cost Study and the cost of an ELO Coordinator. The SAU Cost Study would be to condense Wilcox, IT, SAU, building and grounds and maintenance. J. Rathbun said the cost to have the SAU study is \$7500.00 and the cost of the ELO which is the amount they use as a place holder for a certified teacher is \$100,000. Currently someone is in the role of the ELO Coordinator and it is going very well. There is no need to add a position. This was an unfilled position. L. Steadman asked if the administration might research a Life Skills room dedicated to middle school students. J. Rathbun said there is a room. The cost would be \$100,000 for a certified teacher.

f. Meeting Calendar (Oct/Nov): The Board will be meeting at Emerson on November 4, 2025 at 6:00 PM.

g. EducationReport: AP & SAS Testing Results: L.Spencer presented the SAS scores to the Board. She explained that they did see improvement in most areas. She also said that this is not what our kids represent. The Math scores in grades 3-8 all went up. Improvements are being made. The students are in a better mindset. The I-Ready scores are being looked at and interventions are being brought into the test scores. This is one piece of the picture. There has been a lot of work last year, improvements were made but there is room for more. The staff has been reviewing the test to see what the students need help with. If there is a lesson the student did not get but it is on last year's test the teacher will retest them with the previous grade level test. The State also has come to help with great results. L.Spencer ran down the AP scores in multiple courses. The scores used are 1-5. There were improvements in some areas from last year.

h. Tuitioning in Students: J. Rathbun explained that the Superintendent from Winchester has asked if the Board would be able to list Monadnock as a school for Winchester students to attend if they want to. A large number of students will attend Hinsdale. The MRSD policy allows students to tuition into Monadnock. J. Rathbun wanted to give the Board the heads-up about the situation. He asked if Monadnock would like to be listed. A student with an IEP will pay regular tuition and the additional cost is from Winchester. There is no loss; they pay the full rate and there is no obligation from the Board.

i. Response to E. LaPlante's Public Comment: E.LaPlante commented that a councilman from Keene had made distasteful comments regarding C. Kirk. J. Rathbun commented that the Board does have a policy for our teachers and the students. Policy GBEF. The staff are expected to behave in a certain way. There is freedom of speech and if the

comments are made by individuals and may not have anything to do with the schools. There is no easy answer. There are guidelines involved.

5. MATTERS THAT REQUIRE BOARD ACTION:

a. Approve the Consent Agenda: September 2, 2025 Minutes, Non-Public Minutes and Manifest: \$ 2,407,172.60 for FY 2026 . MOTION: R. Vogt **MOVED** to accept the September 2, 2025 Public Meeting Minutes and Non-Public Meeting Minutes as presented and to approve the manifests in the amount of \$ 2,889,967.76 for FY 2026. **SECOND:** L.Steadman **VOTE:** H. Blood–abstain and all remaining members–yes. **Motion passes.**

b. DOE 25 Signatures: J. Morin is asking the Board for signatures on the DOE 25. K. Noonan commented on a wonderful job J. Morin had done on the DOE 25, on time and the amount of the unexpended fund balance.

6. SETTING NEXT MEETING’S AGENDA:

- a. October 7, 2025**
- b. Board Goals**
- c. Superintendent Goals**
- d. CIP Preview Finance/Facilities**
- e. Legal review of Laws that affect schools**

H. Blood informed the Board that CRC had met this evening to discuss Homecoming as well as how to get all of the students involved. They would like to somehow get all of the elementary school students to come together at the Football Game halftime. They have been discussing a Facebook Live regarding Homecoming and the beginning of school.

7. PUBLIC COMMENTS: There are no public comments.

8. 8:01 PM Non-Public Session under RSA 91-A:3 II (b) The hiring of any person as a public employee: MOTION: H. Blood **MOVED** to enter into Non-Public Session under RSA 91-A:3II (b) The hiring of any person as a public employee. **SECOND:** R. Vogt **VOTE:** 9.742/0/0/3.258. **Motion passes.**

9. 8:05 PM ENTER INTO NON-PUBLIC SESSION (c) : MOTION: H. Blood **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:** R. Vogt **VOTE:** 9.742/0/0/3.258. **Motion passes.**

10. MOTION TO ADJOURN: MOTION: J.Cesaitis **MOVED** to adjourn the Board Meeting at 8:07 PM. **SECOND:** H. Blood **VOTE:** 9.742/0/0/3.258. **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 16, 2025(Not Yet Approved)
Monadnock Middle/High School Library, Swanzey, NH**

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

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

8:01 PM Non-Public Session RSA 91-A:3 II (b) The hiring of any person as a public employee:

Issue #1: J. Rathbun notified the Board regarding a teacher who is going on maternity leave. The long-term sub position has been posted with no response. The para currently in the classroom will be covering the position. This person is not certified but there is a 1-year eligibility that allows non-certified staff to cover a certified staff position. This is for 3 or 4 months only. There is a mentor. J. Rathbun is required to notify the Board.

MOTION: H. Blood **MOVED** to leave Non-Public Session (b) and enter into Non-Public(c).
SECOND: R. Vogt **VOTE:** 9.742/0/0/3.258. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session (Not Yet Approved)
September 16, 2025
MRMHS Library/Zoom, Swanzey, NH**

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

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 informed the Board that Veronica Hoffman has given her 18-month retirement notice. She will be retiring in June of 2027.

MOTION: J. Cesaitis **MOVED** to leave non-public session. **SECOND:** H. Blood. **VOTE:** 9.742/0/0/3.258. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

**October 7, 2025 School Board Meeting
Budget Transfer**

Budget Transfers

1. Requested by: Janel Morin, Business Administrator

| | | | |
|-------|------------------------|------------------------------------|-------------|
| FROM: | 01.1200.51150.03.00000 | Troy Paraprofessional Salary | \$22,450.00 |
| | 01.1200.52110.03.00000 | Troy Special Ed Health Insurance | \$ 5,000.00 |
| | 01.1200.52220.03.00000 | Troy Special Ed Social Security | \$ 5,450.00 |
| | 01.1200.52310.03.00000 | Troy Special Ed NT Retirement | \$ 2,860.00 |
| | 01.1107.51100.03.00000 | Troy PK Teacher Salary | \$46,700.00 |
| | 01.1107.52110.03.00000 | Troy PK Health Insurance | \$ 2,500.00 |
| | 01.1107.52220.03.00000 | Troy PK Social Security | \$ 3,573.00 |
| | 01.1107.52300.03.00000 | Troy PK Teacher Retirement | \$ 8,980.00 |
| TO: | 01.1200.51150.04.00000 | Emerson Paraprofessional Salary | \$22,450.00 |
| | 01.1200.52110.04.00000 | Emerson Special Ed Health Ins | \$ 5,000.00 |
| | 01.1200.52220.04.00000 | Emerson Special Ed Social Security | \$ 5,450.00 |
| | 01.1200.52310.04.00000 | Emerson Special Ed NT Retirement | \$ 2,860.00 |
| | 01.1107.51100.04.00000 | Emerson PK Teacher Salary | \$46,700.00 |
| | 01.1107.52110.04.00000 | Emerson PK Health Insurance | \$ 2,500.00 |
| | 01.1107.52220.04.00000 | Emerson PK Social Security | \$ 3,573.00 |
| | 01.1107.52300.04.00000 | Emerson PK Teacher Retirement | \$ 8,980.00 |

◆ Amount: \$97,512

◆ Reason: Transfer funds for PK teacher and para for Troy PK move to Emerson during construction.

2. Requested by: Janel Morin, Business Administrator

| | | | |
|-------|-------------------------|----------------------------------|--------------|
| FROM: | 01.1200.52110.00.00000 | MRMHS Spec Ed Health Ins | \$170,000.00 |
| | 01.1200.55690.09.00000 | Special Ed Private Tuition (OOD) | \$ 90,000.00 |
| | 01.2150.51100.09.00000 | Speech Salaries | \$130,800.00 |
| | 01.2150.52110.09.00000 | Speech Svcs Health Insurance | \$ 80,000.00 |
| | 01.2150.52120.09.00000 | Speech Svcs Dental Insurance | \$ 2,000.00 |
| | 01.2150.52220.09.00000 | Speech Svcs Fica | \$ 10,000.00 |
| | 01.2150.52300.09.00000 | Speech Svcs Retirement | \$ 24,500.00 |
| TO: | 01.1200.543000.09.00000 | Contracted Svcs - Special Ed | \$507,300.00 |

◆ Amount: \$507,300

◆ Reason: Transfer funds MRMHS Spec Ed Health Insurance, Special Ed Private Tuition and Speech Svcs Salaries & Benefits to cover contracted services for positions unable to fill and expenses related to Emerson Mosaic Program.

3. Requested by: Janel Morin, Business Administrator

| | | | |
|-------|-------------------------|-------------------------------|--------------|
| FROM: | 01.1100.52110.00.00000 | MRMHS Regular Inst Health Ins | \$180,000.00 |
| TO: | 01.1200.530500.09.00000 | Related Svcs - Special Ed | \$180,000.00 |

◆ Amount: \$180,000

◆ Reason: To cover increased costs in Related Services for OOD students.

**October 7, 2025 School Board Meeting
Budget Transfer**

4. Requested by: Janel Morin, Business Administrator

| | | | |
|-------|------------------------|----------------------------------|--------------|
| FROM: | 01.2110.51100.00.00000 | MRMHS Social Worker Salary | \$ 56,300.00 |
| | 01.2110.52110.00.00000 | MRMHS Social Worker Health Ins | \$ 29,456.00 |
| | 01.2110.52120.00.00000 | MRMHS Social Worker Dental Ins | \$ 1,005.00 |
| | 01.2110.52220.00.00000 | MRMHS Social Worker Fica | \$ 4,307.00 |
| | 01.2110.52300.00.00000 | MRMHS Social Worker Retirement | \$ 10,827.00 |
| TO: | 01.1200.51100.09.00000 | DW Social Worker/Guidance Salary | \$ 56,300.00 |
| | 01.1200.52110.09.00000 | DW Social Worker/Guidance Health | \$ 29,456.00 |
| | 01.1200.52120.09.00000 | DW Social Worker/Guidance Dental | \$ 1,005.00 |
| | 01.1200.52220.09.00000 | DW Social Worker/Guidance Fica | \$ 4,307.00 |
| | 01.1200.52300.09.00000 | DW Social Worker/Guidance Retire | \$ 10,827.00 |

◆ Amount: \$101,895

◆ Reason: To cover increased costs in Related Services for OOD students.

5. Requested by: Janel Morin, Business Administrator

| | | | |
|-------|------------------------|-------------------------------------|--------------|
| FROM: | 01.2722.51100.09.00000 | Special Ed Van Driver Salary | \$ 25,000.00 |
| | 01.2722.52220.09.00000 | Special Education Van Driver Fica | \$ 1,700.00 |
| | 01.2722.52310.09.00000 | Special Education Van Driver Retire | \$ 300.00 |
| | 01.1200.55610.09.00000 | Special Education Public Tuition | \$ 25,000.00 |
| TO: | 01.2722.55190.09.00000 | Special Education Transportation | \$ 52,000.00 |

◆ Amount: \$52,000

◆ Reason: To cover increased costs in Transportation for OOD students.