

Monadnock Regional School District & SAU #93
School Board Agenda
December 15, 2020 7:00pm

Register in advance for this webinar:

https://mrsd-org.zoom.us/webinar/register/WN_YpX-kKqoTpGIXhVilqsZlq

*Members of the public are encouraged and recommended to attend using the link above.
Comments are welcome during the 'Public Comments' portions of the agenda. Input on other agenda items is welcome upon recognition of the Board Chairman.*

“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 TO ORDER 7pm
2. PUBLIC COMMENTS (15 minutes)
3. MATTERS FOR INFORMATION & DISCUSSION
 - a. Policies (1st Read)
 - i. KAA-School, Family and Community Partnerships
 - ii. BEDB-Agenda Preparation and Dissemination
 - iii. BEDDA- Board Meeting-Rules of Procedure & Order
 - iv. BEDH- Public Comment and Participation at Board Meetings
 - v. EBB-Safe Schools
 - vi. GBGD- Background Investigations and Criminal History Check
 - b. Board Goals Review
 - c. Operations/Superintendent's Report
 - i. Education Data Report
 - ii. Planning for Budget Hearing (January 14th)
 - iii. Planning for Deliberative Session (January 30th)
 - iv. Extracurricular Discussion
 - v. Remote/Hybrid Update
4. MATTERS THAT REQUIRE BOARD ACTION
 - a. * Motion to switch from Hybrid to Remote Education
 - b. * Mask policy
 - c. * CRC Presentation: Pamphlet/Talking Points Review
 - d. * December 1, 2020 Minutes
 - e. * Manifest
 - f. *Approve district vehicle purchase
 - g. *Half-Year Special Educator (CARES)
5. SETTING NEXT MEETING'S AGENDA
 - a. January 5, 2021
 - b. Motion to Approve Warrant Article 1 (Budget)
 - c. Warrant Articles in Plain English
6. PUBLIC COMMENTS (15 minutes)
7. NON-PUBLIC SESSIONS under RSA 91-A:3. II (as needed)
8. ADJOURNMENT

**Indicates an item requiring Board action. The order of the agenda is subject to change.*

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 affect adversely 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:

12/15/2020	MRSD/SAU 93 School Board	7:00 pm	Zoom Webinar
12/16/2020	Budget Committee	7:00 pm	Zoom/Hybrid
1/5/2020	Community Relations Committee	5:00 pm	Zoom
1/5/2020	MRSD/SAU School Board	7:00 pm	Zoom Webinar
1/6/2020	Education & Technology	4:30 pm	Zoom
1/6/2020	Policy Committee	6:30 pm	Zoom

Deliberative Session January 30, 2021 10:00 am – 12 Noon Location: TBD
School Board and Budget Committee Candidacy Filing Period January 20-29th, 2021 (SAU Office)

Please Note: If your meeting is not listed at the time of sending the Board Packet, it is **not** on any of the district calendars and has **not** been posted. If you need to cancel or change your meeting, please contact me immediately.

Thank you,
Lillian Sutton

Policy Motions and Actions from December 2nd, 2020

KAA– School, Family, and Community Partnerships

MOTION: *To retire KAA in favor of newly updated policies IJO/KA.*

- IJO/KA was updated at the November 17th full board meeting. KAA should have been retired at the time, but was missed
 - IJO/KA replace this policy
-

BEDB– Agenda Preparation and Dissemination

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

- Edits better reflect current board practices
-

BEDDA– Board Meeting- Rules of Procedures & Order

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

- Language updated to clarify rescinding or reconsidering a vote.
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BEDH– Public Comment and Participation at Board Meetings

MOTION: *To update policy BEDH with committee edit.*

- Language to clarify that public comments do not have to be at the beginning of the meeting.
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EBB– Safe Schools

MOTION: *To update policy EBB with the NHSBA sample policy.*

- NHSBA Note: The most significant changes to sample policy EBB include (a) the incorporation of provisions which had previously been imbedded in policy EB/JLI, which now concerns only joint loss management provisions required under RSA 281-A:64, and (b) a reporting section relative to violence in schools (per 2020 N.H. Laws 38:14, HB1558). With the November 2020 update, NHSBA also withdrew former identical sample policy ADD. Additional revisions include (i) textual changes (both prior EBB and EB/JLI); (ii) reordering of numbered sections; (iv) additional internal policy references; and (v) change in legal references. Finally, EBB has been recategorized as a Priority/Required by law policy per 306.04(a)(2). Former identical policy JLI is being withdrawn with this 2020 Fall Policy Update.
 - Required By law, last updated 10/2013
-

Other Policy Business

GBCD– Background Investigation and Criminal History Check

MOTION: *To refer policy GBCD to Administration.*

- NHSBA revised GBCD to reflect 2020 amendments to RSA 189:13-a, and more generally to make it more usable.
 - As the district can now do fingerprinting on site, the policy is referred to the superintendent for a closer look.
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Book	K: School-Community-Home Relations
Section	Series K
Title	School-Community Relations Priority Objectives
Code	KAA
Status	Active
Adopted	May 4, 1993

SCHOOL-COMMUNITY RELATIONS GOALS

The Board bears full responsibility for informing the general public about the operations of the school system. The Board also believes in involving citizens in the work of the schools so that they can help solve educational problems. An effective school-community relations program is a combination of these beliefs and the following ideas and practices:

1. A positive attitude toward the schools, as expressed by each person on the school staff in his daily contacts with other staff members, parents, and people of the community.
2. A systematic, honest, and continuing effort to discover what the citizens think and what they want to know; to interpret the schools' programs, problems, and accomplishments; to correct misinformation, and to supply all desired information.
3. An active partnership between the school and the community, in which professional educators and laymen work together toward improvement of the total educational program.
4. An active interest on the part of every staff member in the needs of the community to find ways to make the school district a better place to live.

The ultimate goal of school public relations is to improve the quality of education for all children in a democratic society. In order to achieve this goal, and to evaluate progress toward it, the Board sets itself the following objectives:

1. To develop public understanding of all aspects of school operation; to ascertain public attitudes toward issues in education, and to discover the public's aspirations for the education of their children.

2. To secure adequate financial support for a sound educational program.
3. To help citizens feel a more direct responsibility for the quality of education provided by their schools.
4. To earn the good will, respect, and confidence of the public with regard to the schools' staff and services.
5. To foster public understanding of the need for constructive change, and solicit public advice on how we can achieve our educational goals.

School Community Relations Goals Continued

6. To involve citizens in the work of the school and the solving of educational problems.
7. To promote a genuine spirit of cooperation between the school and the community, and to set up channels for sharing the leadership in improving community life.

Last Modified by Lillian Sutton on July 7, 2017



Book	K: School-Community-Home Relations
Section	Series K
Title	School, Family and Community Partnerships
Code	KA
Status	Active
Adopted	May 4, 1993
Last Revised	November 17, 2020

SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is, therefore, the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for the beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult – mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor – who plays a significant role in the care of a student or students enrolled in District Schools.
- Students and parents will receive information regarding cultural, recreational, academic, health, social

and other resources that serve families within the community.

- The support of area businesses, agencies, and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.
- Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices, and student learning.
- Student participation in community service will be encouraged.
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Policy References:

NH Code of Administration Rules, Section Ed 306.04(a)(11), Community Partnerships

NH Code of Administration Rules, Section Ed 306.04(k), Community Partnerships

Category P

Last Modified by Lillian Sutton on December 7, 2020

AGENDA PREPARATION AND DISSEMINATION

The Superintendent and Board Chairperson shall prepare all agendas for meetings of the Board. In doing so, ~~the Superintendent~~they shall consult with the Board.

Items to be placed on the agenda should be received by the Superintendent or Board Chairperson at 10:00 AM at least 6 calendar days prior to the meeting.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-meeting or non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

Any staff member, student, or citizen of the District may suggest items of business by contacting their supervisor (staff) or Board Representative (students and citizens). Every Board member has the right to request items for the agenda. The inclusion of these items shall be at the discretion of the Board Chairperson ~~unless submitted by petition.~~ The Board Chairperson may call for a vote if a proposed agenda item is contentious or would require the Administration or a Board committee to spend significant time preparing materials.-

~~Every board member has the right to place items on the agenda. The~~ During the meeting the Board may choose not to deal with every agenda item. At the start of a meeting, Board members may request changes to order of the agenda. The presiding officer overseeing the meeting may alter the order of the agenda if it is prudent to accommodate specific topics, e.g. if a guest speaker needs to arrive/depart at a specific time, or if related topics should be discussed in tandem. The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present.

Unplanned items may be added to the agenda during a meeting. Provided-provided it is they are agreed to by two-thirds (2/3s) vote of the board members present, ~~items not included on the agenda may be brought before the meeting.~~ The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda, and supporting materials, should be distributed to Board members at least 48 hours prior to the Board meeting. Board Members are expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location

Policy References: Category – Recommended

RSA 91-A:2, II

Revised: 8/14/2018, 7/19/2011



Book	B: School Board Governance and Operations
Section	Series B
Title	Copy of BOARD MEETING - RULES OF PROCEDURE & ORDER
Code	BEDDA
Status	
Adopted	May 4, 1993
Last Revised	June 23, 2020

BOARD MEETING - RULES OF PROCEDURE & ORDER

Purpose: The purpose of this policy is to help promote effective and efficient board meetings.

A. General Principles.

1. The following rules are not all-inclusive of every possible situation. The board elects its own Chair and Vice-Chair and thereby put their trust in these two people to manage each meeting using whatever creative discretion applies in the moment
2. Meeting rules should facilitate, rather than inhibit, the Board's deliberation and decision-making process. The rules should be readily understandable and help keep meetings free from procedural quagmires.
3. All board members have equal rights, privileges, and obligations in the deliberative and decision-making process. Meeting rules should help assure that each member is able to participate in the debate and that no single member is able to dominate discussion to the exclusion of other members.
4. Every board member, and the public in attendance, has the right to hear what is going on at all times.
5. A meeting can deal effectively with only one specific matter at a time.
6. A school board meeting is a meeting at which the Board conducts its business. While board meetings are open to the public (except as provided under RSA 91-A:2 and 3), board meetings are not public hearings where the public has the right to speak. Public comment at board meetings shall be governed by Board Policy {**}BEDH.
7. Although these rules include some similar elements, the Board does not recognize Robert's Rules of Order as the means of managing its meetings

B. Meeting Rules

1. The Board Chair shall preside over all meetings of the Board. In the Chair's absence, the Vice-Chair will preside. In the event of the Chair and the Vice-Chair both being absent, then the Superintendent shall open the meeting and take a motion for a presiding member of the board to act as chair for the duration of the meeting. ~~followed by the most senior member then present.~~
2. By majority vote, the Board can overrule any ruling of the presiding officer regarding the application of these rules. A board member can raise such a request by a "Point of Order", followed by a motion with respect to the specific decision.
3. Per policy BCA, all speakers should be courteous and should speak on the issue then under discussion, not to the individuals raising them.
 1. Comments or concerns regarding the professionalism, effectiveness, or capability of any administrator or employee are restricted to appropriate non-public discussions under RSA 91:a.
 2. Any board member who chooses to interrupt or make side comments (grumbling, sarcasm, other) without being first being recognized by the presiding officer will be considered disruptive.
4. Each board member has the right to participate in discussion and debate if he/she wishes, before any other member may speak a second time.
5. No one may speak unless he or she has been recognized by the presiding officer. A board member may interrupt only to state a "Point of Order" or "Point of Information". The presiding officer will then recognize the member for the limited purpose of stating a specific fact that impacts the discussion at hand
6. The presiding officer may decide, on his/her own initiative, or upon request by a board member, to recognize a non-board member, to address the Board with respect to the matter then under discussion.
7. Members have a right to know beforehand what they will be discussing and/or voting upon.
 1. The presiding officer may make adjustments to the agenda with the consent of the majority, whether by vote or otherwise. See agenda policy BEDB.
 2. Non-agenda items brought before the board may be considered or saved for a future agenda at the discretion of the presiding officer, who should consider the urgency of the topic in light of the timing of future meetings
8. The presiding officer is responsible for managing the meeting and may close debate on a topic if he/she feels there are no new points being made or if the discussion is going off course.
 1. For complex or controversial topics, the presiding officer may set the structure of the conversation at her/his discretion, using a variety of methods, such as calling on each board member in turn or limiting debate to a specific number of minutes per member
 2. If the topic is in the purview of an active board committee, the presiding officer may decide to refer the topic to the committee for further study
9. Agenda items requiring action by the Board should be preceded by a specific motion, clearly articulated, followed by a second. Motions should address only one issue or idea. If a motion is complex or has conditions, the motion should be written out and read back by the Board's minute taker.
10. If a motion does not receive a second, then the motion is treated as if it were not considered by the

Board. Such a matter may be raised again at a later date in accordance with the Board's agenda policy and rules.

11. When a motion is on the floor, no new topics should be debated, and no new motions will be accepted, other than the following motions addressing the main motion or the meeting itself:

Motion	Debatable	Votes Required to Pass
Amend Motion	Yes	51%
Call the question/close debate	Non-debatable	51%
Postpone to a Later Time (Diff. day)	Yes	51%
For roll call* vote *All votes in non-public must be by roll call	No	2 members
Recess	Non-debatable	At discretion of presiding officer
Adjourn	Non-debatable	51%

12. As provided under RSA 91-A:2, II for open sessions, and 91-A:3, III for non-public sessions, no vote may be taken by secret ballot.
13. The presiding officer should, in accordance with the duties of all board members, vote on every issue.
14. No item may be discussed or decided upon in non-public session except as provided under RSA 91-A:2 and 3. See also Board Policy {**}BEC}.
15. Abstentions are noted and counted but do not affect the outcome of the vote.
16. Recusals are noted and counted; members who recuse themselves from a specific vote are removed from the attendance and therefore affect the weighted percentage for a motion to pass
1. For example, if all 13 members of the board are present and one member recuses themselves from a vote, then a motion passes if 50% of the weighted vote of the remaining 12 members approves
17. Motions to rescind or reconsider are not favored except when new circumstances exist or a perceived error has been made. Motions to rescind or reconsider may only be raised ~~at the same meeting as the original decision~~ by a person who voted on the prevailing side ~~in favor~~ of the original motion. Motions to rescind or reconsider must be at a later meeting ~~may only be considered when~~ approved by a 3/5 super-majority, ~~and only when the proposed motion is posted with the agenda for the subsequent meeting.~~ Only two one motions to rescind or reconsider an issue may be made: once at the meeting of the original vote, and/or once at the subsequent meeting. ~~at a meeting later than the meeting at which the original decision was made, irrespective of whether the first motion for reconsideration is successful. This provision shall only apply to the Board as constituted as of the date of the original decision.~~
18. The presiding officer may rule any member or other meeting attendee out of order if such person

disrupts the orderly conduct of a meeting, behaves in a disorderly manner, makes unlawful threats, willfully violates any of the above rules of order/procedure, engages in any unprotected speech, or shows open disregard for any RSA or Board policy. If the board member or other person continues such behavior after being ordered by the presiding officer to cease, the presiding officer is authorized to request that a police officer, warn and then remove such person from the meeting and meeting location.

Related Policies: [BEC](#), [BEDA](#), [BEDB](#), [BEDC](#) & [BEDH](#)

Last Modified by Kristen Noonan on December 2, 2020



Book	B: School Board Governance and Operations
Section	Series B
Title	Copy of Public Comment and Participation at Board Meetings
Code	BEDH
Status	
Adopted	May 4, 1993
Last Revised	January 22, 2019

PUBLIC COMMENT AND PARTICIPATION AT BOARD MEETINGS

Related Policies: BEDB, KE & KEB

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs, and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

Rules of Order

1. The Board will provide a maximum of fifteen minutes to hear public comments ~~as part at the beginning~~ of each regular Board meeting. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment period for specific agenda items with a time limit for public comment specified on the pertinent agenda.
2. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
3. The Chair will recognize speakers on a first come basis.
4. In order to comply with the minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for

the record.

5. Except as otherwise provided in this policy, members of the public may offer comments on agenda items or upon any other matter of public concern directly relating to the District's school policies, programs, and operations. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees (other than the Superintendent) or individual students be directed to the Superintendent in accord with the complaint/grievance resolution processes set forth in School Board Policies KE and/or KEB. Complaints regarding the Superintendent may be made either during public comment or directed to the School Board Chair as described in Board Policy KEB.

6. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.

7. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges.

8. Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending consideration by the full Board.

9. Unless a motion to alter the meeting's agenda is passed in accordance with policy BEDB, the board shall not discuss, respond to, or take action on public comments that do not correspond with the agenda of that meeting (a.k.a. 'business of the board').

10. With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

Revisions Dates: 5/3/1993, 9/6/2016

Legal References:

RSA 91-A:2, Meetings Open to the Public

RSA 91-A:3, Non-Public Sessions

U.S. Const., 1st Amendment

Last Modified by Kristen Noonan on December 2, 2020



Book	E: Support Services
Section	Series E
Title	Safe Schools
Code	EBB
Status	Active
Adopted	October 15, 2013

Safe Schools

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if

necessary.

10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.

11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle, and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.

13. Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Policy References:

Policy References: EB, JICK

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

Last Modified by Lillian Sutton on June 26, 2017

EBB- School Safety

Category: Priority/Required by Law

Related Policies: EB, EBCA, EBCB

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. The general safety plan will include the District-wide Crisis Prevention and Response Plan, and site-specific Emergency Response Plan for each school required under Board policy {**}EBCA. General areas of emphasis shall include, but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees.

Each Principal shall be responsible for the supervision and implementation of safety programs in his/her school, inclusive of school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

The Board directs the Superintendent to develop a safe schools plan consistent with applicable law and school board policies. While the plan need not be a single consolidated document, it should include:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice fire and all hazard drills as required by law and Board policy {**}EBCB.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures and training to implement employee and work-place safety per Board policy {**}EB.
8. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other

safety problems.

9. Procedures for safe, confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy {**}JKAA.
13. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of the District Crisis Prevention and Response Plan, and site-specific Emergency Response Plans per Board policy {**}EBCA.
14. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
15. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

RSA 281-A:64, Safety Provisions

N.H. Dept. of Education Administrative Rule – Ed. 306.04(a)(2), and 306.04(d), Promoting School Safety

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Monadnock Regional School District 2020-2021 Trimester 1 Proficiency Report						
	Total Math Standards Assessed	Standards Assessed Proficient or Above	% Math Standards Proficient	Total ELA Standards Assessed	Standards Assessed as Proficient or Above	% ELA Standards Proficient
Kindergarten	366	267	72.95%	425	327	76.94%
Grade 1	363	175	48.21%	440	158	35.91%
Grade 2	342	146	42.69%	1,175	605	51.49%
Grade 3	323	177	54.80%	848	378	44.58%
Grade 4	291	194	66.67%	852	480	56.34%
Grade 5	239	159	66.53%	830	421	50.72%
Grade 6	185	133	71.89%	782	373	47.70%
	Total Math Standards Assessed	Standards Assessed as Proficient or Above	% Math Standards Proficient	Total ELA Standards Assessed	Standards Assessed as Proficient or Above	% ELA Standards Proficient
Cutler	650	425	65.38%	1815	832	45.84%
Emerson	331	191	57.70%	1142	638	55.87%
Gilsum	197	138	70.05%	407	256	62.90%
MTC	625	366	58.56%	1024	510	49.80%
Troy	306	131	42.81%	964	504	52.28%

Kindergarten Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	K.M.CC.01a	Count to 100 by ones	101	0.00%	17.82%	28.71%	1.98%	51.49%
M	K.M.CC.01b	Count to 100 by tens	101	0.00%	1.98%	2.97%	0.00%	95.05%
M	K.M.CC.02	Count forward from a given number	101	0.00%	1.98%	1.98%	0.00%	96.04%
M	K.M.CC.03	Identify, write, and visually represent numbers 0 to 20	101	2.97%	25.74%	45.54%	0.00%	25.74%
M	K.M.CC.06	Compare quantities as greater than, less than, equal to	101	1.98%	3.96%	77.23%	0.00%	16.83%
M	M.G.02a	Name 2-dimensional shapes: square, circle, triangle, rectangle,	101	4.95%	13.86%	27.72%	0.00%	53.47%
M	M.G.02b	Name 3-dimensional shapes: cube, cone, sphere, cylinder	101	0.00%	1.98%	1.98%	0.00%	96.04%
M	K.MD.01	Compare and describe measurable attributes	101	1.98%	15.84%	9.90%	0.00%	72.28%
M	K.MD.03	Classify objects into categories	101	0.00%	2.97%	66.34%	0.00%	30.69%
M	K.OA.01a	Demonstrate addition within 10	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	K.OA.01b	Demonstrate subtraction within 10	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	K.OA.02	Solve word problems to 10	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	K.OA.05	Fluently add and subtract within 5	101	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	K.RF.02	Produce letter/sound associations	101	13.86%	16.83%	62.38%	0.00%	6.93%
ELA	K.RF.02a	Recognize and produce rhyming words	101	0.00%	2.97%	11.88%	1.98%	83.17%
ELA	K.RF.03c	Read common high frequency words	101	0.00%	1.98%	7.92%	0.00%	90.10%
ELA	K.RF.1d	Recognize and name upper and lower case	101	10.89%	2.97%	77.23%	5.94%	2.97%
ELA	K.RI.02	Identify the main idea	101	0.00%	3.96%	0.00%	0.00%	96.04%
ELA	K.RL.02	Retell stories	101	0.00%	4.95%	39.60%	0.00%	55.45%
ELA	K.RL.03	Identify characters, settings and major events	101	0.00%	6.93%	11.88%	0.00%	81.19%
ELA	K.RL.10	Read emergent text with purpose	101	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	K.RL01	Ask and answer questions	101	0.99%	11.88%	20.79%	0.00%	66.34%
ELA	K.WR.01	Draw and write an opinion piece	101	0.00%	0.00%	3.96%	0.00%	96.04%
ELA	K.WR.02	Draw and write an informative piece	101	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	K.WR.03	Draw and write a narrative	101	0.00%	2.97%	78.22%	0.00%	18.81%
ELA	K.WR.L0103	Form letters correctly	101	0.99%	14.85%	1.98%	0.00%	82.18%

1st Grade Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	1.G.02	Compare two-dimensional shapes	111	9.01%	29.73%	20.72%	0.00%	40.54%
M	1.G.03	Divide circles and rectangles into halves and quarters	111	0.00%	2.70%	7.21%	0.00%	90.09%
M	1.MD.01	Measure objects using non-standard tools: cubes, paperclips	111	0.90%	15.32%	34.23%	0.00%	49.55%
M	1.MD.03	Tell time in hours and half-hours	111	0.00%	0.00%	1.80%	0.00%	98.20%
M	1.MD.04	Organize and understand graphed data	111	1.80%	11.71%	36.94%	0.00%	49.55%
M	1.NBT.01	Read, write and represent numbers to 120	111	17.12%	40.54%	27.03%	0.90%	14.41%
M	1.NBT.02	Understand place value with tens and ones	111	1.80%	12.61%	13.51%	0.00%	72.07%
M	1.NBT.04	Add within 100	111	0.00%	0.00%	0.00%	0.00%	100.00%
M	1.OA.03	Use strategies to add and subtract within 20	111	0.00%	3.60%	3.60%	0.00%	92.79%
M	1.OA.03.A	Fluently add within 10	111	4.50%	13.51%	8.11%	0.90%	72.97%
M	1.OA.05_06	Fluently subtract within 10	111	0.00%	4.50%	2.70%	0.00%	92.79%
ELA	1.L.01	Demonstrate the use of conventions and grammar	106	8.49%	73.58%	8.49%	0.00%	9.43%
ELA	1.RF.03	Know and apply grade level phonics and word analysis	108	10.19%	17.59%	10.19%	0.93%	61.11%
ELA	1.RF.04	Read accurately and fluently	108	28.70%	39.81%	16.67%	5.56%	9.26%
ELA	1.RL.01	Ask and answer questions	108	13.89%	34.26%	40.74%	0.00%	11.11%
ELA	1.RL.02	Retell stories	108	0.00%	2.78%	20.37%	0.00%	76.85%
ELA	1.RL.03	Describe characters, settings, and events	108	5.56%	5.56%	25.93%	0.00%	62.96%
ELA	1.RL.04	Identify the main idea	108	0.93%	4.63%	5.56%	0.00%	88.89%
ELA	1.W.01	Write opinion pieces, giving details	108	0.00%	7.41%	2.78%	0.00%	89.81%
ELA	1.W.02	Write informative texts	108	0.00%	1.85%	1.85%	0.00%	96.30%
ELA	1.W.03	Write a narrative with an appropriate beginning, middle and	108	0.93%	8.33%	5.56%	0.00%	85.19%

2nd Grade Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	2.G.01	Recognize and draw shapes using sides, angles and faces	111	0.00%	0.90%	6.31%	0.00%	92.79%
M	2.G.02	Recognize and divide shapes into equal parts, such as halves, thirds,	111	0.00%	1.80%	5.41%	0.00%	92.79%
M	2.MD.01	Measure and estimate lengths in standard and metric units to the	112	0.00%	0.00%	0.00%	0.00%	100.00%
M	2.MD.03	Tell time to the nearest five minutes	112	0.00%	0.00%	0.00%	0.00%	100.00%
M	2.MD.04	Solve problems using money	114	0.00%	0.00%	0.00%	0.00%	100.00%
M	2.NBT.01.a	Understand place value within 1000	111	9.01%	29.73%	42.34%	0.00%	18.92%
M	2.NBT.02	Read, write and count numbers within 1,000	112	9.82%	30.36%	42.86%	0.00%	16.96%
M	2.NBT.07c	Add within 100	112	3.57%	2.68%	0.00%	0.00%	93.75%
M	2.NBT.07d	Subtract within 100	112	3.57%	2.68%	0.00%	0.00%	93.75%
M	2.OA.01.A	Fluently add within 20	111	41.44%	19.82%	19.82%	3.60%	15.32%
M	2.OA.01.B	Fluently subtract within 20	111	4.50%	16.22%	10.81%	0.00%	68.47%
ELA	2.L.02	Demonstrate the use of conventions and grammar	111	16.22%	48.65%	27.93%	0.00%	7.21%
ELA	2.RF.03	Know and apply grade level phonics and word analysis	111	19.82%	29.73%	33.33%	0.00%	17.12%
ELA	2.RF.04	Read accurately and fluently	111	30.63%	26.13%	34.23%	1.80%	7.21%
ELA	2.RI.01	Ask and answer questions	111	2.70%	27.93%	54.05%	0.00%	15.32%
ELA	2.RI.02	Identify the main idea	111	0.00%	6.31%	7.21%	0.00%	86.49%
ELA	2.RI.10	Read and comprehend independently	111	18.92%	34.23%	29.73%	1.80%	15.32%
ELA	2.RL.01	Ask and answer questions	111	8.11%	38.74%	45.95%	0.90%	6.31%
ELA	2.RL.02	Identify the main idea	112	5.36%	8.93%	8.04%	0.00%	77.68%
ELA	2.RL.03	Describe how characters respond to events	111	0.90%	17.12%	25.23%	0.00%	56.76%
ELA	2.RL.09	Read and comprehend independently	111	27.03%	36.94%	27.93%	1.80%	6.31%
ELA	2.SL.01	Engage in conversations about a topic	111	1.80%	16.22%	74.77%	0.00%	7.21%
ELA	2.SL.03	Recount an experience clearly	111	0.90%	18.92%	72.97%	0.00%	7.21%
ELA	2.SL.04	Ask and answer questions related to a speaker	111	0.90%	20.72%	71.17%	0.00%	7.21%
ELA	2.W.01	Write opinion pieces, giving details	111	10.81%	24.32%	21.62%	0.00%	43.24%
ELA	2.W.03	Write a narrative with an appropriate beginning, middle and	111	1.80%	12.61%	2.70%	1.80%	81.08%

3rd Grade Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	3.G.01	Recognize and understand attributes of shapes	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.G.02	Partition shapes into parts with equal areas	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.MD.02	Measure and estimate liquid volumes and masses of objects	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.MD.04b	Understand concept of area	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.NBT.02	Multiply with more than one digit	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.NBT.03c	Add within 1000	99	7.07%	20.20%	64.65%	0.00%	8.08%
M	3.NBT.03d	Subtract within 1000	99	25.25%	25.25%	49.49%	0.00%	0.00%
M	3.NBT.04	Explain equivalent fractions	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.NF.01	Understand fractions	99	0.00%	0.00%	0.00%	0.00%	100.00%
M	3.OA.09	Identify and explain patterns	99	7.07%	29.29%	28.28%	0.00%	35.35%
M	3.OA.3a	Multiply within 100 to solve word problems	99	18.18%	11.11%	27.27%	0.00%	43.43%
M	3.OA.3b	Divide within 100 to solve word problems	99	1.01%	3.03%	9.09%	0.00%	86.87%
ELA	3.L.01	Demonstrate the use of conventions and grammar	99	9.09%	62.63%	28.28%	0.00%	0.00%
ELA	3.RF.01	Know and apply grade level phonics and word analysis	99	22.22%	38.38%	37.37%	1.01%	0.00%
ELA	3.RF.02	Read accurately and fluently	99	29.29%	21.21%	45.45%	4.04%	0.00%
ELA	3.RF.03	Understand grade level vocabulary	99	7.07%	29.29%	47.47%	1.01%	15.15%
ELA	3.RI.01	Ask and answer questions	99	18.18%	28.28%	38.38%	0.00%	15.15%
ELA	3.RI.02	Determine the main idea and details	99	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	3.RI.06	Read and comprehend independently	99	23.23%	26.26%	32.32%	3.03%	15.15%
ELA	3.RL.01	Ask and answer questions	99	17.17%	28.28%	54.55%	0.00%	0.00%
ELA	3.RL.02	Recount stories and determine the central message or moral	99	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	3.RL.03	Describe how a character changes	99	0.00%	2.02%	13.13%	0.00%	84.85%
ELA	3.RL.10	Read and comprehend independently	99	32.32%	25.25%	41.41%	1.01%	0.00%
ELA	3.W.01	Write opinion pieces giving details	99	0.00%	7.07%	1.01%	0.00%	91.92%
ELA	3.W.02	Write informative texts	99	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	3.W.03	Write a narrative with descriptive details and a clear sequence	99	4.04%	43.43%	31.31%	0.00%	21.21%

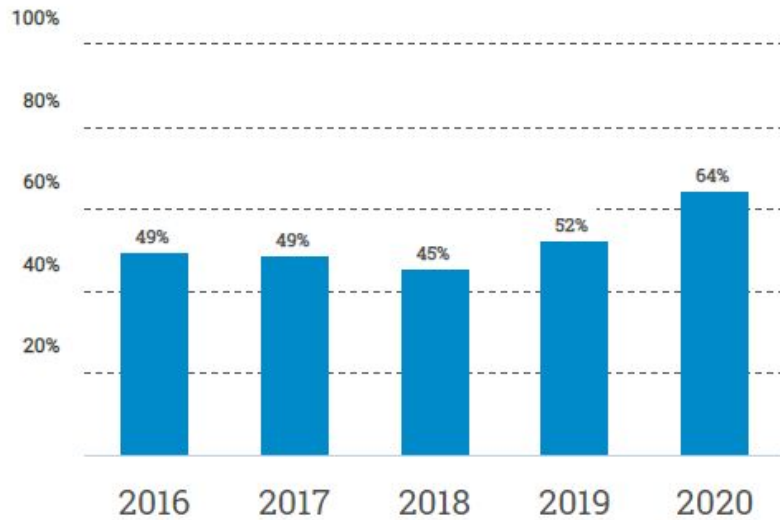
4th Grade Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	4.G.01	Draw and identify lines and angles	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.G.02	Classify shapes based on lines and angles	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.MD.01a	Understands and applies units of measurement	101	0.99%	16.83%	37.62%	0.00%	44.55%
M	4.MD.02	Represent and interpret data	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.MD.04	Measure angles and find unknown angles	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.NBT.01	Read and write numbers in word form and expanded form	101	2.97%	22.77%	64.36%	1.98%	7.92%
M	4.NBT.02	Add and subtract multi-digit whole numbers	101	5.94%	22.77%	67.33%	3.96%	0.00%
M	4.NBT.04	Multiply a 4X1 digit number and 2X2 digit number	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.NBT.05	Divide a 4-digit number by a 1-digit number with and without	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.NF.01	Apply equivalent fractions when comparing, including like and unlike	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.NF.02	Add and subtract fractions with like and unlike denominators	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.NF.04	Multiply a fraction by a whole number	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.NF.05	Understand simple decimals in terms of fractions	101	0.00%	0.00%	0.00%	0.00%	100.00%
M	4.OA.01	Know multiplication and division facts fluently	101	2.97%	7.92%	12.87%	0.00%	76.24%
M	4.OA.02	Understand and find factors and multiples	101	0.99%	9.90%	0.00%	0.00%	89.11%
M	4.OA.03	Identify and continue number patterns	101	0.00%	1.98%	1.98%	1.98%	94.06%
ELA	4.L.01	Demonstrate the use of conventions and grammar	101	9.90%	51.49%	34.65%	0.99%	2.97%
ELA	4.RF.02	Read accurately and fluently	101	9.90%	36.63%	49.50%	3.96%	0.00%
ELA	4.RF.03	Know and apply grade level phonics analysis	101	10.89%	32.67%	53.47%	2.97%	0.00%
ELA	4.RF.04	Understand grade level vocabulary	101	3.96%	24.75%	50.50%	1.98%	18.81%
ELA	4.RI.01	Refer to details and examples when answering questions about text	100	7.00%	20.00%	50.00%	4.00%	19.00%
ELA	4.RI.02	Determine the main idea and details	101	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	4.RI.03	Summarize the text	101	0.00%	0.00%	0.00%	0.00%	100.00%
ELA	4.RI.08	Read and comprehend independently	101	7.92%	23.76%	46.53%	2.97%	18.81%
ELA	4.RL.01	Refer to details and examples when answering questions about text	101	6.93%	27.72%	63.37%	1.98%	0.00%
ELA	4.RL.02	Determine the theme of a story, drama or poem	101	0.00%	4.95%	2.97%	0.00%	92.08%
ELA	4.RL.08	Read and comprehend independently at grade level	101	9.90%	31.68%	53.47%	4.95%	0.00%
ELA	4.W.01	Write opinion pieces giving details	101	0.00%	6.93%	12.87%	0.00%	75.25%
ELA	4.W.02	Write informative texts	101	0.99%	4.95%	3.96%	0.00%	90.10%
ELA	4.W.03	Write a narrative with descriptive details and a clear sequence	101	5.94%	29.70%	25.74%	0.00%	38.61%

5th Grade Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	5.G.02	Graph points on a coordinate plane to solve problems	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.G.05	Classify two dimensional figures based on properties	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.MD.01	Convert like measurement units within a system	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.MD.02	Represent and interpret data	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.MD.05	Solve problems related to volume	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.NBT.03a	Use place value to understand decimals to the thousandths	113	2.65%	30.97%	55.75%	2.65%	7.96%
M	5.NBT.05a	Multiply and divide whole numbers	113	2.65%	6.19%	9.73%	0.00%	81.42%
M	5.NBT.07a	Add and subtract decimals	113	0.88%	23.89%	65.49%	0.00%	9.73%
M	5.NBT.07c	Multiply decimals	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.NBT.07d	Divide decimals	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.NF.01	Add and subtract fractions and mixed numbers with unlike	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.NF.03	Divide fractions	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.NF.06	Multiply fractions and mixed numbers	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.OA.02a	Write numerical expressions	113	0.00%	0.00%	0.00%	0.00%	100.00%
M	5.OA.02b	Interpret numerical expressions	113	0.00%	3.54%	7.08%	0.00%	89.38%
M	5.OA.03	Analyze patterns and relationships	113	0.00%	0.00%	0.00%	0.00%	100.00%
R	5.L.01	Demonstrate the use of conventions, sentence structure	108	9.26%	39.81%	38.89%	0.93%	10.19%
R	5.RF.04	Read accurately and fluently	109	11.01%	30.28%	49.54%	1.83%	3.67%
R	5.RF.05	Understand grade level vocabulary	109	3.67%	33.94%	45.87%	1.83%	11.01%
R	5.RF.3	Know and apply grade level phonics and word analysis	108	10.19%	27.78%	53.70%	1.85%	2.78%
R	5.RI.02a	Summarize the text	109	3.67%	7.34%	5.50%	0.00%	78.90%
R	5.RI.02b	Determine the main idea and details	107	2.80%	12.15%	7.48%	0.00%	72.90%
R	5.RI.06	Cite text evidence to support analysis	112	1.79%	7.14%	4.46%	0.00%	82.14%
R	5.RI.10	Read and comprehend independently	109	7.34%	42.20%	34.86%	1.83%	9.17%
R	5.RL.02a	Summarize the text	112	2.68%	2.68%	6.25%	1.79%	83.93%
R	5.RL.02b	Determine the theme	112	1.79%	2.68%	6.25%	0.00%	88.39%
R	5.RL.05	Cite text evidence to support analysis	112	1.79%	8.93%	7.14%	1.79%	76.79%
R	5.RL.10	Read and comprehend independently	112	6.25%	39.29%	29.46%	4.46%	16.07%
R	5.W.01	Write opinion pieces giving details	112	3.57%	11.61%	11.61%	1.79%	70.54%
R	5.W.02	Write informative texts	109	5.50%	13.76%	12.84%	0.00%	66.97%
R	5.W.03	Write a narrative with descriptive details and a clear sequence	112	1.79%	20.54%	8.04%	0.00%	68.75%

6th Grade Report Card - Assessed Standards								
Subject	Identifier	Description	Total # of Standards for Trimester	1	2	3	4	NA
M	6.EE.02	Read, write and evaluate expressions	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.EE.07	Solve one-variable equations	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.EE.08	Solve one-variable inequalities	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.G.01a	Find the area and surface area of quadrilaterals and triangles by	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.G.02	Solve volume problems with fractional lengths	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.G.04	Represent three-dimensional figures using nets	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.NS.03	Add, subtract, multiply and divide multi-digit decimals	108	2.78%	22.22%	71.30%	0.93%	2.78%
M	6.NS.05	Understand positive and negative numbers and how they relate to a	93	2.15%	24.73%	58.06%	1.08%	13.98%
M	6.RP.01	Understand ratio concepts and use ratio reasoning to solve problems	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.SP.01	Recognize statistical questions and understand statistical variability	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.SP.04	Display numerical data in different forms	93	0.00%	0.00%	0.00%	0.00%	100.00%
M	6.SP.05	Summarize numerical data in relation to their context	93	0.00%	0.00%	0.00%	0.00%	100.00%
R	6.L.01	Demonstrate the use of conventions, sentence structure	105	1.90%	53.33%	38.10%	0.00%	6.67%
R	6.L.04	Understand grade level vocabulary	107	1.87%	48.60%	36.45%	0.93%	12.15%
R	6.NS.01	Divide fractions	93	5.38%	21.51%	65.59%	1.08%	6.45%
R	6.RI.01	Cite text evidence to support analysis	92	1.09%	10.87%	14.13%	0.00%	73.91%
R	6.RI.02a	Summarize the text	107	1.87%	23.36%	14.02%	0.00%	60.75%
R	6.RI.02b	Determine the central idea and details	107	3.74%	11.21%	14.02%	0.00%	71.03%
R	6.RI.10	Read and comprehend independently	107	2.80%	20.56%	32.71%	1.87%	42.06%
R	6.RL.01	Cite text evidence to support analysis	87	6.90%	35.63%	17.24%	0.00%	40.23%
R	6.RL.02a	Summarize the text	92	3.26%	45.65%	19.57%	0.00%	31.52%
R	6.RL.02b	Determine the theme	92	0.00%	0.00%	0.00%	0.00%	100.00%
R	6.RL.10	Read and comprehend independently	101	2.97%	36.63%	55.45%	1.98%	2.97%
R	6.W.01	Write an argument, giving details	105	0.95%	13.33%	25.71%	0.95%	59.05%
R	6.W.02	Write informative texts	91	1.10%	7.69%	4.40%	0.00%	86.81%
R	6.W.03	Write a narrative with descriptive details and a clear sequence	91	4.40%	48.35%	30.77%	0.00%	16.48%

Spring 2020 Advanced Placement Test Results Monadnock Regional School District

 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	91	94	88	67	45
Number of Exams	143	156	132	98	73
AP Students with Scores 3+	45	46	40	35	29
% of Total AP Students with Scores 3+	49.5	48.9	45.5	52.2	64.4

Elementary Proficiency Comparison Report
Trimester 1 2019 - Trimester 1 2020

Monadnock Regional School District
Proficiency Comparison Report
Trimester 1 of 2019-2020 to Trimester 1 of 2020-2019

	Total Possible Standards (students x total year long standards)			% Math Standards Assessed			% Math Standards Proficient		
	2019	2020	Δ	2019	2020	Δ	2019	2020	Δ
Kindergarten	1,456	1,313	-9.82%	36.47%	27.88%	-8.59%	73.45%	72.95%	-0.50%
Grade 1	1,570	1,221	-22.23%	43.25%	29.73%	-13.52%	57.14%	48.21%	-8.93%
Grade 2	1,441	1,229	-14.71%	38.93%	27.83%	-11.10%	51.16%	42.69%	-8.47%
Grade 3	1,467	1,188	-19.02%	41.17%	27.19%	-13.98%	56.95%	54.80%	-2.15%
Grade 4	2,080	1,616	-22.31%	37.79%	18.01%	-19.78%	66.67%	66.67%	0.00%
Grade 5	2,032	1,808	-11.02%	24.46%	13.22%	-11.24%	61.77%	66.53%	4.76%
Grade 6	1,476	1,131	-23.37%	24.32%	16.36%	-7.97%	60.17%	71.89%	11.72%
Overall	11,522	9,506	-17.50%	34.86%	22.19%	-12.68%	61.14%	59.32%	-1.82%

	Total Possible Standards (students x total year long standards)			% ELA Standards Assessed			% ELA Standards Proficient		
	2019	2020	Δ	2019	2020	Δ	2019	2020	Δ
Kindergarten	1,456	1,313	-9.82%	53.78%	32.37%	-21.41%	65.64%	76.94%	11.30%
Grade 1	1,295	1,078	-16.76%	67.34%	40.82%	-26.52%	39.45%	35.91%	-3.54%
Grade 2	1,965	1,666	-15.22%	80.15%	70.53%	-9.62%	62.48%	51.49%	-10.99%
Grade 3	1,691	1,386	-18.04%	71.56%	61.18%	-10.37%	48.60%	44.58%	-4.02%
Grade 4	1,818	1,413	-22.28%	74.09%	60.30%	-13.80%	55.53%	56.34%	0.81%
Grade 5	1,904	1,652	-13.24%	74.47%	50.24%	-24.23%	47.46%	50.72%	3.26%
Grade 6	1,722	1,377	-20.03%	76.54%	56.79%	-19.75%	58.19%	47.70%	-10.50%
Overall	11,851	9,885	-16.59%	71.92%	54.14%	-17.78%	54.18%	51.23%	-2.95%

**Monadnock Regional School District
Board SMART Goal - Education Proposal**

Knowing that education has been significantly interrupted during the 2019-2020 school year, the board will monitor student proficiency in the areas of ELA and Mathematics during the 2020/2021 school year with a focus on backslide and loss of progress. Students in the Monadnock Regional School District will demonstrate, at least, the same levels of proficiency as measured by the district approved report cards during the 2020-2021 school year as they did at the end of Trimester 1 and Quarter 1. This will be measured and reported at the end of Trimesters 1, 2, and 3 and Quarters 1, 2, 3, and 4 for grades 4, 8, and 12.

Baseline data:

- At the end of the first trimester of the 2019/2020 school year, the current 3rd grade students demonstrated proficiency on 48% of the 3rd grade ELA Standards and 57% of the 3rd grade Math Standards. During the 2020/2021, this same general cohort of students will demonstrate proficiency on, at least, 48% of the 4th grade ELA Standards and, at least, 57% of the 4th grade Math Standards as measured by the district approved report card.
- At the end of Quarter 1 of the 2019/2020 school year, 85% of 7th graders demonstrated proficiency in their English class by earning a grade of “C” or better. 88% of 7th graders demonstrated proficiency in their Math class by earning a grade of “C” or better. During the 2020/2021 school year, at least, 85% of this same general cohort of students will earn a grade of “C” or better in their 8th grade English class and, at least, 88% of this same general cohort of students will earn a grade of “C” or better in their 8th Math class as measured by the district approved report card.
- At the end of Quarter 1 of the 2019/2020 school year, 84% of 11th graders demonstrated proficiency in their English class by earning a grade of “C” or better and 73% of 11th graders demonstrated proficiency in their Math class by earning a grade of “C” or better. During the 2020/2021 school year, at least, 84% of this same general cohort of students will earn a grade of “C” or better in their 12th grade English class and, at least, 73% of this same general cohort of students will earn a grade of “C” or better in their 12th grade Math class as measured by the district approved report card.

EDCOMM SMART Goal

**Monadnock Regional School District
Board SMART Goal - Education Proposal**

2019-2020 3rd Grade "Cohort" of Students							
2019-2020 Baseline Data		2020-2021					
Trimester 1 Proficiency of 3rd Grade Standards		Trimester 1 Proficiency of 4th Grade Standards		Trimester 2 Proficiency of 4th Grade Standards		Trimester 3 Proficiency of 4th Grade Standards	
ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
48%	57%	56%	67%				

2019-2020 7th Grade "Cohort" of Students									
2019-2020 Baseline Data		2020-2021							
Quarter 1 Proficiency in 7th Grade Courses		Quarter 1 Proficiency in 8th Grade Courses		Quarter 2 Proficiency in 8th Grade Courses		Quarter 3 Proficiency in 8th Grade Courses		Quarter 4 Proficiency in 8th Grade Courses	
ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
85%	88%	68%	73%						

2019-2020 11th Grade "Cohort" of Students									
2019-2020 Baseline Data		2020-2021							
Quarter 1 Proficiency in 11th Grade Courses		Quarter 1 Proficiency in 12th Grade Courses		Quarter 2 Proficiency in 12th Grade Courses		Quarter 3 Proficiency in 12th Grade Courses		Quarter 4 Proficiency in 12th Grade Courses	
ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
84%	73%	89%	89%						

SAT School Day September 2020 - October 2020, All grades

School
Mean Score
978

District
Mean Score
978

State
Mean Score
1039

Total Group
Mean Score
1032

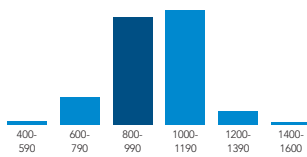
Number of Participants	77
Met Both Benchmarks	25%
Met ERW	(480) 60%
Met Math	(530) 27%
Met None	38%

Number of Participants	77
Met Both Benchmarks	25%
Met ERW	(480) 60%
Met Math	(530) 27%
Met None	38%

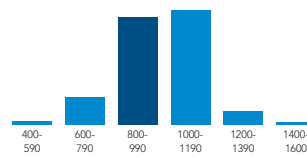
Number of Participants	9693
Met Both Benchmarks	42%
Met ERW	(480) 68%
Met Math	(530) 43%
Met None	30%

Number of Participants	522359
Met Both Benchmarks	41%
Met ERW	(480) 65%
Met Math	(530) 43%
Met None	33%

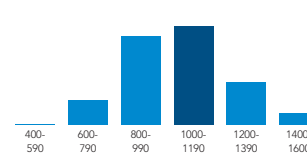
Distribution of Scores



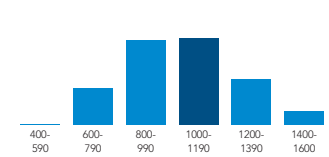
Distribution of Scores



Distribution of Scores



Distribution of Scores



Mean Total Score (400-1600)

Total Score	978
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Mean Total Score (400-1600)

Total Score	978
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Mean Total Score (400-1600)

Total Score	1039
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Mean Total Score (400-1600)

Total Score	1032
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Mean Section Scores (200-800)

Evidence-Based Reading and Writing	497
Math	481

Mean Section Scores (200-800)

Evidence-Based Reading and Writing	497
Math	481

Mean Section Scores (200-800)

Evidence-Based Reading and Writing	528
Math	512

Mean Section Scores (200-800)

Evidence-Based Reading and Writing	524
Math	508

Mean Test Scores (10-40)

Reading	25
Writing and Language	25
Math	24

Mean Test Scores (10-40)

Reading	25
Writing and Language	25
Math	24

Mean Test Scores (10-40)

Reading	27
Writing and Language	26
Math	26

Mean Test Scores (10-40)

Reading	26
Writing and Language	26
Math	25

Mean Cross-Test Scores (10-40)

Analysis in Science	25
Analysis in History/Social Studies	25

Mean Cross-Test Scores (10-40)

Analysis in Science	25
Analysis in History/Social Studies	25

Mean Cross-Test Scores (10-40)

Analysis in Science	27
Analysis in History/Social Studies	27

Mean Cross-Test Scores (10-40)

Analysis in Science	26
Analysis in History/Social Studies	26

Mean Subscores (1-15)

Command of Evidence	8
Words in Context	8
Expression of Ideas	8
Standard English Conventions	7
Heart of Algebra	7
Problem Solving and Data Analysis	8
Passport to Advanced Math	7

Mean Subscores (1-15)

Command of Evidence	8
Words in Context	8
Expression of Ideas	8
Standard English Conventions	7
Heart of Algebra	7
Problem Solving and Data Analysis	8
Passport to Advanced Math	7

Mean Subscores (1-15)

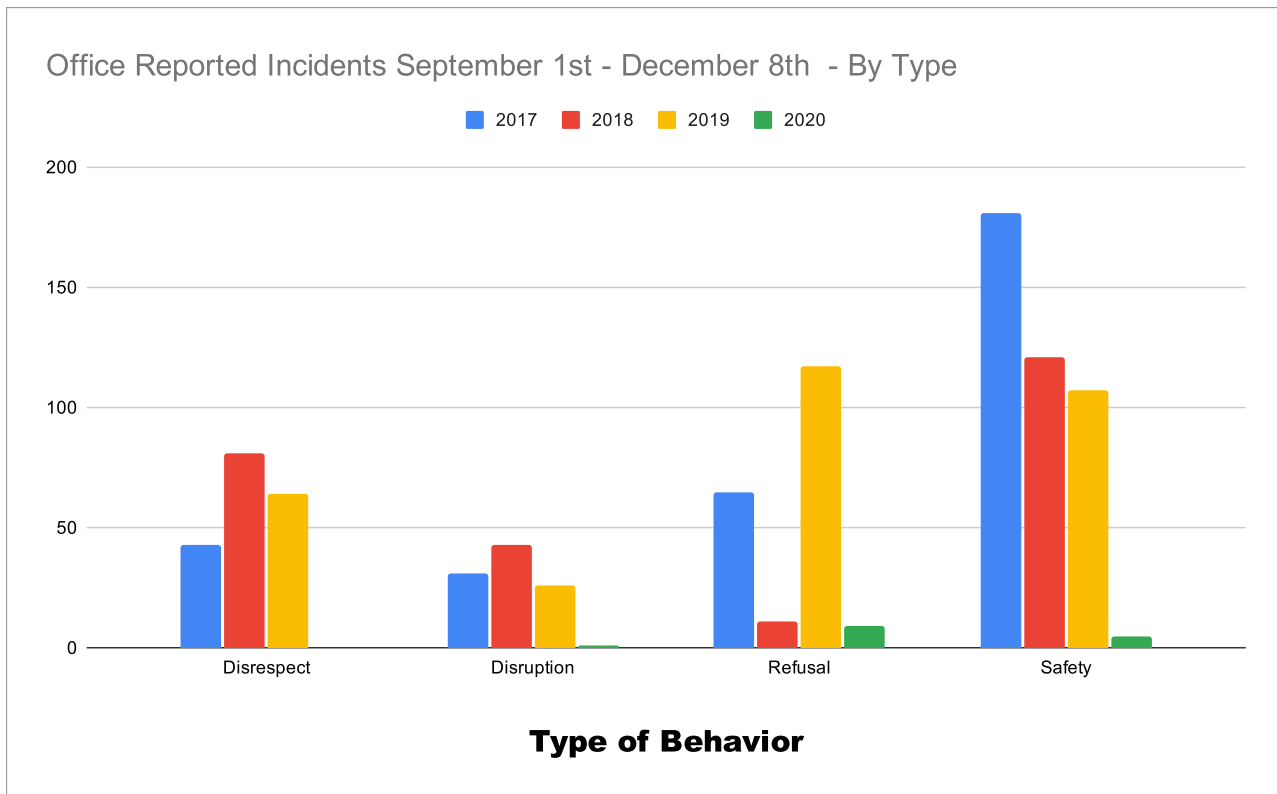
Command of Evidence	9
Words in Context	9
Expression of Ideas	9
Standard English Conventions	8
Heart of Algebra	8
Problem Solving and Data Analysis	9
Passport to Advanced Math	8

Mean Subscores (1-15)

Command of Evidence	9
Words in Context	9
Expression of Ideas	9
Standard English Conventions	8
Heart of Algebra	8
Problem Solving and Data Analysis	8
Passport to Advanced Math	8

Office Report Incidents Comparison Report September 1st - December 8th

Office Reported Incidents September 1st - December 8th - By Type				
	2017	2018	2019	2020
Disrespect	43	81	64	0
Disruption	31	43	26	1
Refusal	65	11	117	9
Safety	181	121	107	5
Total	320	256	314	15

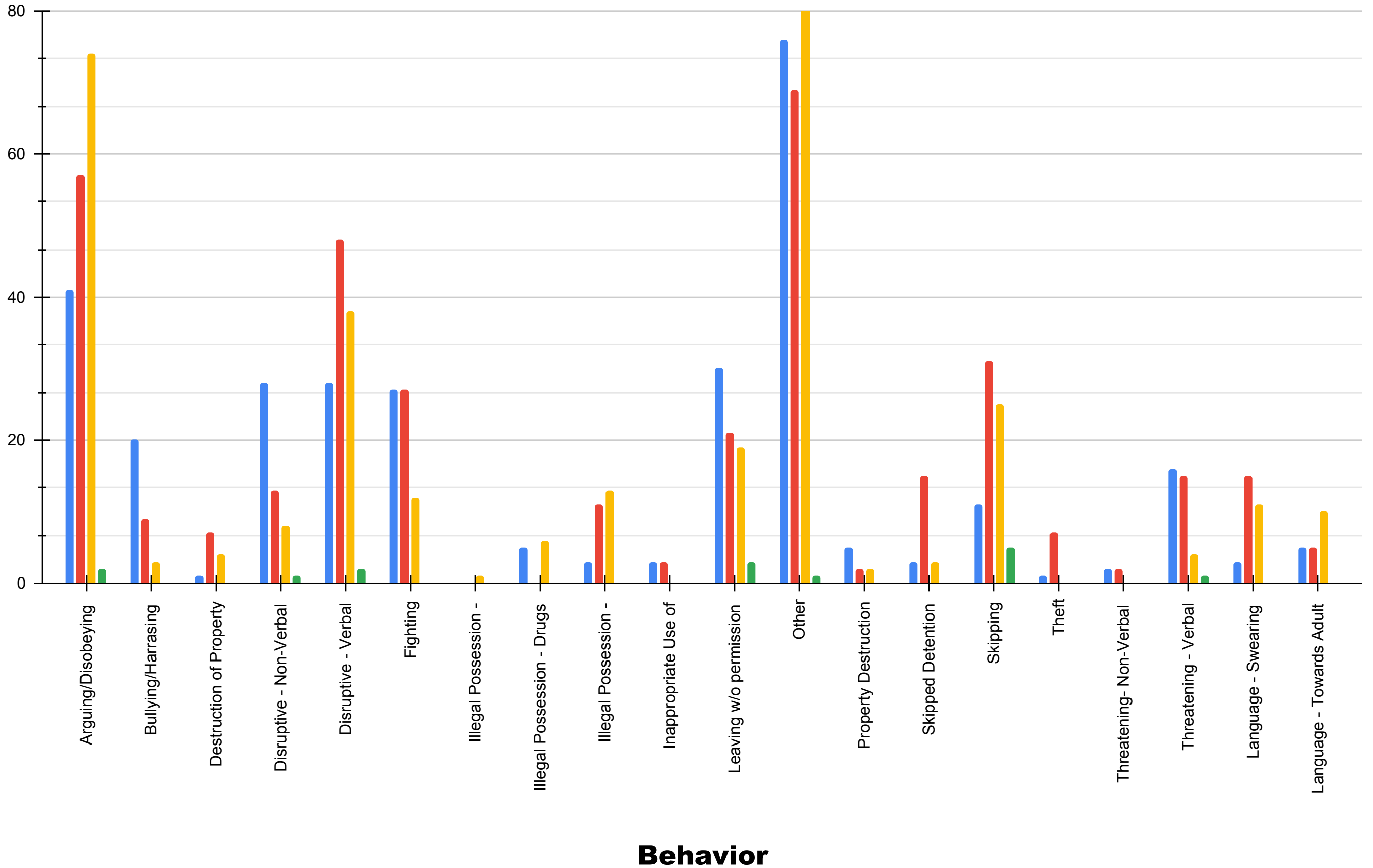


**Office Report Incidents Comparison Report
September 1st - December 8th**

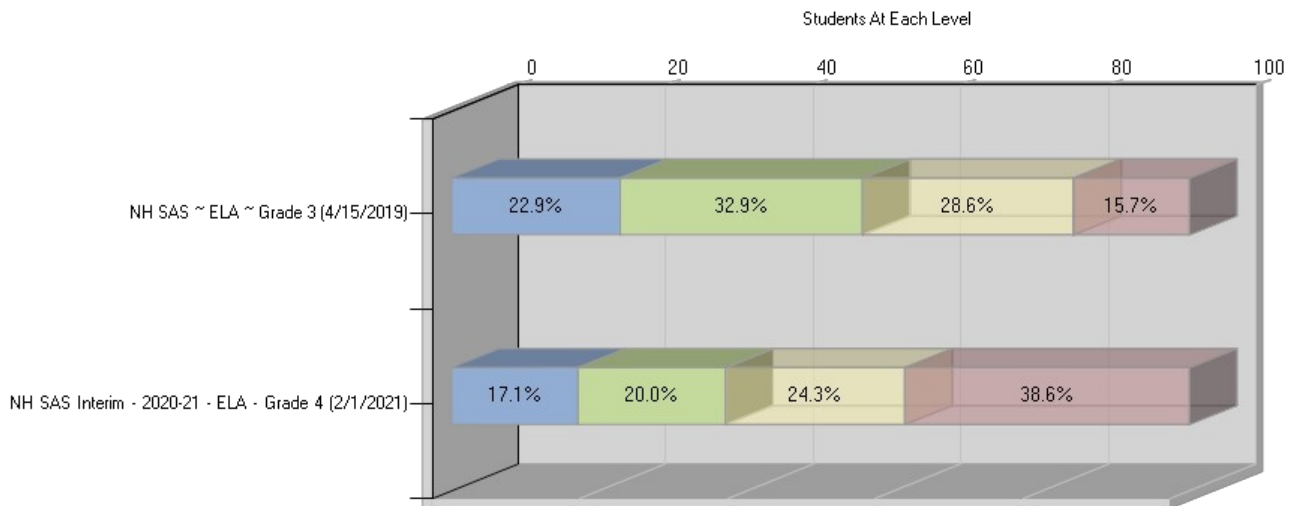
Office Reported Incidents September 1st - December 8th - By Behavior				
	2017	2018	2019	2020
Arguing/Disobeying	41	57	74	2
Bullying/Harrasing	20	9	3	0
Destruction of Property	1	7	4	0
Disruptive - Non-Verbal	28	13	8	1
Disruptive - Verbal	28	48	38	2
Fighting	27	27	12	0
Illegal Possession - Alcohol	0	0	1	0
Illegal Possession - Drugs	5	0	6	0
Illegal Possession - Tobacco	3	11	13	0
Inappropriate Use of Internet	3	3	0	0
Leaving w/o permission	30	21	19	3
Other	76	69	86	1
Property Destruction	5	2	2	0
Skipped Detention	3	15	3	0
Skipping	11	31	25	5
Theft	1	7	0	0
Threatening- Non-Verbal	2	2	0	0
Threatening - Verbal	16	15	4	1
Language - Swearing	3	15	11	0
Language - Towards Adult	5	5	10	0

Office Reported Incidents September 1st - December 8th - By Behavior

2017 2018 2019 2020

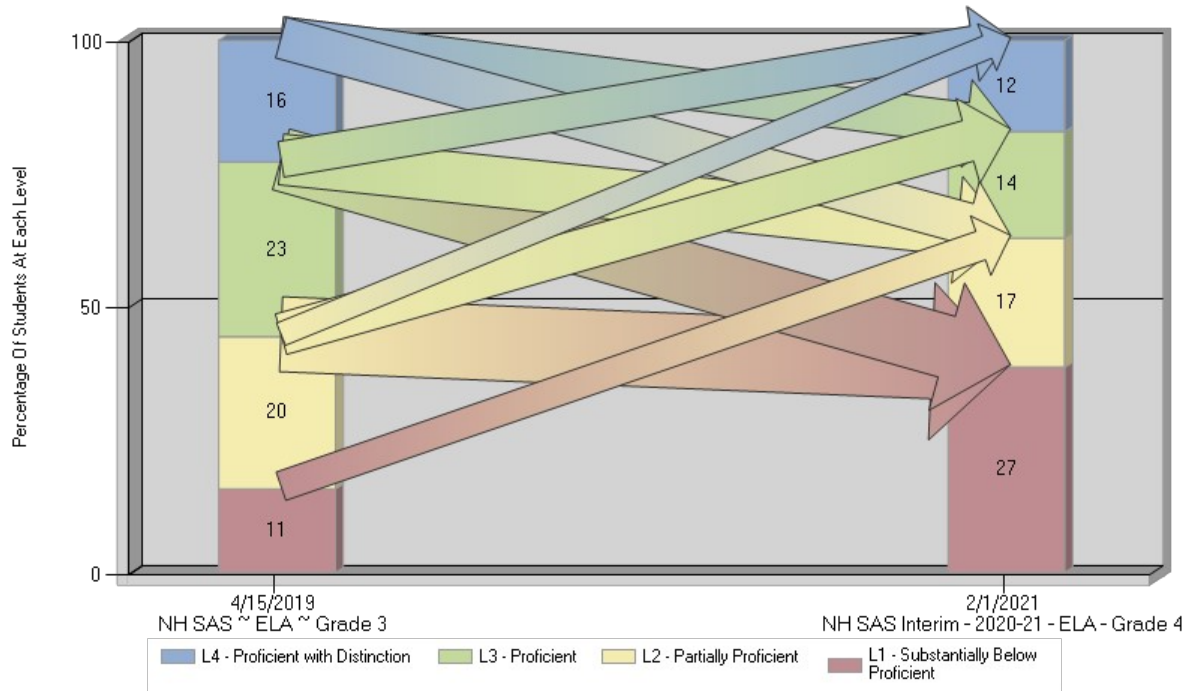


Achievement Level Comparison By Assessment - ELA Current 5th Grade



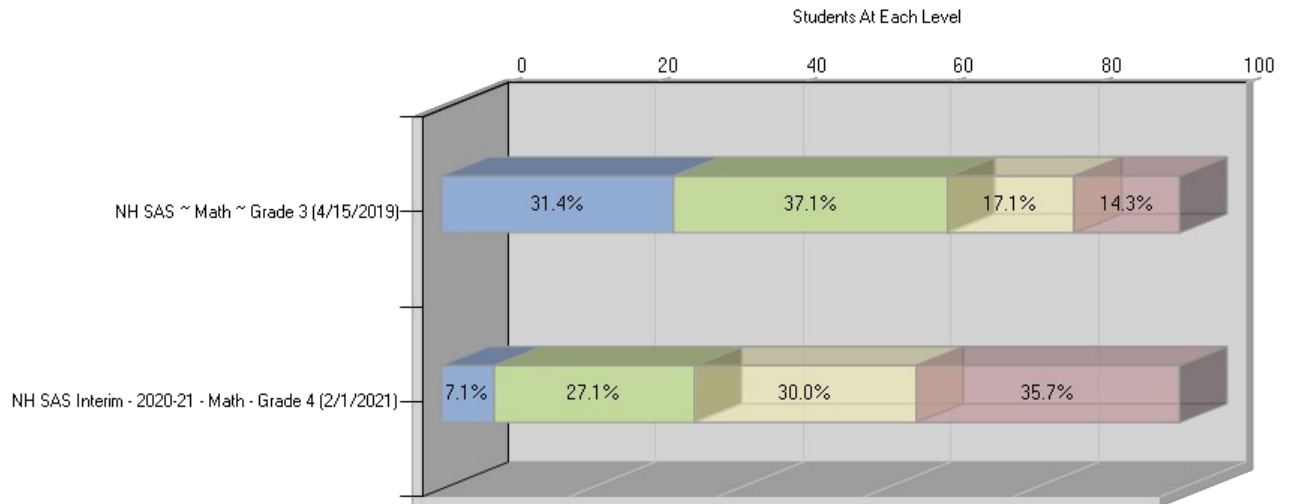
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ ELA ~ Grade 3: Overall ELA Scale Score	NH SAS ~ ELA ~ Grade 3	16	22.9%	23	32.9%	20	28.6%	11	15.7%	70
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - ELA - Grade 4: Overall Scale Score Total	NH SAS Interim - 2020-21 - ELA - Grade 4	12	17.1%	14	20.0%	17	24.3%	27	38.6%	70

Level Movement - ELA Current 5th Grade



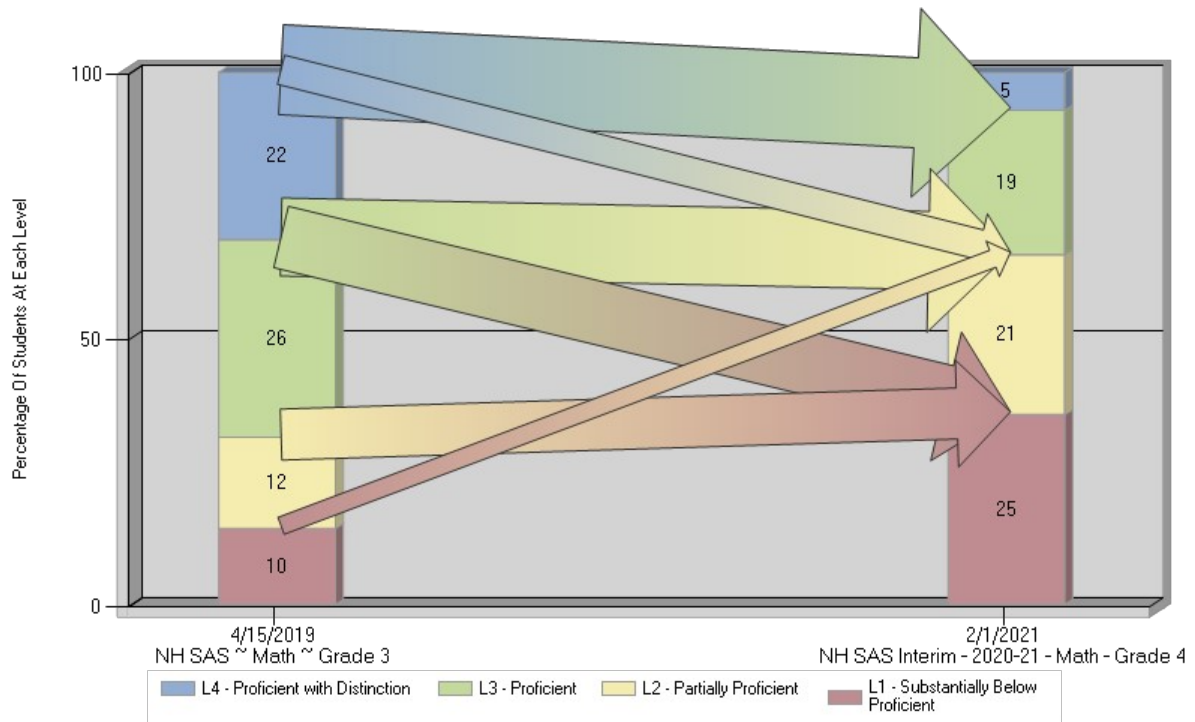
Assessment	Date	From	To	Number Of Students
From: NH SAS ~ ELA ~ Grade 3 To: NH SAS Interim - 2020-21 - ELA - Grade 4	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	9
			Approaching Proficient	2
		L2 - Approaching Proficient	Below Proficient	10
			Approaching Proficient	5
			Proficient	4
		L3 - Proficient	Above Proficient	1
			Below Proficient	8
			Approaching Proficient	6
		L4 - Above Proficient	Proficient	6
			Above Proficient	3
			Approaching Proficient	4
		L4 - Above Proficient	Proficient	4
			Above Proficient	8
			Approaching Proficient	4
All Downward Movement				32
Multi-Level Downward Movement				12
All Upward Movement				10
Multi-Level Upward Movement				1
All Multi-Level Movement				13
All Students				70

Achievement Level Comparison By Assessment - Math Current 5th Grade



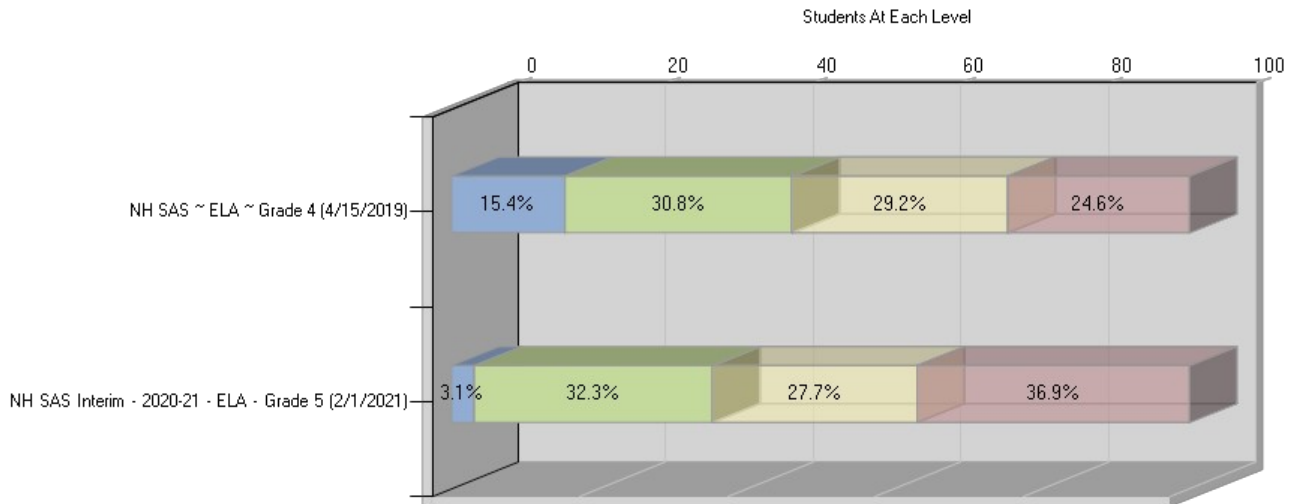
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ Math ~ Grade 3: Overall Math Scale Score	NH SAS ~ Math ~ Grade 3	22	31.4%	26	37.1%	12	17.1%	10	14.3%	70
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - Math - Grade 4: Overall Scale Score Total	NH SAS Interim - 2020-21 - Math - Grade 4	5	7.1%	19	27.1%	21	30.0%	25	35.7%	70

Level Movement - Math Current 5th Grade



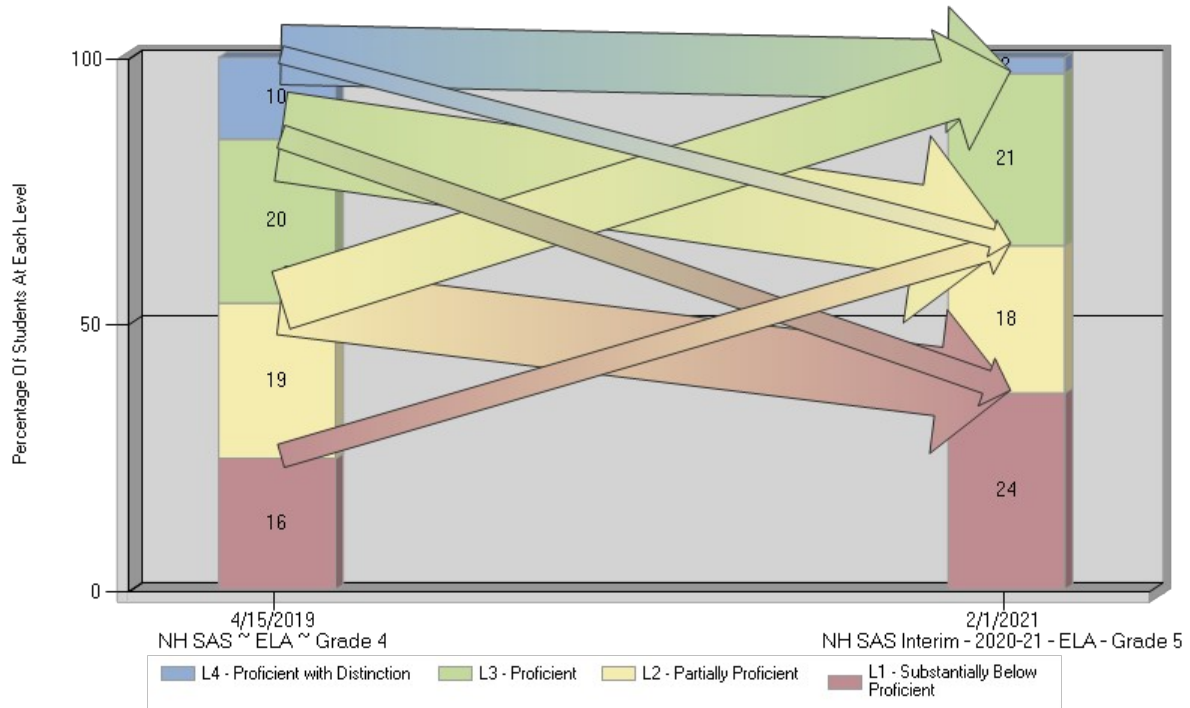
Assessment	Date	From	To	Number Of Students		
From: NH SAS ~ Math ~ Grade 3 To: NH SAS Interim - 2020-21 - Math - Grade 4	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	9		
			Approaching Proficient	1		
		L2 - Approaching Proficient	Below Proficient	7		
			Approaching Proficient	5		
		L3 - Proficient	Below Proficient	9		
			Approaching Proficient	12		
			Proficient	5		
		L4 - Above Proficient	Approaching Proficient	3		
			Proficient	14		
			Above Proficient	5		
		All Downward Movement				45
		Multi-Level Downward Movement				12
All Upward Movement				1		
All Multi-Level Movement				12		
All Students				70		

Achievement Level Comparison By Assessment - ELA Current 6th Grade



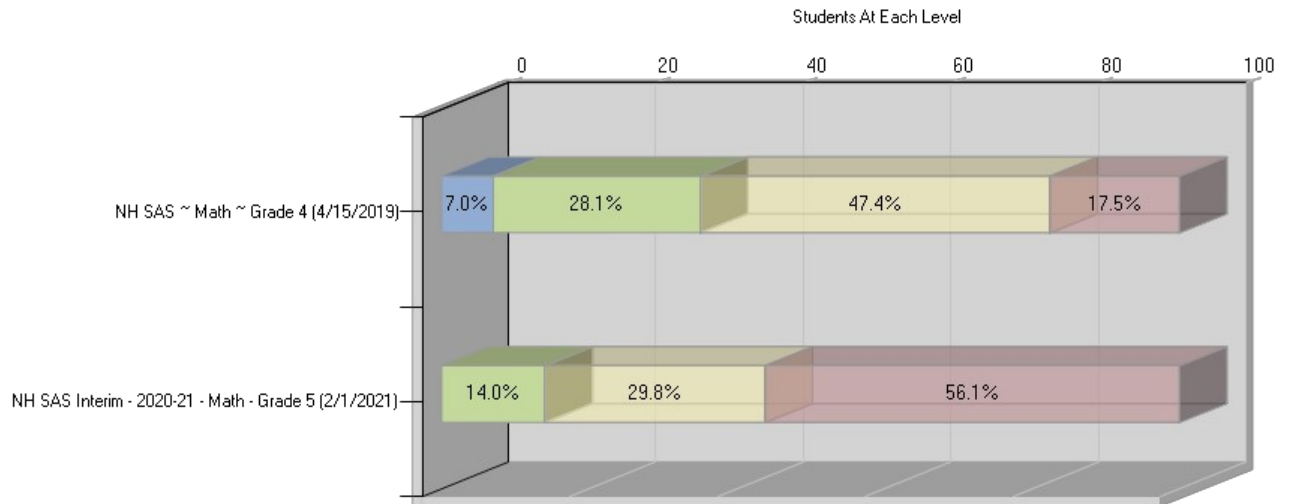
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ ELA ~ Grade 4: Overall ELA Scale Score	NH SAS ~ ELA ~ Grade 4	10	15.4%	20	30.8%	19	29.2%	16	24.6%	65
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - ELA - Grade 5: Overall Scale Score Total	NH SAS Interim - 2020-21 - ELA - Grade 5	2	3.1%	21	32.3%	18	27.7%	24	36.9%	65

Level Movement - ELA Current 6th Grade



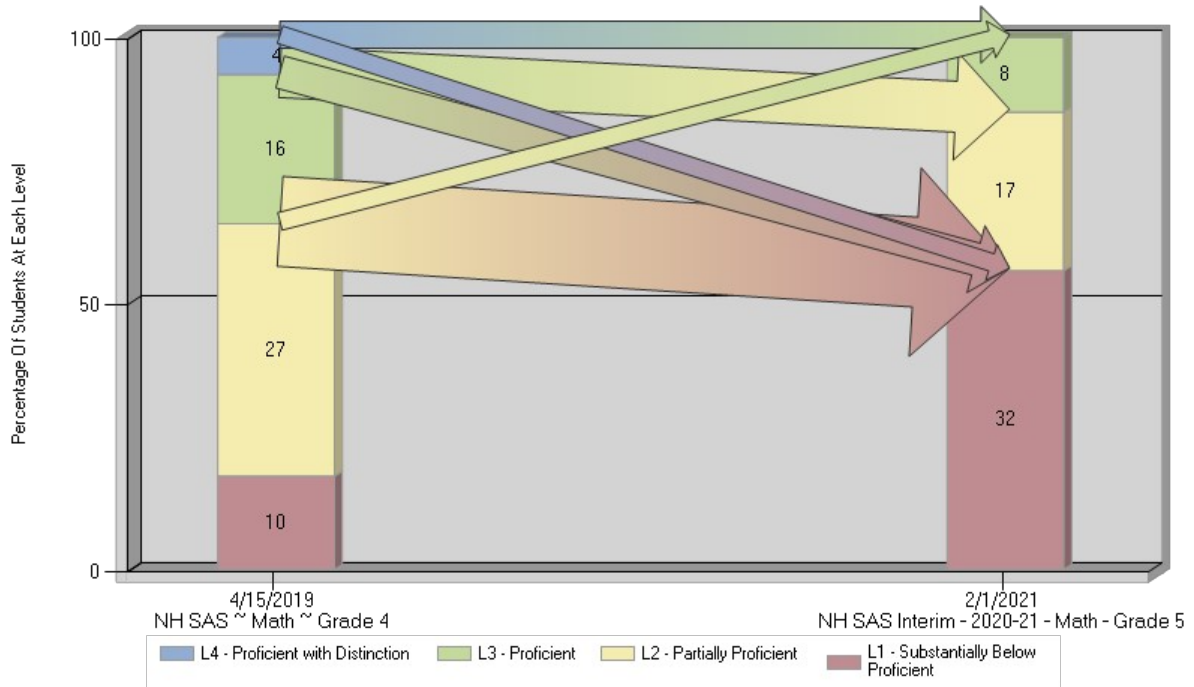
Assessment	Date	From	To	Number Of Students		
From: NH SAS ~ ELA ~ Grade 4 To: NH SAS Interim - 2020-21 - ELA - Grade 5	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	<u>14</u>		
			Approaching Proficient	<u>2</u>		
		L2 - Approaching Proficient	Below Proficient	<u>8</u>		
			Approaching Proficient	<u>4</u>		
			Proficient	<u>7</u>		
		L3 - Proficient	Below Proficient	<u>2</u>		
			Approaching Proficient	<u>11</u>		
			Proficient	<u>7</u>		
		L4 - Above Proficient	Approaching Proficient	<u>1</u>		
			Proficient	<u>7</u>		
			Above Proficient	<u>2</u>		
		All Downward Movement				<u>29</u>
		Multi-Level Downward Movement				<u>3</u>
		All Upward Movement				<u>9</u>
All Multi-Level Movement				<u>3</u>		
All Students				<u>65</u>		

Achievement Level Comparison By Assessment - Math Current 6th Grade



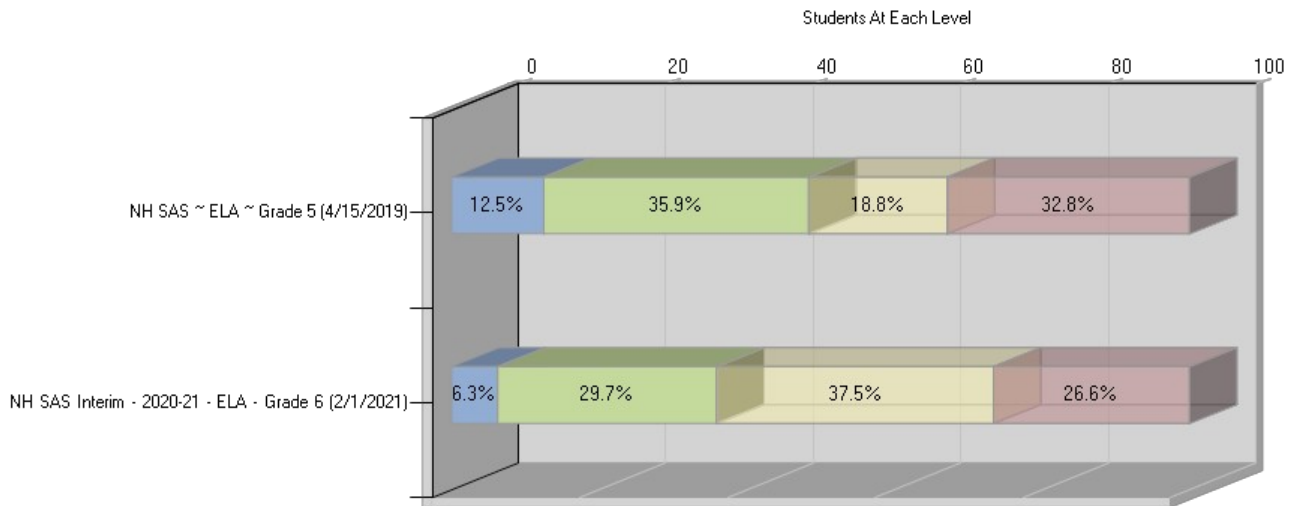
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ Math ~ Grade 4: Overall Math Scale Score	NH SAS ~ Math ~ Grade 4	4	7.0%	16	28.1%	27	47.4%	10	17.5%	57
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - Math - Grade 5: Overall Scale Score Total	NH SAS Interim - 2020-21 - Math - Grade 5	0	0.0%	8	14.0%	17	29.8%	32	56.1%	57

Level Movement - Math Current 6th Grade



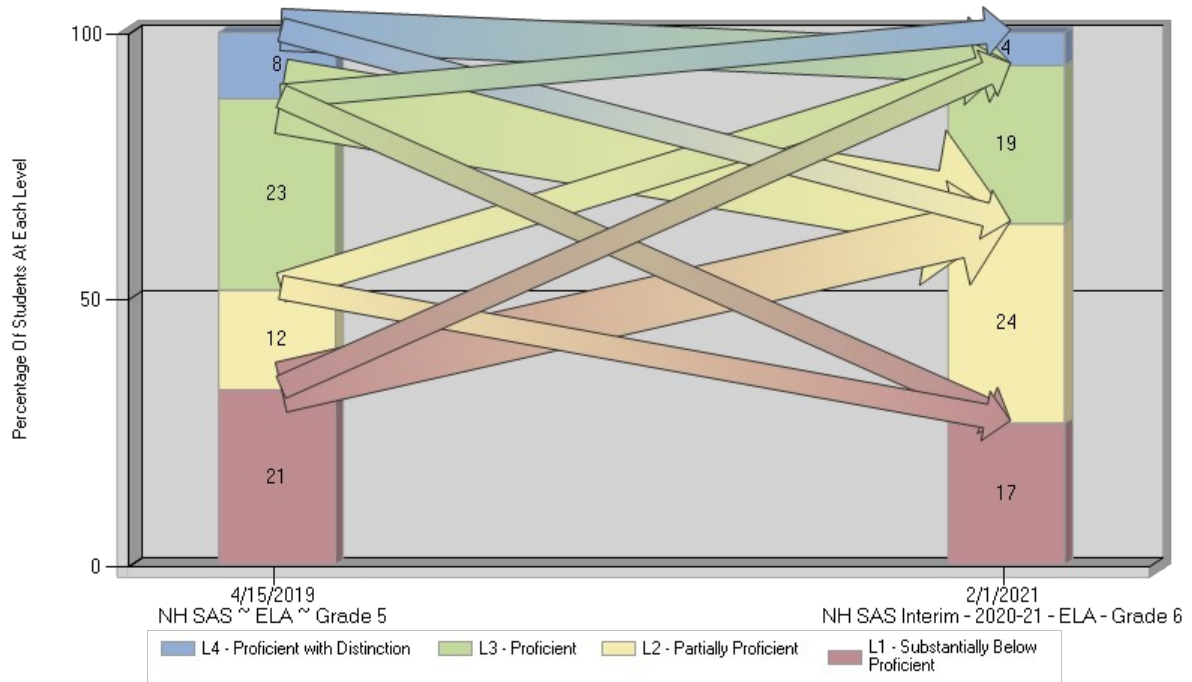
Assessment	Date	From	To	Number Of Students
From: NH SAS ~ Math ~ Grade 4 To: NH SAS Interim - 2020-21 - Math - Grade 5	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	10
		L2 - Approaching Proficient	Below Proficient	17
			Approaching Proficient	9
			Proficient	1
		L3 - Proficient	Below Proficient	4
			Approaching Proficient	8
			Proficient	4
		L4 - Above Proficient	Below Proficient	1
			Proficient	3
		All Downward Movement		33
		Multi-Level Downward Movement		5
		All Upward Movement		1
		All Multi-Level Movement		5
		All Students		57

Achievement Level Comparison By Assessment - ELA Current 7th Grade



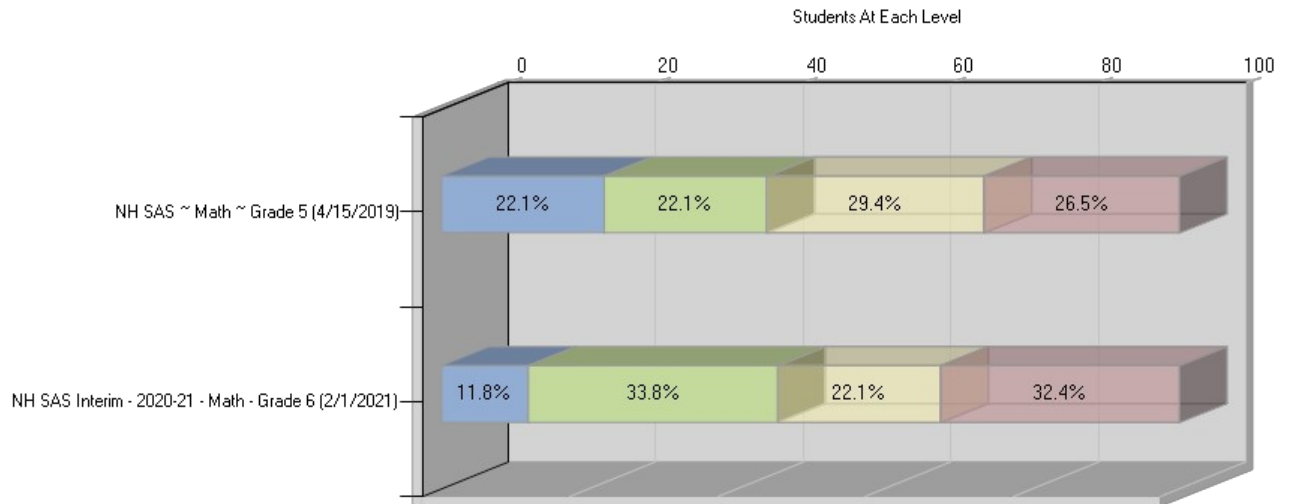
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ ELA ~ Grade 5: Overall ELA Scale Score	NH SAS ~ ELA ~ Grade 5	8	12.5%	23	35.9%	12	18.8%	21	32.8%	64
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - ELA - Grade 6: Overall Scale Score Total	NH SAS Interim - 2020-21 - ELA - Grade 6	4	6.3%	19	29.7%	24	37.5%	17	26.6%	64

Level Movement - ELA Current 7th Grade



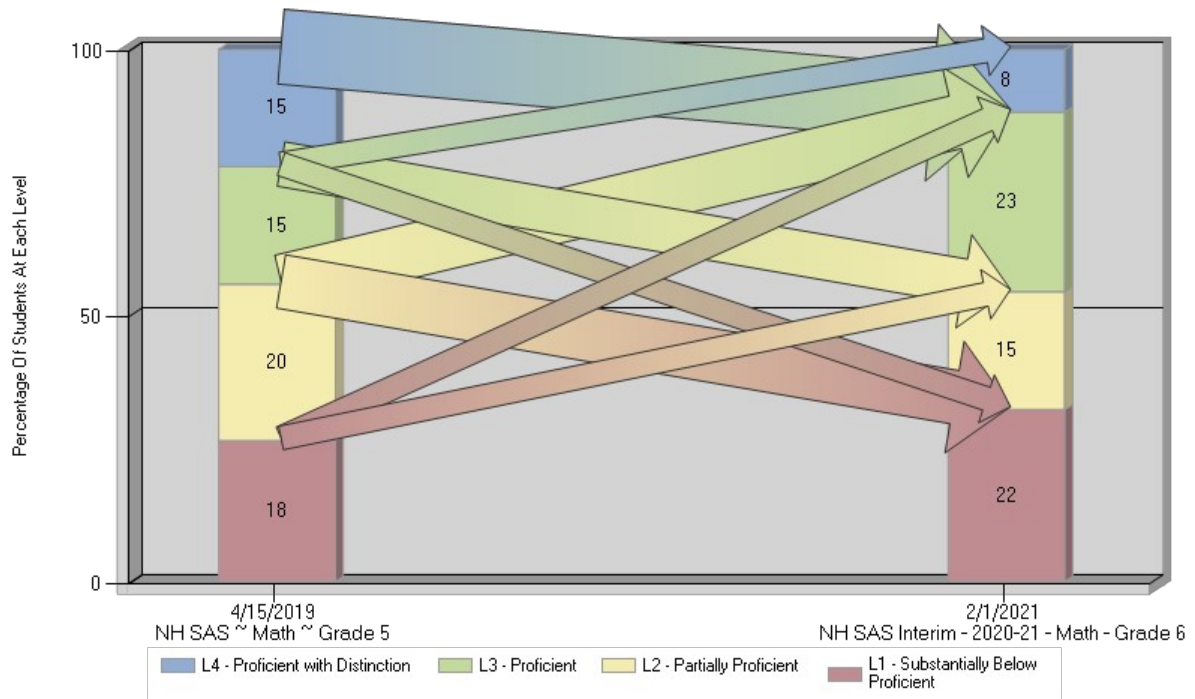
Assessment	Date	From	To	Number Of Students		
From: NH SAS ~ ELA ~ Grade 5 To: NH SAS Interim - 2020-21 - ELA - Grade 6	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	<u>15</u>		
			Approaching Proficient	<u>5</u>		
			Proficient	<u>1</u>		
		L2 - Approaching Proficient	Below Proficient	<u>1</u>		
			Approaching Proficient	<u>9</u>		
			Proficient	<u>2</u>		
		L3 - Proficient	Below Proficient	<u>1</u>		
			Approaching Proficient	<u>9</u>		
			Proficient	<u>12</u>		
		L4 - Above Proficient	Above Proficient	<u>1</u>		
			Approaching Proficient	<u>1</u>		
			Proficient	<u>4</u>		
					Above Proficient	<u>3</u>
		All Downward Movement				<u>16</u>
		Multi-Level Downward Movement				<u>2</u>
All Upward Movement				<u>9</u>		
Multi-Level Upward Movement				<u>1</u>		
All Multi-Level Movement				<u>3</u>		
All Students				<u>64</u>		

Achievement Level Comparison By Assessment - Math Current 7th Grade



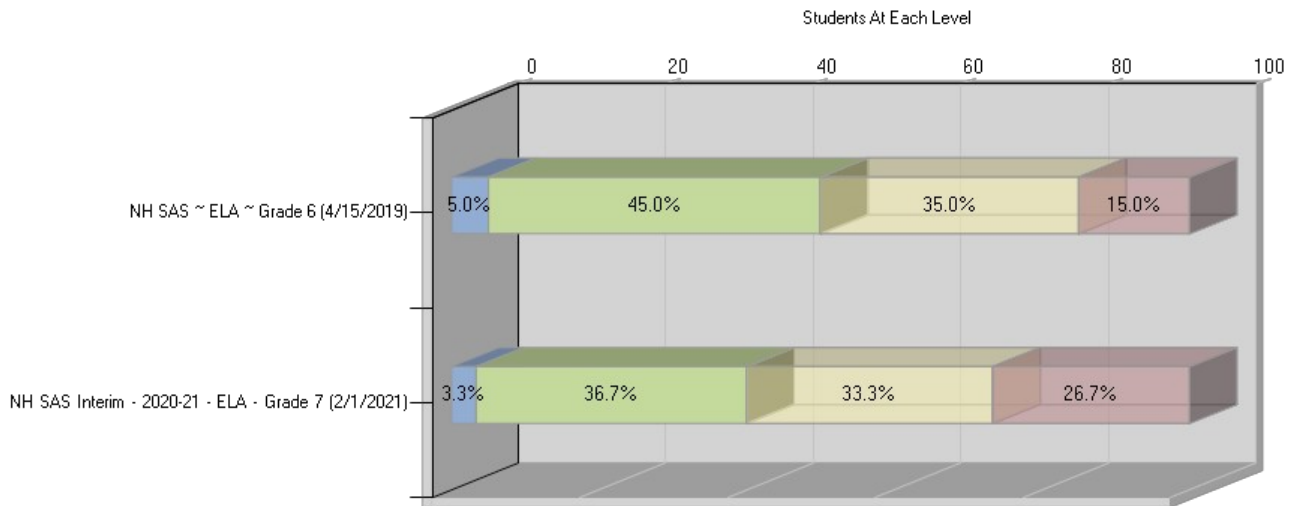
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ Math ~ Grade 5: Overall Math Scale Score	NH SAS ~ Math ~ Grade 5	15	22.1%	15	22.1%	20	29.4%	18	26.5%	68
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - Math - Grade 6: Overall Scale Score Total	NH SAS Interim - 2020-21 - Math - Grade 6	8	11.8%	23	33.8%	15	22.1%	22	32.4%	68

Level Movement - Math Current 7th Grade



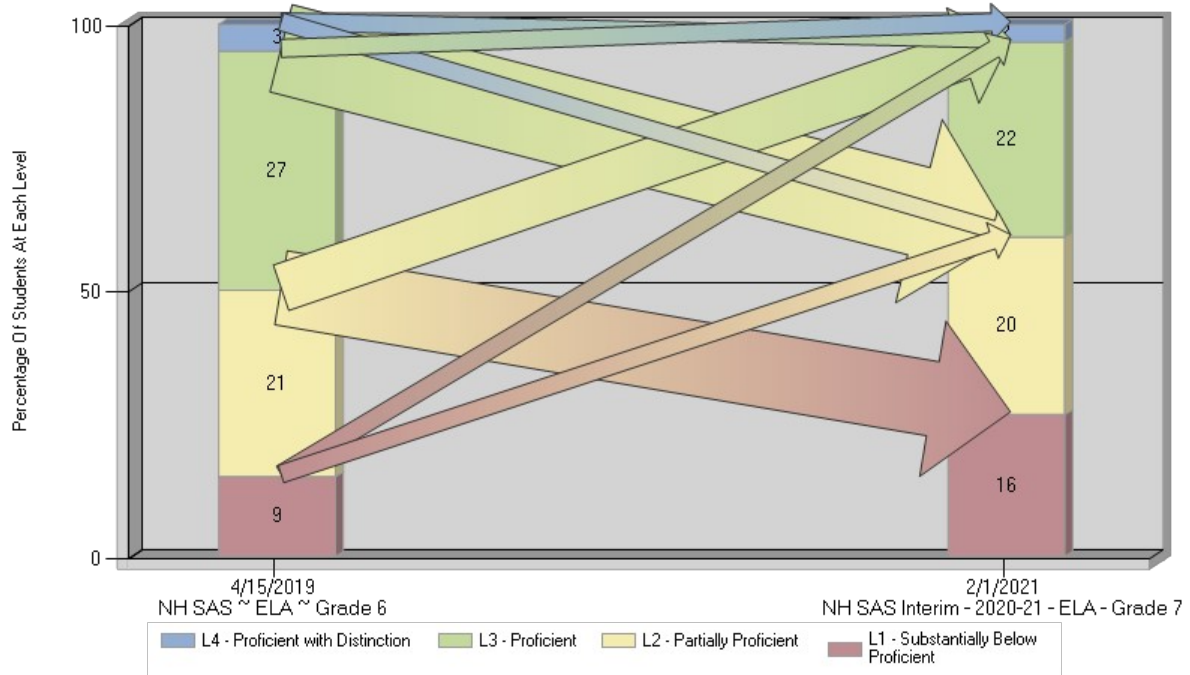
Assessment	Date	From	To	Number Of Students
From: NH SAS ~ Math ~ Grade 5 To: NH SAS Interim - 2020-21 - Math - Grade 6	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	16
			Approaching Proficient	1
Proficient	1			
L2 - Approaching Proficient	Below Proficient	5		
	Approaching Proficient	10		
	Proficient	5		
L3 - Proficient	Below Proficient	1		
	Approaching Proficient	4		
	Proficient	9		
L4 - Above Proficient	Above Proficient	1		
	Proficient	8		
			Above Proficient	7
All Downward Movement				18
Multi-Level Downward Movement				1
All Upward Movement				8
Multi-Level Upward Movement				1
All Multi-Level Movement				2
All Students				68

Achievement Level Comparison By Assessment - ELA Current 8th Grade



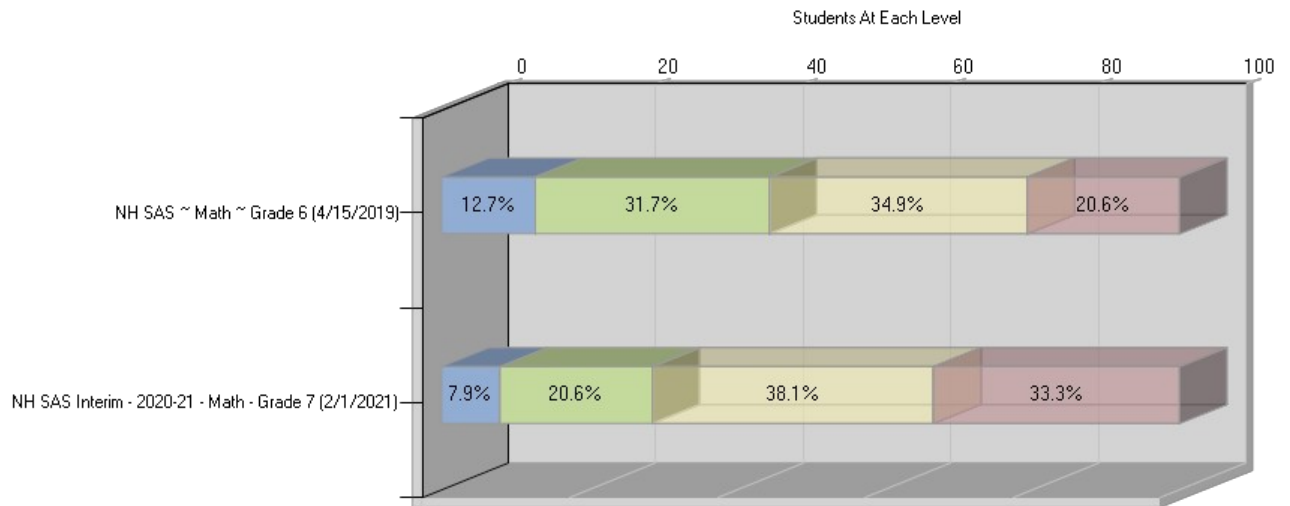
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ ELA ~ Grade 6: Overall ELA Scale Score	NH SAS ~ ELA ~ Grade 6	3	5.0%	27	45.0%	21	35.0%	9	15.0%	60
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - ELA - Grade 7: Overall Scale Score Total	NH SAS Interim - 2020-21 - ELA - Grade 7	2	3.3%	22	36.7%	20	33.3%	16	26.7%	60

Level Movement - ELA Current 8th Grade



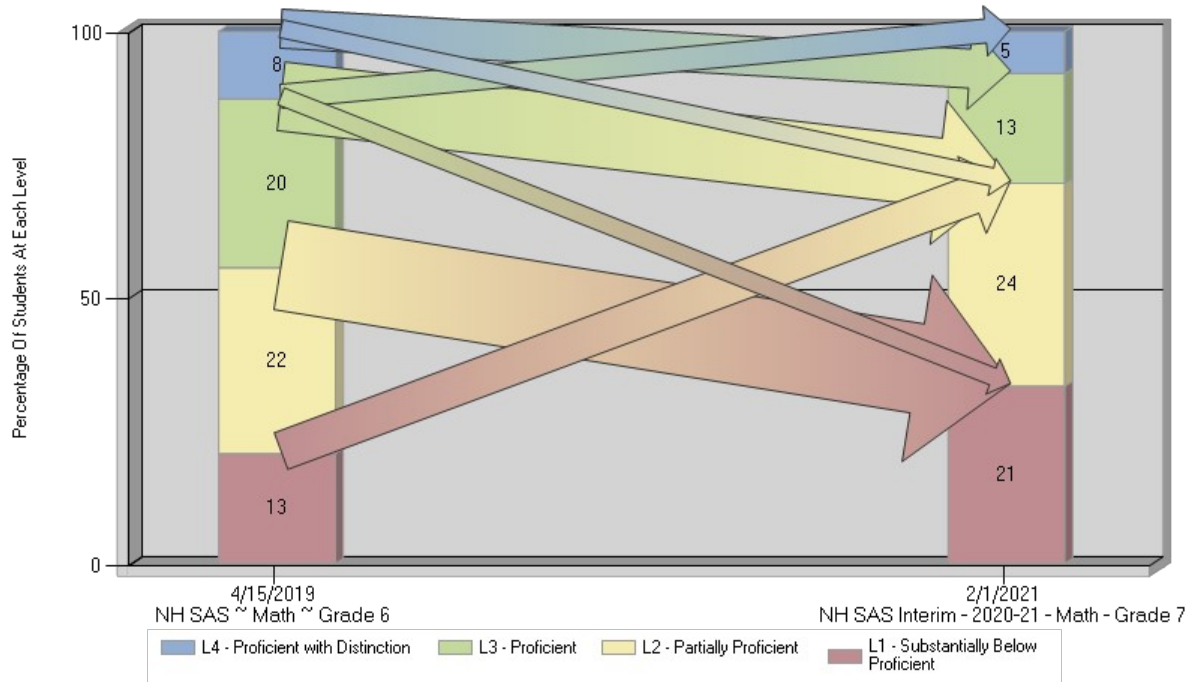
Assessment	Date	From	To	Number Of Students		
From: NH SAS ~ ELA ~ Grade 6 To: NH SAS Interim - 2020-21 - ELA - Grade 7	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	<u>7</u>		
			Approaching Proficient	<u>1</u>		
			Proficient	<u>1</u>		
		L2 - Approaching Proficient	Below Proficient	<u>9</u>		
			Approaching Proficient	<u>7</u>		
			Proficient	<u>5</u>		
		L3 - Proficient	Approaching Proficient	<u>11</u>		
			Proficient	<u>15</u>		
			Above Proficient	<u>1</u>		
		L4 - Above Proficient	Approaching Proficient	<u>1</u>		
			Proficient	<u>1</u>		
			Above Proficient	<u>1</u>		
		All Downward Movement				<u>22</u>
		Multi-Level Downward Movement				<u>1</u>
All Upward Movement				<u>8</u>		
Multi-Level Upward Movement				<u>1</u>		
All Multi-Level Movement				<u>2</u>		
All Students				<u>60</u>		

Achievement Level Comparison By Assessment - Math Current 8th Grade



Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
NH SAS ~ Math ~ Grade 6: Overall Math Scale Score	NH SAS ~ Math ~ Grade 6	8	12.7%	20	31.7%	22	34.9%	13	20.6%	63
		Above Proficient		Proficient		Approaching Proficient		Below Proficient		
NH SAS Interim - 2020-21 - Math - Grade 7: Overall Scale Score Total	NH SAS Interim - 2020-21 - Math - Grade 7	5	7.9%	13	20.6%	24	38.1%	21	33.3%	63

Level Movement - Math Current 8th Grade



[View All Student Level Movements](#)

Assessment	Date	From	To	Number Of Students
From: NH SAS ~ Math ~ Grade 6 To: NH SAS Interim - 2020-21 - Math - Grade 7	From: 4/15/2019 To: 2/1/2021	L1 - Below Proficient	Below Proficient	9
			Approaching Proficient	4
		L2 - Approaching Proficient	Below Proficient	11
			Approaching Proficient	11
		L3 - Proficient	Below Proficient	1
			Approaching Proficient	8
			Proficient	9
		L4 - Above Proficient	Above Proficient	2
			Approaching Proficient	1
			Proficient	4
			Above Proficient	3
All Downward Movement				25
Multi-Level Downward Movement				2
All Upward Movement				6
All Multi-Level Movement				2
All Students				63

MRMHS Extracurriculars - 12/8/2020

Class of 2021

- Meeting via Zoom
- Usual class activities, remotely
 - Planning fundraising
 - Planning senior events
- Did a toiletries drive

Class of 2022

- Meeting via Zoom
- Usual class activities, remotely
 - Planning fundraising
 - Planning junior events
 - Currently working on a Prom venue

Class of 2023

- Meeting via Zoom
- Usual class activities, remotely
 - Planning fundraising
 - Planning sophomore events
- Created a spirit week (next week)
- Worked with guidance and administration to do a Giving Tree
- Started a Toys for Tots drive

Class of 2024

- Meeting via Zoom
- Usual class activities, remotely
 - Planning fundraising
 - Planning freshman events

Student Government

- Meeting every Friday via Zoom

National Honor Society

- Meeting via Zoom

Interact

- Currently doing a food drive in conjunction with End 68

National Junior Honor Society

- Meeting via Zoom

Key Club

- Meeting via Zoom
- Doing a virtual Kahoot trivia night

Middle School Yearbook

- Working with students to take pictures
- Meeting via Zoom

Destination Imagination

- Meeting via Zoom

Band

- Band class is scheduled for 3B
- The band has also played at home football games this year

MRMHS Extracurriculars - 12/8/2020

Adult Diploma Program

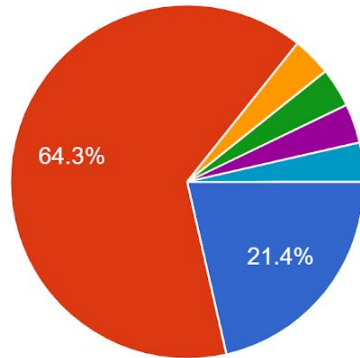
- ADP is meeting in-person this year
- Offering English, Science, Math, Social Studies and one elective
- All students are currently in-person

School	% Hybrid	% Remote
Gilsum	94%	6%
Emerson	69%	31%
Troy	85%	15%
Mt. Caesar	77%	23%
Cutler	79%	21%
MRMHS	83%	17%
	80.49%	19.51%

Overall Survey Results - Employee Input

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

28 responses

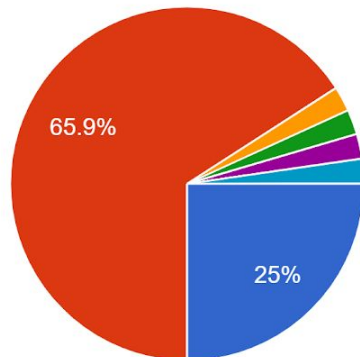


- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to f...
- We should remain in Hybrid until guidance supports a shift, but allow fa...
- We should shift just to get through the holidays
- I think the language for the level of sc...
- I like the hybrid model but I worry after...

Emerson School

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

44 responses



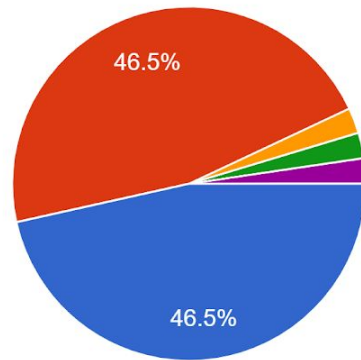
- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to f...
- I am torn, I feel like we are working hard and doing an excellent job with the hy...
- We should go Remote for an extended period after the holidays to ensure the...
- I'm on the fence. I am very concerned...
- staff and students should be working f...

Mt. Caesar

Overall Survey Results - Employee Input

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

43 responses

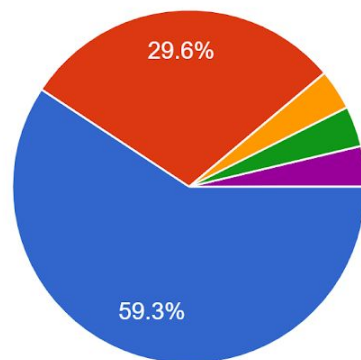


- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to f...
- Remote learning with required participation from students
- If the CommunityTransmission gets extremely high we should go remote a...
- Stay in Hybrid until break. Full remote until the number of cases decrease.

Cutler School

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

27 responses



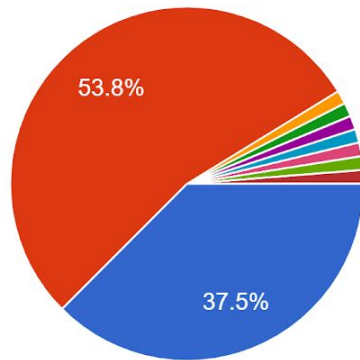
- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to full remote learning.
- I am not sure.
- We go remote for covid or covid makes us go remote either way is fine as long...
- Set at date for remote learning, to allow for time for teachers, students and fa...

Troy School

Overall Survey Results - Employee Input

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

80 responses

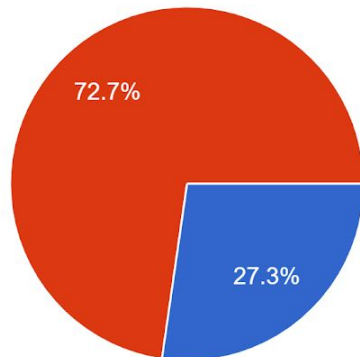


- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model...
- We should stay in the hybrid model or...
- If possible, we should push through u...
- All staff and students work from home
- we should go to school normally--full ti...
- We should stay in Hybrid and perhaps...
- Start remote after winter break. That w...
- We should stay in the current Hybrid...

MRMHS

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

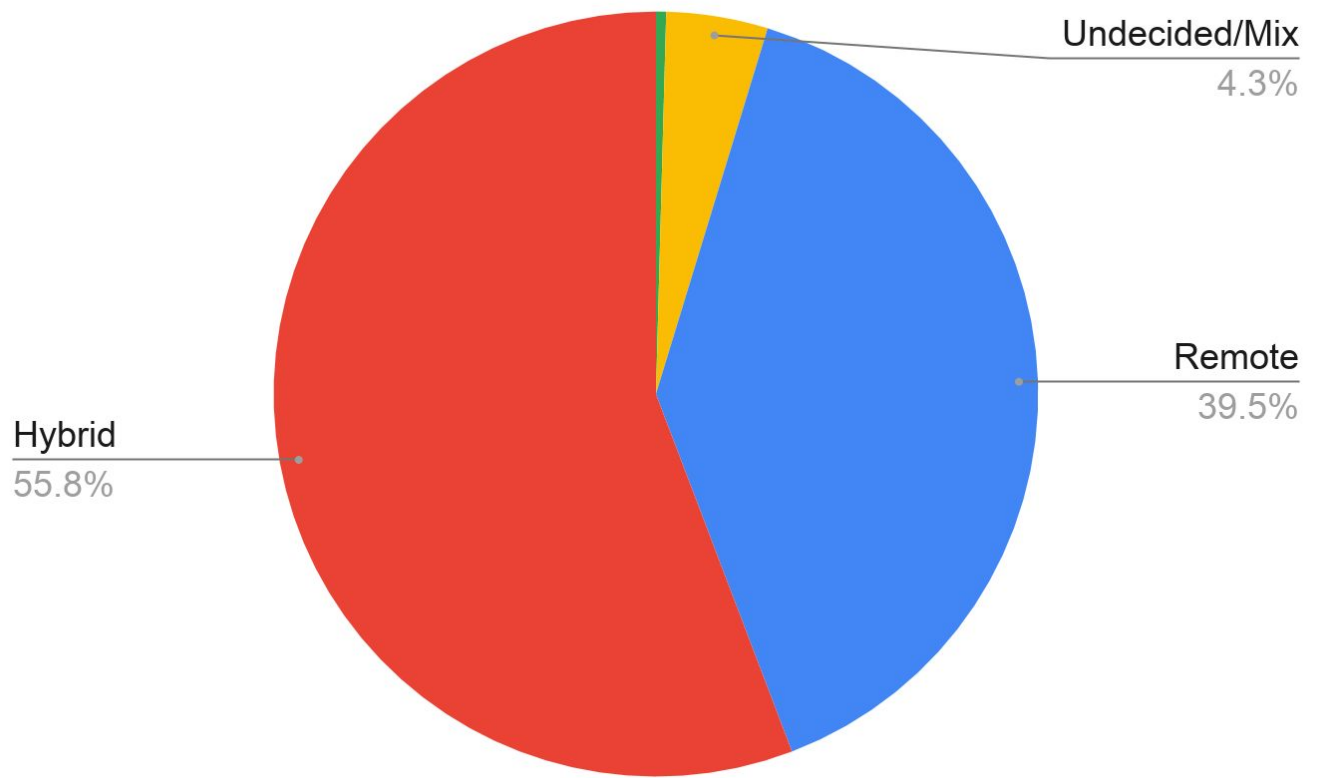
11 responses



- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to full remote learning.

Gilsum

Overall Survey Results - Employee Input



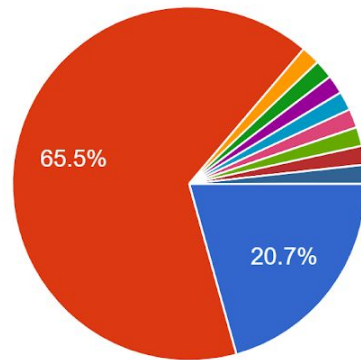
Whole District (n=233)

Link to view employee comments [HERE](#)

Overall Survey Results - Parent/Guardian/Student Input

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

58 responses



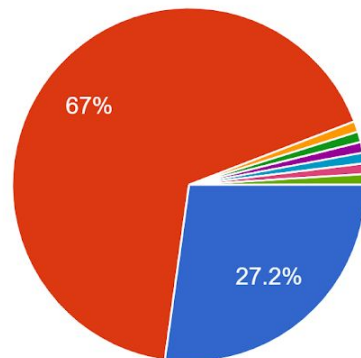
- We should shift into full Remote Learn...
- We should remain in the Hybrid Model...
- Open the schools fully
- My children are remote Learners
- I feel that if the need to go fully remote...
- My child is already full remote.
- Full time In school
- Happy having my kids in school

▲ 1/2 ▼

Emerson School

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

103 responses



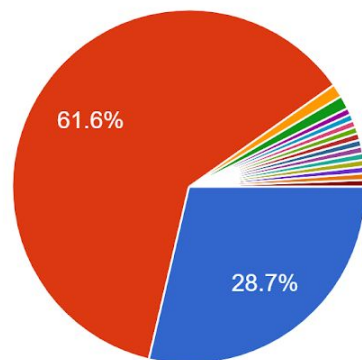
- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to f...
- Should remain in the Hybrid Model wit...
- Shift to all classes in person. Enough i...
- We should send all kids back to schoo...
- Return full time
- Stay in school
- I am between the two

Mt. Caesar

Overall Survey Results - Parent/Guardian/Student Input

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

164 responses



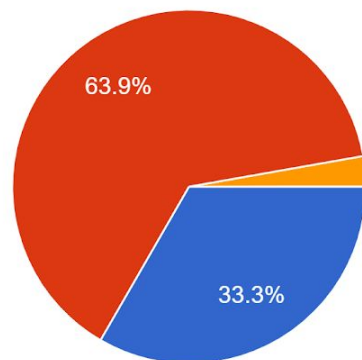
- We should shift into full Remote Learn...
- We should remain in the Hybrid Model...
- Full time in school
- We should go into remote for 14 days...
- Should go back to regular classes
- We should have children return to sch...
- Full time
- We should stay hybrid or open up fully.

▲ 1/2 ▼

Cutler School

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

36 responses



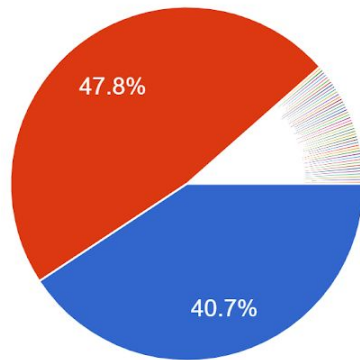
- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to full remote learning.
- Preschool should remain in hybrid model as i do not see remote learning be benificail to prek-kindergarden

Troy School

Overall Survey Results - Parent/Guardian/Student Input

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

383 responses



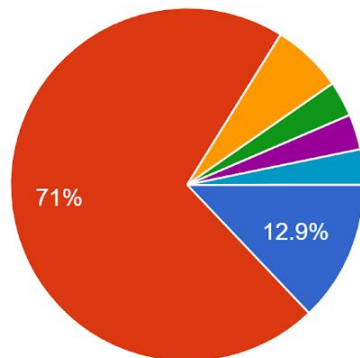
- We should shift into full Remote Learn...
- We should remain in the Hybrid Model...
- Why wait until a case comes to MRHS?
- Closing for December would be ok
- Normal
- We are staying remote regardless as...
- Open school fully
- Remote starting January 4th

▲ 1/6 ▼

MRMHS

As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts.

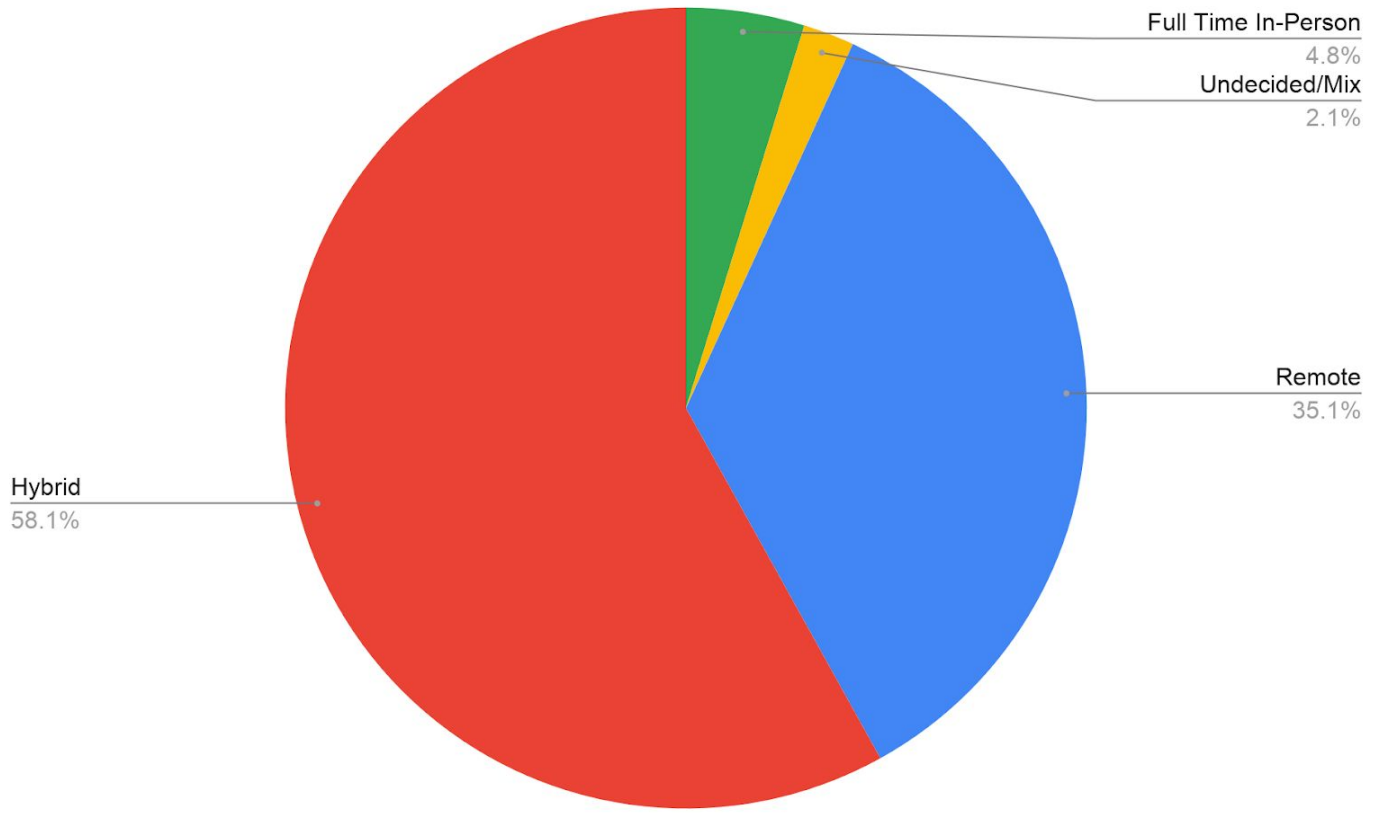
31 responses



- We should shift into full Remote Learning as soon as possible.
- We should remain in the Hybrid Model until the guidance supports a shift to f...
- Go to school 5 days a week
- I would prefer to have my student in school full time.
- Possibly shift to remote learning to begin after the holiday break
- i want to go to school without mask on

Gilsum

Overall Survey Results - Parent/Guardian/Student Input



Whole District (n=775)

Link to view parent/guardian/student comments [HERE](#)

Cutler – Student, Parent and Guardian Input

As you all are aware, the Board has voted to remain in the Hybrid Model until such a time that the most recent NH Department of Health and Human Services guidance supports a shift to full remote learning. The Superintendent has the authority to shift a school, schools, or the whole District into full remote learning if the guidance indicates such a move is necessary. The Superintendent does not have the authority to shift to full remote learning preemptively - that would require a vote of the Board.

We are monitoring all the data points that the NH DHHS guidance indicates should be monitored with daily input from Principals on the data points related to Level of School Impact.

As of 12/6/2020, the TOTAL number of cases in each of our buildings since March:

MRMHS - 0

Mt. Caesar - 0

Troy - 1

Gilsum - 1

Cutler - 1

Emerson - 4

The Level of School Impact at all schools is low (using the NH DHHS guidance criteria)
The Level of Community Transmission is substantial (using the NH DHHS guidance criteria)

Your responses to this brief survey will help us ensure we are considering all factors as we continue to monitor the pandemic and its impact on our schools. Please note that this is a survey for input purposes, not a binding vote.

* Required

1. I am a... *

Mark only one oval.

Parent/Guardian

Student

2. As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts. *

Mark only one oval.

We should shift into full Remote Learning as soon as possible.
Skip to question 5

We should remain in the Hybrid Model until the guidance supports a shift to full remote learning. *Skip to question 3*

Other: _____

Skip to question 8

Remain in Hybrid Model

3. Why? (Choose all that apply) *

Check all that apply.

- We need our children in-person as long as we can
- The District's overall plan is safe
- The District's mask policy is safe
- The majority of people are following the District's plan
- The majority of people are following the District's mask policy
- There is no evidence of transmission in our schools
- The NH DHHS guidance is appropriate
- I and/or my child(ren) feel safe
- Families need the ability to continue to send their children to school
- Students need the social and emotional aspect of in-person school

Other: _____

4. Tell us more (optional)...

Skip to question 8

Shift to Full Remote

5. Why? (Choose all that apply) *

Check all that apply.

- The District's overall plan is unsafe
- The District's mask policy is unsafe
- The majority of people are NOT following the District's plan
- The majority of people are NOT following the District's mask policy
- Even though there is no transmission within schools, the level of community transmission is concerning
- The NH DHHS guidance is not appropriate
- I and/or my child(ren) do not feel safe
- I have family members that I am worried about (that I could make them sick)

Other: _____

6. Tell us more (optional)...

Skip to question 8

Other

7. Why? *

Other Thoughts?

8.

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MRMHS - Learning Model Input

As you all are aware, the Board has voted to remain in the Hybrid Model until such a time that the most recent NH Department of Health and Human Services guidance supports a shift to full remote learning. The Superintendent has the authority to shift a school, schools, or the whole District into full remote learning if the guidance indicates such a move is necessary. The Superintendent does not have the authority to shift to full remote learning preemptively - that would require a vote of the Board.

We are monitoring all the data points that the NH DHHS guidance indicates should be monitored with daily input from Principals on the data points related to Level of School Impact.

As of 12/6/2020, the TOTAL number of cases in each of our buildings since March:

MRMHS - 0

Mt. Caesar - 0

Troy - 1

Gilsum - 1

Cutler - 1

Emerson - 4

The Level of School Impact at all schools is low (using the NH DHHS guidance criteria)

The Level of Community Transmission is substantial (using the NH DHHS guidance criteria)

A lot has happened since our last District wide meeting on November 13th. In lieu of another meeting, your input via this quick survey is appreciated and will be very helpful as we move forward. Please note that this is a survey for input purposes, not a binding vote.

* Required

1. As of the day you are taking this survey, please select from the list below the statement that best represents your thoughts. *

Mark only one oval.

- We should shift into full Remote Learning as soon as possible.
Skip to question 4
- We should remain in the Hybrid Model until the guidance supports a shift to full remote learning. *Skip to question 2*
- Other: _____

Remain in Hybrid Model

2. Why? (Choose all that apply) *

Check all that apply.

- We need students in-person as long as we can
- The District's overall plan is safe
- The District's mask policy is safe
- The majority of people are following the District's plan
- The majority of people are following the District's mask policy
- There is no evidence of transmission in our schools
- The NH DHHS guidance is appropriate
- I feel safe
- Families need the ability to continue to send their children to school
- Students need the social and emotional aspect of in-person school

Other: _____

3. Tell us more (optional)...

Skip to question 7

Shift to Full Remote

4. Why? (Choose all that apply) *

Check all that apply.

- The District's overall plan is unsafe
- The District's mask policy is unsafe
- The majority of people are NOT following the District's plan
- The majority of people are NOT following the District's mask policy
- Even though there is no transmission within schools, the level of community transmission is concerning
- The NH DHHS guidance is not appropriate
- I do not feel safe
- I have family members that I am worried about (that I could make them sick)

Other: _____

5. Tell us more (optional)...

Skip to question 7

Other

6. Why? *

Skip to question 7

Other Thoughts?

7. Any other thoughts to share?

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Google Forms

Summary of Guidance for Public Health Strategies to Address High Levels of Community Transmission of SARS-CoV-2 and Related Deaths, December 2020

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In the 10 months since the first confirmed case of coronavirus disease 2019 (COVID-19) was reported in the United States on January 20, 2020 (1), approximately 13.8 million cases and 272,525 deaths have been reported in the United States. On October 30, the number of new cases reported in the United States in a single day exceeded 100,000 for the first time, and by December 2 had reached a daily high of 196,227.* With colder weather, more time spent indoors, the ongoing U.S. holiday season, and silent spread of disease, with approximately 50% of transmission from asymptomatic persons (2), the United States has entered a phase of high-level transmission where a multipronged approach to implementing all evidence-based public health strategies at both the individual and community levels is essential. This summary guidance highlights critical evidence-based CDC recommendations and sustainable strategies to reduce COVID-19 transmission. These strategies include 1) universal face mask use, 2) maintaining physical distance from other persons and limiting in-person contacts, 3) avoiding nonessential indoor spaces and crowded outdoor spaces, 4) increasing testing to rapidly identify and isolate infected persons, 5) promptly identifying, quarantining, and testing close contacts of persons with known COVID-19, 6) safeguarding persons most at risk for severe illness or death from infection with SARS-CoV-2, the virus that causes COVID-19, 7) protecting essential workers with provision of adequate personal protective equipment and safe work practices, 8) postponing travel, 9) increasing room air ventilation and enhancing hand hygiene and environmental disinfection, and 10) achieving widespread availability and high community coverage with effective COVID-19 vaccines. In combination, these strategies can reduce SARS-CoV-2 transmission, long-term sequelae or disability, and death, and mitigate the pandemic's economic impact. Consistent implementation of these strategies

improves health equity, preserves health care capacity, maintains the function of essential businesses, and supports the availability of in-person instruction for kindergarten through grade 12 schools and preschool. Individual persons, households, and communities should take these actions now to reduce SARS-CoV-2 transmission from its current high level. These actions will provide a bridge to a future with wide availability and high community coverage of effective vaccines, when safe return to more everyday activities in a range of settings will be possible.

Recommended Public Health Strategies

Universal use of face masks. Consistent and correct use of face masks is a public health strategy critical to reducing respiratory transmission of SARS-CoV-2, particularly in light of estimates that approximately one half of new infections are transmitted by persons who have no symptoms (2,3). Compelling evidence now supports the benefits of cloth face masks for both source control (to protect others) and, to a lesser extent, protection of the wearer.† To preserve the supply of N95 respirators for health care workers and other medical first responders, CDC recommends nonvalved, multilayer cloth masks or nonmedical disposable masks for community use.§ Face mask use is most important in indoor spaces and outdoors when physical distance of ≥ 6 feet cannot be maintained. Within households, face masks should be used when a member of the household is infected or has had recent potential COVID-19 exposure (e.g., known close contact or potential exposure related to occupation, crowded public settings, travel, or nonhousehold members in your house). A community-level plan for distribution of face masks to specific populations, such as those who might experience barriers to access, should be developed (Table).

† <https://www.cdc.gov/coronavirus/2019-ncov/more/masking-science-sars-cov2.html>.

§ <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>.

* https://covid.cdc.gov/covid-data-tracker/#trends_dailytrendscases.



TABLE. Individual- and community-level public health strategies to reduce SARS-CoV-2 transmission*

Recommended public health strategies	Individual- and household-level strategies	Community-level strategies (at state or local level)	Links to guidance
Universal use of face masks	Consistent and correct use of face masks, including within the household if there is a COVID-19 case or a person with a known or possible exposure in the household	Issue policies or directives mandating universal use of face masks in indoor (nonhousehold) settings Plan for provision of face masks for specific populations if needed	Considerations for wearing masks: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html Caring for someone sick at home, when to wear a mask or gloves: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/care-for-someone.html#face-covering Protect your home: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/protect-your-home.html
Physical distancing and limiting contacts	Maintain physical distance (≥ 6 feet) from other persons when possible, and limit number of contacts with persons outside the immediate household	Physical barriers and visual reminders might promote adherence to maintaining physical distance	Social distancing: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html Personal and social activities: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/personal-social-activities.html
Avoid nonessential indoor spaces and crowded outdoor settings	Avoid nonessential indoor spaces and crowded outdoor settings	Issue policies or directives restricting some nonessential indoor spaces that pose the highest risk for transmission Promoting flexible worksites (e.g., telework); apply limits to occupancy of indoor spaces and to the size of social gatherings	Daily activities and going out: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/going-out.html Considerations for events and gatherings: https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html
Increased testing, diagnosis, and isolation	Persons with a known exposure to someone with COVID-19, with possible exposure, or who experience symptoms should promptly seek testing; symptomatic or infected persons should isolate promptly; exposed persons should quarantine	Increase access to testing, including expanded screening testing of prioritized persons/groups, prioritizing those with many interactions (or interactions with persons at high risk) based on their occupational or residential setting Promptly report test results to the person tested and to public health authorities	Testing: https://www.cdc.gov/coronavirus/2019-ncov/testing/index.html Expanded screening testing: https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/expanded-screening-testing.html Isolate if you are sick: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html Guidance for health departments about COVID-19 testing in the community: https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/testing.html
Prompt case investigation and contact tracing to identify, quarantine, and test close contacts	Persons with diagnosed COVID-19 should provide names of known contacts; close contacts should anticipate a call from the health department, answer the call, adhere to quarantine, seek testing, and encourage their household members to quarantine	When incidence is high and overwhelms capacity, prioritize case investigation and contact tracing to promptly quarantine and test close contacts, based on time since sample collection and risk for spread to others (e.g., those working in high-density settings)	When to quarantine: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html Contact tracing (your health): https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/contact-tracing.html Contact tracing (health departments): https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/contact-tracing/index.html Prioritizing case investigation and contact tracing: https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/prioritization.html Quarantine: https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-options-to-reduce-quarantine.html
Safeguarding persons most at risk for severe illness or death	Persons with underlying medical conditions or risk factors that place them at increased risk for severe illness or death should minimize contact with nonhousehold members and nonessential indoor spaces	Protect persons most at risk for severe illness or death through 1) identifying populations at high risk in the community and 2) expanding access to testing, provision of support services, and messaging	People at increased risk: https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html

See table footnotes on the next page.

TABLE. (Continued) Individual- and community-level public health strategies to reduce SARS-CoV-2 transmission*

Recommended public health strategies	Individual- and household-level strategies	Community-level strategies (at state or local level)	Links to guidance
Protecting essential workers	Essential workers should employ all available public health strategies to reduce their risk (e.g., wear face masks and keep physical distance)	Protect essential workers through policies directing administrative and structural prevention as well as expanded testing	Essential services and critical infrastructure: https://www.cdc.gov/coronavirus/2019-ncov/community/workplaces-businesses/essential-services.html COVID-19 critical infrastructure sector response planning: https://www.cdc.gov/coronavirus/2019-ncov/community/critical-infrastructure-sectors.html CISA guidance on the essential critical infrastructure workforce: https://www.cisa.gov/publication/guidance-essential-critical-infrastructure-workforce
Postponing travel	Travel should be postponed. Those who choose to travel internationally should be tested with a viral test 1–3 days before departure and retested 3–5 days after arrival; domestic travelers should also consider getting tested Travelers should stay home or reduce nonessential activities before and after travel and be diligent about mask wearing, physical distancing, hand hygiene, and symptom monitoring	Issue policies or directives mandating universal use of face masks on all modes of public transportation	Travel: https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html When not to travel: https://www.cdc.gov/coronavirus/2019-ncov/travelers/when-to-delay-travel.html Wear face masks on public transportation conveyances and at transportation hubs: https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html Mask and travel guidance: https://www.cdc.gov/quarantine/masks/mask-travel-guidance.html Domestic travel: https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html Testing and international air travel: https://www.cdc.gov/coronavirus/2019-ncov/travelers/testing-air-travel.html
Increased room air ventilation, enhanced hand hygiene, and cleaning and disinfection	Increase room air ventilation Frequent handwashing	Enhance ventilation and cleaning and disinfection, particularly of essential indoor spaces Ensure provision of adequate hand sanitation supplies	SARS-CoV-2 and potential airborne transmission: https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-sars-cov-2.html Ventilation: https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html#Ventilation When and how to wash your hands: https://www.cdc.gov/handwashing/when-how-handwashing.html Cleaning and disinfecting: https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html
Widespread availability and coverage with effective vaccines	Seek vaccine when appropriate following ACIP recommendations Continue to follow all mitigation measures until community vaccination coverage is adequate	Plan for distribution and administration of vaccines to achieve high community coverage Communicate that mitigation measures still need to be followed until community vaccination coverage is determined to be adequate	Vaccines: https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html Vaccination planning: https://www.cdc.gov/vaccines/covid-19/planning/index.html

Abbreviations: ACIP = Advisory Committee on Immunization Practices; COVID-19 = coronavirus disease 2019.

* <https://www.cdc.gov/coronavirus/2019-ncov/communication/guidance-list.html>.

Physical distancing and limiting contacts. Maintaining physical distance (≥ 6 feet) lowers the risk for SARS-CoV-2 infection through exposure to infectious respiratory droplets and aerosols and is important, even if no symptoms are apparent, because transmission can occur from asymptomatic infected persons[¶] (2,3). Outside the household setting, close physical contact, shared meals, and being in enclosed spaces have all been associated with an increased infection risk (4–7). Although the impact of physical distancing is difficult to disaggregate from other interventions, one study estimated that physical distancing decreased the average number of daily contacts by as much as 74% and reduced the reproductive number (R_0 , a measure of transmission, which describes the average number of persons infected by one infectious person) to < 1 (8). Because the highest risk for transmission has been documented among household contacts of COVID-19 patients (9), keeping the household safe requires physical distancing, using the other public health strategies summarized here, and, in particular, consistent and correct use of face masks (outside the household and in some circumstances within the household) to prevent introduction and transmission of SARS-CoV-2. At the community level, physical barriers and visual reminders might promote adherence to maintaining physical distance.

Avoiding nonessential indoor spaces and crowded outdoor settings. Exposures at nonessential indoor settings and crowded outdoor settings pose a preventable risk to all participants.^{**},^{††} Indoor venues, where distancing is not maintained and consistent use of face masks is not possible (e.g., restaurant dining), have been identified as particularly high-risk scenarios (7,10). Crowded events in outdoor settings have also been linked to spread of SARS-CoV-2, although it can be difficult to isolate the impact of crowded outdoor events from related indoor social interactions (11). To reduce risk, some restaurants are providing take-away service and well-ventilated open-air dining, and in many cases, exercise or physical activity (individual or group) can be moved to outdoor settings where physical distance is maintained and face masks are worn. Community-level policies can further reduce transmission by promoting flexible worksites (e.g., telework) and hours, as well as by applying limits to occupancy of indoor spaces and to the size of social gatherings.

Increased testing, diagnosis, and isolation. Isolation is used to separate persons infected with SARS-CoV-2 from those who are not infected; persons who are identified by testing to be infected should be rapidly isolated.^{§§} Estimates vary,

however, $> 40\%$ of persons infected with SARS-CoV-2 might be asymptomatic, and transmission from presymptomatic persons (those who are not symptomatic at the time they transmit infection, but who later experience symptoms) and asymptomatic persons (infected persons who never experience symptoms) is estimated to account for $> 50\%$ of all transmission (2,3). Therefore, reliance on symptom screening to identify infected persons is inadequate (12). Increased testing is an important strategy to interrupt silent transmission of SARS-CoV-2 from asymptomatic and presymptomatic persons. However, because the sensitivity of available tests and the time since exposure varies, a negative test might provide false reassurance; thus, all prevention strategies should continue to be followed including use of face masks and maintaining physical distance. A comparative analysis of data from six large countries demonstrated that high levels of testing, combined with robust contact tracing, can substantially reduce the transmission of SARS-CoV-2 (13). Frequent testing and contact tracing, combined with other mitigation measures, effectively limited SARS-CoV-2 transmission on a college campus (14). In addition to testing symptomatic persons and those with known exposure, a strategy of routinely testing certain population groups with high numbers of interactions with other persons, based on their occupational or residential setting, can more rapidly identify asymptomatic and presymptomatic infectious persons and their close contacts for isolation and quarantine.^{¶¶} Communities with high or increasing SARS-CoV-2 transmission should increase screening testing, focusing on persons at increased risk for exposure (e.g., workers in high-density worksites) or persons who might have the potential to transmit infection to large numbers of other persons (e.g., persons working in congregate settings) or to transmit to persons at risk for severe COVID-19–associated illness or death (e.g., staff members in nursing homes). Expanded screening testing should be implemented in a manner that promotes health equity for persons with limited resources or other barriers to accessing health care. In addition, prompt reporting of test results to the person tested and to public health authorities can facilitate rapid isolation, case investigation and contact tracing, and accurate monitoring of COVID-19 in the community.

Prompt case investigation and contact tracing to identify, quarantine, and test close contacts. Case investigation is the process of obtaining comprehensive information about persons with a diagnosis of COVID-19 and is followed by contact tracing, which includes identifying and communicating with persons exposed to SARS-CoV-2 (i.e., close contacts^{***}) to

[¶] <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>.

^{**} <https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html>.

^{††} <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/going-out.html>.

^{§§} <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>.

^{¶¶} <https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/expanded-screening-testing.html>.

^{***} <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>.

inform them of their exposure, educate them about risks for and symptoms of COVID-19, and encourage them to quarantine, seek testing, and monitor themselves for signs or symptoms of illness.^{†††} Quarantine is used to keep a person who was exposed to SARS-CoV-2 away from others.^{§§§} Contact tracing is most feasible when the incidence of COVID-19 in the community or workplace is low or declining, when testing and reporting of results can occur quickly (15), and when most contacts can be reached and quarantined (16). When one or more of these conditions is not met or when local capacity is overwhelmed, health departments should narrow the scope of contact tracing activities and emphasize community mitigation measures. Investigations should prioritize persons who most recently received positive SARS-CoV-2 test results, as well as identify and quarantine household contacts and persons exposed in a congregate living facility, high-density workplace, or other setting (or event) with potential extensive transmission.^{¶¶¶} Because the risk for household transmission is high and occurs rapidly in the absence of face masks or other protective behaviors, household members of persons with diagnosed COVID-19 should be quarantined, and, in the event that they experience symptoms or receive a positive test result, they should be isolated (9,17). Eliciting and reaching contacts in a timely manner is challenging (18,19), and quarantine can impose economic and financial burdens (20); adherence to quarantine might require provision of appropriate support services.^{****} Persons who receive positive SARS-CoV-2 test results should also be encouraged to serve as their own contact tracers by informing close contacts that they have been exposed and encouraging those persons to quarantine, monitor for symptoms, and seek testing.

Safeguarding persons most at risk for severe illness or death. To protect those who are at highest risk for severe COVID-19–associated outcomes, universal mitigation efforts are needed. SARS-CoV-2 infection can be completely asymptomatic or can manifest as a life-threatening illness; disease can result in postacute and long-term sequelae or disability among survivors. Risk for severe illness increases with age and is highest for those aged ≥85 years.^{††††} In the United States, approximately 80% of reported COVID-19 deaths have occurred in patients aged ≥65 years.

^{†††} <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/contact-tracing.html>.

^{§§§} <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>.

^{¶¶¶} <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/prioritization.html>.

^{****} <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/support-services.html>.

^{††††} <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/older-adults.html>.

Certain underlying medical conditions also increase risk for severe illness or death for persons of any age with COVID-19.^{§§§§} Long-term care facilities serve older adults and persons with complex medical conditions; COVID-19 can spread rapidly in these congregate settings, resulting in high rates of morbidity and mortality. To prevent introduction and transmission of SARS-CoV-2, these facilities should implement strict infection prevention and control measures and expanded screening testing of both staff members and residents to rapidly identify and isolate infected persons.^{¶¶¶¶}

COVID-19 has also disproportionately affected racial and ethnic minority groups.^{*****} An age-standardized analysis of COVID-19–associated deaths reported to the National Vital Statistics System through November 25, 2020, found that Black persons accounted for 26.9% of COVID-19–related deaths, despite representing 12.7% of the U.S. population.^{†††††} Persons who belong to racial or ethnic minority groups are likewise disproportionately affected by the underlying medical conditions that increase risk for severe COVID-19 illness and death, likely because of long-standing inequities in social determinants of health. Members of racial or ethnic minority groups are more likely to experience lower socioeconomic status, to live in crowded housing, and possibly to be employed in occupations that require in-person work.^{§§§§§} In addition, access to health care might be limited, including obtaining testing and care for COVID-19.

Persons who are at highest risk for severe COVID-19–associated illness or death or who share a household with someone at high risk should minimize their individual and household risk by avoiding nonessential interactions with persons outside their household whenever possible and implementing all recommended public health prevention strategies. Some approaches to safeguarding those with underlying medical conditions include promoting access to and use of telehealth when feasible and appropriate, use of no-contact pickup for groceries or other essential items, and use of online (versus in-person) educational instruction.

Protecting essential workers. Essential (critical infrastructure) workers include health care personnel and employees in other essential workplaces (e.g., first responders and grocery store workers).^{¶¶¶¶¶} Protecting essential workers requires full implementation of all evidence-based strategies outlined in this

^{§§§§} <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>.

^{¶¶¶¶} <https://www.cdc.gov/coronavirus/2019-ncov/hcp/nursing-home-long-term-care.html>.

^{*****} <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>.

^{†††††} https://www.cdc.gov/nchs/nvss/vsrr/covid19/health_disparities.htm.

^{§§§§§} https://www.census.gov/content/dam/Census/programs-surveys/ahs/publications/Measuring_Overcrowding_in_Hsg.pdf.

^{¶¶¶¶¶} <https://www.cisa.gov/publication/guidance-essential-critical-infrastructure-workforce>.

guidance. When a COVID-19 vaccine is authorized for use by the Food and Drug Administration (FDA) and recommended by the Advisory Committee on Immunization Practices (ACIP), essential workers, including health care personnel, are among the populations being considered for initial phased allocation of limited vaccine doses (21). Implementation of infection prevention and control with adequate supplies and extensive use of telehealth options and nurse-directed triage of patients, as well as screening of all persons entering health care facilities for signs and symptoms of COVID-19, can protect health care personnel and reduce risk for SARS-CoV-2 transmission in health care facilities.***** U.S. food manufacturing and agriculture is another sector that has been substantially affected by COVID-19, especially among workers in meat and poultry processing facilities, with disproportionate effects among persons who belong to racial or ethnic minority groups (22). CDC and the Occupational Safety and Health Administration released guidance on administrative and engineering controls that should be part of COVID-19 assessment and control plans for these workplaces.††††† When cessation of operation of a facility might cause serious harm or danger to public health or safety, essential workers who are known close contacts of persons with confirmed COVID-19 might need to return to work as a last resort; however, if they return to work, they should use face masks and maintain physical distancing, and the workplace should be appropriately disinfected.§§§§§ These persons should only return to work if they are and remain asymptomatic and undergo at least daily active symptom monitoring with immediate removal from the workplace if any signs or symptoms of possible COVID-19 occur; viral testing of all close contacts is recommended, and those with positive test results should not return to work.

Postponing travel. Travel increases the likelihood of SARS-CoV-2 exposure and infection and could translocate infection between communities. Postponing travel is the best way to reduce this risk.¶¶¶¶¶ Any traveler who is symptomatic, has had close contact with a person with COVID-19 and has not met criteria for release from quarantine, or has a positive or pending SARS-CoV-2 test result should not travel.***** For those contemplating international travel, CDC recommends getting tested with a viral test for SARS-CoV-2 1–3 days before departure and getting retested

3–5 days after arrival.††††† Domestic travelers should also consider testing. Testing does not eliminate all risk and should be combined with other recommended public health strategies. Both domestic and international travelers should stay home or reduce nonessential activities before travel, and for 7 days after travel if tested, even if test results are negative. If not tested, this period should be extended to 10 days. Travelers should be diligent about mask wearing, physical distancing, hand hygiene, and symptom monitoring. For 14 days after arrival, travelers should avoid close contact with persons at higher risk for severe COVID-19–associated outcomes and wear masks in household spaces shared with those who did not travel.

Increased room air ventilation, enhanced hand hygiene, and cleaning and disinfection. Increasing room air ventilation, enhancing hand hygiene, and cleaning and disinfecting frequently touched surfaces might help decrease transmission of SARS-CoV-2 (23).§§§§§ Although the epidemiology of SARS-CoV-2 suggests that most transmission is close person-to-person, there have been some documented cases of presumed airborne transmission.¶¶¶¶¶ Avoiding nonessential indoor spaces can help reduce this risk. For indoor settings, increased room air ventilation can decrease the concentration of small droplets and particles carrying infectious virus suspended in the air and, thereby, presumably decrease the risk for transmission.***** Hand hygiene includes handwashing with soap and water or using alcohol-based hand sanitizer.††††† Handwashing mechanically removes pathogens, and laboratory data demonstrate that hand sanitizers that contain at least 60% alcohol inactivate SARS-CoV-2 (24). These strategies, combined with appropriate cleaning and disinfection of surfaces, might prevent indirect transmission through touching surfaces contaminated with virus from an infected person, followed by touching the mouth, nose, or eyes.

Widespread availability and use of effective vaccines. Widespread availability and high community coverage with safe and effective COVID-19 vaccines represent the most important public health strategy to control the pandemic. Many COVID-19 vaccine candidates are currently in clinical trials. Promising products are being manufactured in anticipation of Emergency Use Authorization from the FDA. The federal government has established a centralized system to order, distribute, and track COVID-19 vaccines through states, tribal nations, and territories; these jurisdictions are preparing

***** <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html>.

††††† <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/meat-poultry-processing-workers-employers.html>.

§§§§§ https://www.cdc.gov/coronavirus/2019-ncov/community/critical-infrastructure-sectors.html?CDC_AA_refVal.

¶¶¶¶¶ <https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html>.

***** <https://www.cdc.gov/coronavirus/2019-ncov/travelers/when-to-delay-travel.html>.

††††† <https://www.cdc.gov/coronavirus/2019-ncov/travelers/testing-air-travel.html>.

§§§§§ <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>.

¶¶¶¶¶ <https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-sars-cov-2.html>.

***** <https://www.cdc.gov/niosh/conferences/events/heatventair.html>.

††††† <https://www.cdc.gov/coronavirus/2019-ncov/global-covid-19/handwashing.html>.

Summary**What is already known about this topic?**

The United States is experiencing high levels of SARS-CoV-2 transmission.

What is added by this report?

COVID-19 pandemic control requires a multipronged application of evidence-based strategies while improving health equity: universal face mask use, physical distancing, avoiding nonessential indoor spaces, increasing testing, prompt quarantine of exposed persons, safeguarding those at increased risk for severe illness or death, protecting essential workers, postponing travel, enhancing ventilation and hand hygiene, and achieving widespread COVID-19 vaccination coverage.

What are the implications for public health practice?

These combined strategies will protect health care, essential businesses, and schools, bridging to a future with high community coverage of effective vaccines and safe return to more activities in a range of settings.

for vaccination with extensive planning for vaccine distribution and administration.^{§§§§§§§§} After FDA authorization of the use of one or more COVID-19 vaccines in the United States, the ACIP will review safety and efficacy data for each of the authorized vaccines and will issue recommendations for use to ensure equitable access (21,25). Ensuring transparency in these efforts, monitoring for adverse events, and working with communities to address concerns will be critical to obtaining the confidence and trust of the public and health care providers. CDC and FDA will monitor the effectiveness and safety of all COVID-19 vaccines and update and communicate this information regularly. Vaccinated persons should continue to adhere to all mitigation measures (e.g., mask use, physical distancing, and hand hygiene) until both doses in the series have been received and the duration of immunity provided by vaccines has been sufficiently established.

Discussion

No single strategy can control the pandemic; rather, a multipronged approach using all available evidence-based strategies at the individual and community levels can break transmission chains and address high levels of community transmission; reduce related illnesses, long-term sequelae, and deaths; and mitigate the pandemic's economic impact. Because COVID-19 has disproportionately affected persons with certain risk factors (e.g., age and some underlying medical conditions) and racial/ethnic minorities, implementing public health prevention strategies in a manner that assures health equity is imperative to safeguard those who have borne the worst of the pandemic's

impact. The U.S. health care system is being stressed by COVID-19, with multiple jurisdictions establishing expanded or alternative treatment settings. Continuing mitigation efforts will be essential to preserve capacity for adequate treatment of persons with COVID-19 and other urgent health conditions, and to protect essential and preventive services that are not amenable to telehealth. Schools provide numerous benefits beyond education, including school meal programs and social, physical, behavioral, and mental health services. Because of their critical role for all children and the disproportionate impact that school closures can have on those with the least economic means, kindergarten through grade 12 schools should be the last settings to close after all other mitigation measures have been employed and the first to reopen when they can do so safely.^{¶¶¶¶¶¶¶¶} Similarly, full implementation of public health prevention strategies can help preserve the functioning of essential businesses that supply food to the population, contribute to the health protection of communities and individual persons, and fuel economic recovery. Full implementation of and adherence to these strategies will save lives. As communities respond to high levels of SARS-CoV-2 transmission, these strategies will also provide the necessary bridge to a future with wide availability and high levels of coverage with effective vaccines, and thereby a safe return to more everyday activities in a range of settings.

^{¶¶¶¶¶¶¶¶} <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html>.

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CDC COVID-19 Response Team

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¹CDC COVID-19 Emergency Response.

All authors have completed and submitted the International Committee of Medical Journal Editors form for disclosure of potential conflicts of interest. No potential conflicts of interest were disclosed.

^{§§§§§§§§} <https://www.cdc.gov/vaccines/covid-19/planning/index.html>.

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Our Mission

The Monadnock Regional School District is a combined community of learners, education professionals & support staff, volunteers, businesses & civic organizations, tax-payers, and families who represent the towns of Fitzwilliam, Gilesum, Richmond, Roxbury, Swanzey and Troy. We embrace our shared responsibility to guide students to become active citizens who are both empowered and inspired to contribute to the future of their community. Therefore, 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 life-long learning.



Monadnock Regional School District

Elementary Schools Facility Plan

Renovate Emerson School

Renovate Troy School

Renovate Gilesum School

Expand Mt. Caesar, Consolidate Cutler School

Introduction to the Problem

In the past 4 years we have renovated the permanent classrooms at Mt. Caesar, and replaced the portable classrooms with modern, permanent classrooms. This work is an example of the caliber/quality of work we also need to do in our Gilsum, Troy, and Fitzwilliam schools.

As the MRSD School Board has explored various options, the most consistent response from our voters has been the desire to keep a school open in each town (no consolidation across town lines, a.k.a. “re-districting”). Each community takes a lot of pride in their local school!

Unfortunately, our ‘pay as you go’ approach of raising ~\$1 million per year for construction projects forces us to choose 1-2 projects per year, and forces us to choose one town’s school over another. The costs of NOT performing all of the significant projects leads to an increasing backlog, and rising building costs.

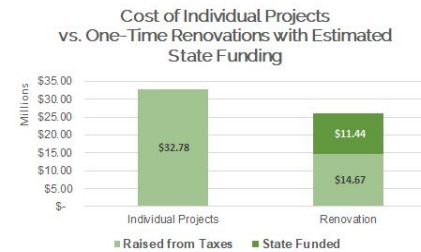
Currently there is a backlog of more than 50 projects estimated at a cost of \$33 million across all of our elementary schools, including things like:

- Safe/secure building entry ways
- ADA compliance / handicap access
- Energy efficient lighting, windows, and insulation
- Updated air circulation, heating and cooling systems
- Wider, safer parking areas for both cars and buses
- Renovated classrooms for improved learning environments and support for modern technologies
- Basic systems like modern septic and electrical
- Updated MPR space for meals, physical education, and fine arts performances

Proposed Solution

With state aid, the cost to renovate our elementary schools as a single project is less than half the cost of taking on each project one at a time, and reduces the rising cost of projects due to inflation. The State of New Hampshire offers a school building aid program that favors districts like ours that meet specific criteria, such as:

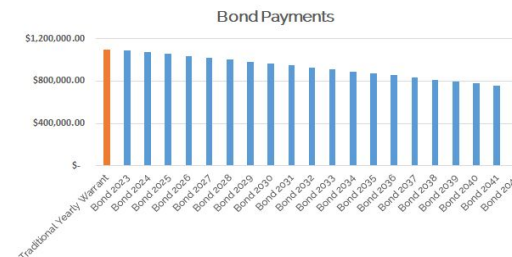
- Age and condition of buildings
- Historical value (Troy School)
- Socio-economic profile (i.e. free/reduced lunch)
- Value/size of project



In order to receive this funding, the district must complete the following tasks:

- Pass a warrant article to pay for engineering blueprints (2021)
- Design the renovations / Create the blueprints (2021)
- Apply for State Building Aid (2022)

In recent years the district has raised ~\$1.1m each year for building projects. While the current approach of \$1.1m would take close to 40 years to accomplish, the district has an option to complete the work in 1-2 years, and take out a bond (similar to a mortgage) For the same cost per year, and pay it off in 20 years. This chart shows how the estimated bond payments reduce over time.



Swanzey Schools

We're very proud of the recent work at Mt. Caesar; it gives us a great vision for the type of work we can do with our existing buildings.

There is a backlog of repair and renovation projects for Cutler school (1945) valued at ~\$12 million, but an investment of that size cannot overcome some of the challenges related to the property itself, such as the proximity to industrial factories, or the limited parking and bus lane space.



In the proposed plan, Mt. Caesar (1953) would be expanded to support all Preschool thru 6th grade students from Richmond, Roxbury, and Swanzey. The plan includes a new multi-purpose room for physical education, meal service, and fine art performances. Cutler school would be closed and put up for sale.



Backlog of Individual Projects		vs.	One-Time Renovation, Expansion, and Consolidation
Cutler	\$12,027,995		
Mt. Caesar	\$5,550,000		
<i>Total</i>	\$17,577,995		

Troy School

Troy School is our oldest building, originally constructed in 1895. The proposed work would replace (demolish) the multipurpose wing and entry ways between the old and new wings. In their place a new 3-story building with more spacious classrooms would be constructed and connected to the original structure. New fire escapes, elevator system, and secure entry ways are planned to help make the building fully ADA compliant.



The historical value of Troy School's original wing is a significant factor in the State of New Hampshire's evaluation process for our project. The state awards more funding to the overall project if we opt to renovate a building of significant historical value.

Backlog of Individual Projects		vs.	One-Time Renovation, Expansion, and Consolidation
Troy School	\$9,350,150		

Emerson School in Fitzwilliam

Gilsum STEAM Academy



Emerson School in Fitzwilliam was originally constructed in 1925. Gilsum STEAM Academy was built in 1956. Both buildings have grown ‘organically’, meaning the MPR and additional classrooms have been added over time. The classrooms themselves are an adequate size, but the entry ways are far from the offices and cannot accommodate a secure vestibule. There are multiple/separate heating and cooling systems in both buildings that are outdated and do not have central controls. Emerson is also in need of work on the roof and parking lots.

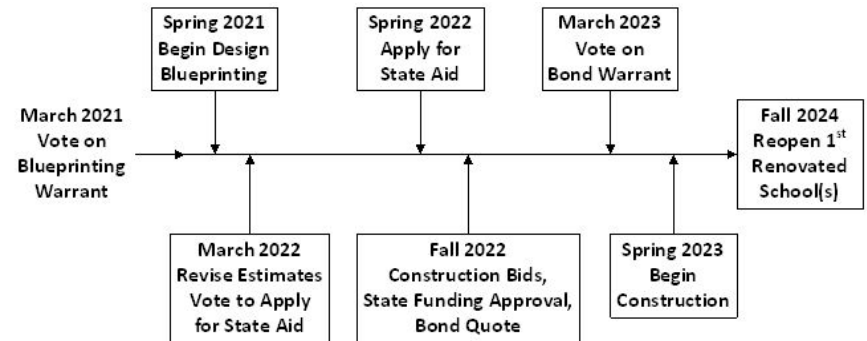
The proposed renovations would solve each of these challenges.

Backlog of Individual Projects		vs.	One-Time Renovation, Expansion, and Consolidation
Emerson	\$5,406,075		
Gilsum	\$445,160 *		
Total	\$5,851,235		

* As of this printing, the long term projects for Gilsum were not yet counted

What Can You Do To Help?

First, prepare to vote: The project cannot move forward without voter commitment to develop blueprints (2021), pursue State Aid (2022), and secure a bond (2023). If the voters approve, then construction would begin in the spring of 2023, and our first renovated school would open in the fall of 2024.



Second, be informed: Attend school board meetings, and know where to find these materials:

- School District Calendar:
- District Facilities Study: <https://www.mrsd.org/domain/615>
- Video Overview of the project: Youtube, search for “MRSD” or scan this QR code from your phone:



Finally, tell someone: Show others where to find these materials

Keeping our schools functioning safely and effectively is our collective responsibility. It requires regular investment, but over the past 50 years we have completed very few large scale projects to keep our buildings up, and it shows in our project backlog. The current board feels this project will resolve numerous safety and compliance issues, reduce energy costs, improve the learning environment, all while reducing the long-term impact on annual tax bills. This is an amazing opportunity to receive much needed help from the available state aid!

2020 Trust Income

FUND	Balance 6/30/2019	Transfers	Transfers	Interest July to Dec 19	12/31/2019	Transfers	Interest Jan to June 2020	Balance 6/30/2020	Interest to 6/30/2020
2009	\$3,162.79			\$29.59	\$3,192.38		\$18.01	\$3,210.39	\$47.60
Emergency Fuel	\$57,079.55			\$533.92	\$57,613.47		\$325.10	\$57,938.57	\$859.02
BASP	\$27.20			\$0.25	\$27.45		\$0.16	\$27.61	\$0.41
MRSD Health	\$62,245.83			\$582.24	\$62,828.07		\$354.52	\$63,182.59	\$936.76
maint	\$65,766.26			\$615.18	\$66,381.44		\$374.57	\$66,756.01	\$989.75
sped	\$328,971.91			\$3,077.18	\$332,049.09		\$1,873.67	\$333,922.76	\$4,950.85
	\$517,253.54	\$0.00	\$0.00	\$4,838.36	\$522,091.90	\$0.00	\$ 2,946.03	\$ 525,037.93	\$7,784.39

Monadnock Regional School District (MRSD)
School Board Meeting Minutes
December 1, 2020 (Not Yet Approved)
Zoom Virtual Meeting, Swanzey, NH

Members Present: Kristen Noonan, Winston Wright, Lisa Steadman, Colleen Toomey, Scott Peters, Eric Stanley, Betty Tatro, Cheryl McDaniel-Thomas, Michelle Connor, Brian Bohannon, Karen Wheeler, Dan LeClair and Nick Mosher.

Administration Present: L. Witte, Superintendent, J. Rathbun, Director of Curriculum and Student Assessment, C. Woods, Director of Student Services and J. Morin, Business Administrator.

Also Present: L. Aivaliotis, Recording Secretary

“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 life-long learning.”

1. CALL TO ORDER: S. Peters opened the meeting at 7:00 PM.

2. Public Comments: William Larson read the school mission statement to the Board and then said it was a bunch of crap. He said he has 2 children who want to quit school. It is not a school. The SAU is required to provide education. The SAU has broken the law. The students are supposed to go to school for 180 days and they are going 78 days. They go to school for 2 days and 3 days have no work. He has emailed Board Members and has received no response. He said none of the Board has done a good job. He asked what he’s supposed to do.

Henry Sokol has 2 children in school. He disagrees with the first speaker. His children go to school 2 days a week and have work to do on the other 3 days. He would encourage the Board to do only remote learning until after the New Year. There are a number of increased cases. We are entering the red zone. He also commented on the air quality in the schools. He has seen kids go to school with runny noses and coughs. He thanked the Board and asked them to consider his request.

M. Divens is concerned that Monadnock is still open with the hybrid model. She said it is dangerous keeping the schools open. She would hope the Board would consider her comments.

Dale Harrision Smith said she would echo the comments. There are other schools doing remote. She commented on how wonderful the teachers are. She is afraid one case will trickle down. She is concerned about the staff, students and bus drivers. She asked the Board to consider the concerns.

Rachel Vogt is a graduate of MRMHS and now has 2 children in the district. It is a hard decision to make. If we are going to keep the students at home, we need to step up our game. Keep kids healthy and active. There needs to be a program to help kids with the things in the world today.

3. MATTERS FOR INFORMATION AND DISCUSSION:

a. Board Goals Review:

i. Education Goals Checkpoint: J. Rathbun reported out on last year's 7th and 11th grade scores in ELA and Math. He reviewed the first quarter scores of the 8th and 12th grade scores in ELA and Math and then compared. From 7th to 8th grade the numbers have decreased in 11th to 12th the numbers have increased. He will be working with the team to try and see if there is a reason for the 7th/8th grade results. J. Rathbun explained it is not a true cohort because it does not include the remote learners. The number is the total number of Cs or higher. This information is based on the report cards. J. Rathbun will report out on the Interim Assessment, trimester results, SAT and the PSAT results at the next meeting.

C. Woods reported on IEPs for students with different disabilities. She also reviewed the number of schools for out of district placement. Some of the students are either court ordered or placed by the district. She explained there are some students who may have an IEP by the age of 3. There are 4 Charter Schools in which we send some of the students. At the next meeting when J. Rathbun gives his report and she will also have information. C. Woods said the district tries to place the students within a one-hour drive. S. Peters thanked J. Rathbun and C. Woods for the information.

b. Operations/Superintendent's Report:

i. Hybrid/Remote Update:

1. Enrollment Update: L. Witte reported the percentage of students doing hybrid is 82.5% and remote is 17.5%. Hybrid has decreased slightly. She did report that some families at Emerson went remote after the new cases.

L. Witte explained the BOY on October 1, 2020 was 1644 and last week it was 1647.

2. Mask Policy: L. Witte explained the Mask Policy discussion was requested. The masks are required when moving around the schools when social distancing is not possible. Last week the Governor made a Statewide mandate for wearing masks. This order does not affect schools. The intent was that schools have policies in place. B. Bohannon asked if anyone had to quarantine due to close contact in the schools where cases showed up. L. Witte explained some folks did have to quarantine. L. Witte explained some students were absent after the holiday weekend. She was not surprised. Regarding the staff, attendance was good. She is not sure who traveled. We have asked people to do the right thing and quarantine if they traveled. There is a process when we become aware of a person with COVID. A list of people in which the person has come in contact with in the past 48 hours of the symptoms. Those people are contacted. We work with DHHS. B. Bohannon asked if the staff have a feeling about hybrid or remote. L. Witte explained we will continue to meet with the association leadership. We have a plan, things are working. She cannot say it is 100%. The feeling in the schools is very good and masks are being worn.

ii. Trust Funds: L. Witte put the list of Trust Funds in the Board packet for information only. She explained the 2009 Trust Fund will be drawn down by a vote of the voters. It is similar to the Maintenance Account. The BASP is for the Before and After School Program. The district has not needed to draw down those funds. The MRSD Health is for increased health costs.

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

a. Warrant Articles: The Board reviewed the Warrant Articles. J. Morin explained in Article One the Budget Committee comes up with the number for the default budget. The warrant article is not complete. Article Two and Article Three have already been voted on by the Board. **MOTION:** C. McDaniel-Thomas **MOVED** to approve the Specialist Warrant Article as presented. **SECOND:** K. Noonan **VOTE:** 9.669/0/1.335/1.996. **S. Peters is recused. Motion passes. MOTION:** W. Wright **MOVED** to approve the MDEA Contract Warrant Article as presented. **SECOND:** K. Noonan **VOTE:** 10.667/0/1.335/.998. **S. Peters recused. Motion passes. MOTION:** W. Wright **MOVED** to approve the MESSA Warrant Article as presented. **SECOND:** K. Noonan. **VOTE:** 10.667/0/1.335/.998. **S. Peters recused. Motion passes. MOTION:** K. Noonan **MOVED** to approve Warrant Article Seven, Eight and Nine as presented. **SECOND:** C. McDaniel-Thomas. **VOTE:** 13/0/0/0. **Motion passes.**

b. Plow Truck: The district would like to sell the old plow. They had purchased a plow truck at the end of 2019 which the Board approved. **MOTION:** W. Wright **MOVED** to approve the sale of the old plow truck in the amount of \$2200.00. **SECOND:** B. Bohannon. **DISCUSSION:** J. Morin said the sale will be as is. **VOTE:** 13/0/0/0. **Motion passes.**

c. Health Insurance Surplus: J. Morin explained the Health Trust had a surplus and they will have to give it to the district. The district will receive \$283,521.52. The School Board has to vote to accept the unanticipated funds. J. Morin has not had to deal with the Health Trust since she got here. L. Witte explained a lot of the surplus is due to COVID. There was a decrease in the number of claims. The savings will go to the district. **MOTION:** N. Mosher **MOVED** to approve the return of the Health Trust surplus in the amount of \$283,521.52. **SECOND:** W. Wright. **DISCUSSION:** L. Witte explained years ago LGC was holding the surplus and there was a lawsuit. The lawsuit led to no more LGC. Health Trust is more careful and the rationale makes sense. J. Morin explained Health Trust will give a detailed list and determine if anything goes back to the employees. **VOTE:** 13/0/0/0. **Motion passes.**

d. Manifest: **MOTION:** B. Tatro **MOVED** the manifest in the amount of \$995,239.61. **SECOND:** C. McDaniel-Thomas. **VOTE:** 12.243/0/.757/0. **Motion passes.**

e. Winter Sports: **MOTION:** K. Wheeler **MOVED** to postpone Winter Sports until after Christmas Vacation. **SECOND:** N. Mosher. **DISCUSSION:** E. Stanley explained there are no games scheduled until January 2021. The kids are practicing against themselves. He went into the gym and there were 10 people all with masks on and social distancing. He spoke to the trainer. The kids go to school with the same kids they are practicing with. N. Mosher said there are different cohorts. B. Tatro is concerned about Fine Arts not being included. S. Peters said that is a separate issue. B. Bohannon would suggest continuing with what we are doing. **VOTE:** K. Noonan-no, W. Wright-no, K. Wheeler-yes, M. Connor-yes, N. Mosher-yes, B. Bohannon-no, D. LeClair-no, C. McDaniel-Thomas-yes, E. Stanley-no, B. Tatro-yes, C. Toomey-no, S. Peters-no and L. Steadman-yes. 5.286/7.714/0/0. **Motion fails.**

f. Minutes:

i. November 10, 2020: **MOTION:** S. Peters **MOVED** to approve the November 10, 2020 School Board Meeting Minutes as amended. **SECOND:** K. Noonan. **VOTE:** 10.667/0/2.333/0. **Motion passes.**

ii. **November 17, 2020: MOTION:** W. Wright **MOVED** to approve the November 17, 2020 School Board Meeting Minutes as presented. **SECOND:** B. Tatro. **VOTE:** 11.665/0/1.335/0. **Motion passes.**

ii. **November 21, 2020: MOTION:** W. Wright **MOVED** the November 21, 2020 School Board/Budget Committee Joint Meeting Minutes as presented. **SECOND:** K. Noonan. **VOTE:** 9.787/0/3.213/0. **Motion passes.**

5. SETTING NEXT MEETING'S AGENDA:

- a. **Education Presentation**
- b. **CRC Presentation**
- c. **Ration Hybrid/Remote**
- d. **Dashboard**
- e. **Extra-Curricular Discussion**
- f. **Deliberative Session-Zoom?**

6. **Public Comments:** Henry Sokol commented regarding contact tracing and the fact it is 5 days behind, testing delays and long term effects with COVID. He said he spoke to teachers and they are afraid. He will not send his children to school the Monday or Wednesday after Thanksgiving.

Dan Sepulveda commented regarding the Education Report. He asked why the 8th grade numbers are the way they are. He is very interested. He also commented on Article 4 and Article 5, the increase amounts to the Unions contracts. He would like to know the actual increases in the contracts. He asked what are the drivers for the increases in the contracts.

S.Peters explained during Public Comments the Board does not respond but will bring the topic up for a future conversation.

M. Divens commented other schools are closing around us. If we wait for a cluster we will already be too far.

7. 8:52 Motion to enter into a Non-Public Session under RSA 91-A:3 II(c) Matters which, if discussed in public, would likely affect adversely the reputation of any person: MOTION: K. Noonan **MOVED** to enter into a non-public session under RSA 91-A:3 II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person. **SECOND:** C. Toomey. **VOTE:** 13/0/0/0. **Motion passes.**

8. ADJOURNMENT: MOTION: N. Mosher **MOVED** to adjourn the meeting at 9:58 PM. **SECOND:** M. Connor **VOTE:** 13/0/0/0. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

VOTING KEY:Yes/No/Abstain/Absent

**Monadnock Regional School District
Non-Public Minutes
School Board Meeting Minutes
December 1, 2020 (Not Yet Approved)
Zoom Virtual Meeting, Swanzey, NH**

Members Present: Michelle Connor, Lisa Steadman, Scott Peters, Colleen Toomey, Kristen Noonan, Winston Wright, Brian Bohannon, Eric Stanley, Betty Tatro, Karen Wheeler, Cheryl McDaniel-Thomas, Nick Mosher and Dan LeClair.

Administration Present: L. Witte, Superintendent, J. Rathbun, Director of Curriculum and Assessment and J. Morin, Business Administrator.

Also Present: L. Aivaliotis, MRSD Recording Secretary

8:52 PM Non-Public Session under RSA 91-A:3 II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person: MOTION: N. Mosher **MOVED** to accept the retirement of John Samperisi as presented by the Superintendent. **SECOND:** C. Toomey **VOTE:** 13/0/0/0. **Motion passes.**

L. Witte presented 2 notifications to the Board regarding staff.

Motion to leave Non-Public Session: MOTION: N. Mosher **MOVED** to leave Non-Public Session. **SECOND:** K. Wheeler **VOTE:** 13/0/0/0. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
MRSD Recording Secretary**