

**ROCHESTER SCHOOL BOARD MEETING
ROCHESTER CITY HALL
CITY COUNCIL CHAMBERS
31 WAKEFIELD STREET
JUNE 11, 2026
6:00 PM**



ORDER OF OPERATIONS

A. Call to Order

B. Roll Call

C. Pledge of Allegiance

D. National Anthem

E. Reading of Records

- a. Approval of minutes from the Full School Board meeting on May 14, 2026

F. Report of the Superintendent

- a. Retiree Recognition
- b. Administrator of the Year - NHAEOP
- c. Educator of the Year - Chamber of Commerce
- d. Employee of the month - RSD

G. Public Comment

While the Board both recognizes and respects the right to free speech enshrined in the First Amendment to our Constitution, the Board wishes to make all speakers aware that statements made at public comment, depending on their content, are not immune from potential civil or criminal liabilities.

Standing Committees' Report

a. Governance Committee

- i. Review of the May 21, 2026 meeting.
- ii. The Governance Committee recommends the following policies for first reading:

- 1. BDG School Attorney
- 2. KBC News Media
- 3. IK Earning of High School Credit/Achievement of Competencies
- 4. IKF High School Graduation
- 5. IHBI Alternative Learning Plans / Alternative Programs
- 6. IHBH Extended Learning Opportunities (ELO)
- 7. IMBA Remote Learning

8. IMBD High School Credit for 7th/8th Grade Coursework
 9. JLCF Wellness
 10. JF Enrollment and Capacity
 11. JECC Student Transfer Process
- iii. The Governance Committee recommends rescinding the following policies for first reading:
1. ILBAA High School Competency Assessments
 2. IMBC Alternative Credit Options
 3. IKFA Early Graduation
 4. IKAA Eighth Grade Algebra Grading
- b. Teaching, Learning & Student Supports Committee
- i. Review of the May 21, 2026 meeting.
 - ii. The TLSS Committee recommends approval of the SHS football overnight camp.
 - iii. The TLSS Committee recommends approval of the following job descriptions:
 1. Curriculum Coordinator
 2. Payroll Coordinator
 - iv. The TLSS Committee recommends the superintendent to sign the federal grant assurances.
- c. **Operations Committee**
- i. Review of the June 4, 2026 meeting.
There were no actionable items
- d. **Finance Committee**
- Review of the June 4, 2026 meeting.
- i. The Finance Committee recommends the Board approve the following retirement:
 - Mary Mojica – Art Teacher, RMS
 - ii. The Finance Committee recommends the Board approve the following resignations:

● Dawn Ciccotelli	Payroll Clerk
● Courtney Loveland	English Teacher, RMS
● Caitlin Hoyt	Nurse
● Gail Dailey	Part-Time Nurse
● Wendy Harrison	Paraeducator, SFS
● Leigh Messier	Special Educator, SFS
● Stacia Brochu	Paraeducator - SHS
● Adriana Komst	Director of Finance
 - iii. The Finance Committee recommends the Board approve the following nominations:

● Molly Dunning	Special Ed Secretary - SHS
● Rowan Hawthorne	English - SHS
● Jeremy Mercier	JR ROTC (January 1, 2027)

- Taylor Trudeau Elementary Band
- Jacqueline Tassinari Assistant Principal - RMS
- Olivia Fieldsend Music - Elementary Itinerant
- Lauren Farnham SLP - Itinerant
- Julia Izzo SLP - Itinerant
- Maureen Callaghan SLP - Itinerant
- Julie Cote Graphic Design - CTE

- iv. The Finance Committee recommends the Board approve a donation from the Rochester Opera House in the amount of \$211 for each district school.
- v. The Finance Committee recommends the Board approve a .10-cent lunch increase.
- vi. The Finance Committee recommends the Board approve the superintendent's recommendation for the non union salaries.
- vii. The Finance Committee recommends the Board approve the 1 year contract for Diane Hoyt.

H. NH Legislative Bills

I. Public Comment

J. Other

K. Non-Public Session

RSA 91-A:3,II(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.

L. Adjournment

DRAFT

**ROCHESTER SCHOOL BOARD MEETING
ROCHESTER CITY HALL
CITY COUNCIL CHAMBERS
31 WAKEFIELD STREET
MAY 14, 2026
6:00 PM**



Committee Members Present: Matt Pappas, Kelli Campbell, Lisa Carlberg, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Shauni McGowan, Jerry Gregoire, Samantha Battis, Sam Oliver

Committee Members Absent: Erik White

Others Present: Jared Fulgoni, Sherri Nichols, Shannon Vitas

Call to Order

Matt Pappas called the meeting to order at 6:00 PM on roll call followed by the Pledge of Allegiance and the National Anthem performed by Carolyn Gregoire.

Reading of Record

Jerry Gregoire moved, second by Kelli Campbell, to approve the amended minutes of the Full Board meeting on April 9, 2026. *Nick Bellows noted an amendment needed to the location of the previous meeting.

Student Senate

Sydney Daly & Avery Grant

Report of the Superintendent

Superintendent Fulgoni reported that if the City Council supports the override request, the district would have additional funding available to restore important positions and programs that were reduced. The district would first look at bringing back several staff positions that directly support students. He also noted that restoring the elementary band position would be a priority. Restoring these positions would account for approximately \$1.5 million of the requested funding. The remaining funds would be focused on strengthening special education programming within the district.

Employee of the Month

- Jenni Lovasco - Maple Street Magnet School
- Marcella Francoeur - Spaulding High School

Special Recognition

- Girls on the Run from Salmon Falls School

Public Comment

Jillian Pierce spoke regarding the transition plan of Maple St Magnet School students.

Sarah Cantrell, Rochester resident, spoke to budget restrictions, creating gaps in staffing and reduced course offerings.

Ray Turner, Rochester resident, spoke about his positive experience visiting the Rochester schools with Dr. Nichols and asked that the district adopt and maintain exceptional teaching practices.

Ryan Manning, Rochester resident and teacher at Chamberlain, addressed the board regarding various policies and internal procedures and practices of the district.

Susan Rice, Rochester resident and City Council member, spoke to the communication plan regarding Maple St. students.

Governance Committee

Shauni McGowan moved, second by Kelli Campbell, to approve the amended policy-KG-R Community use of School Facilities to the Board for second reading and adoption. Motion carried unanimously.

Teaching, Learning & Student Supports Committee

No actionable items.

Operations Committee

Anne Grassie moved, second by Jerry Gregoire, to approve the SFE Food Service Bid. Motion carried unanimously.

Anne Grassie moved, second by Kelli Campbell, to approve the Mass General Brigham Athletic Trainer bid in the amount of \$45,000. Motion carried unanimously.

Anne Grassie moved, second by Nick Bellows, to approve the Benco Dental Equipment bid for dental classroom equipment in the amount of \$28,457.78. Motion carried unanimously.

Finance Committee

Matt Pappas moved, second by Jerry Gregoire, to approve the following retirement

- Chris LaBrie Benefits and Payroll Manager

Motion carried unanimously.

Matt Pappas moved, second by Kelli Campbell, to approve the following resignations:

- Lisa LaBatte 2nd Cook/Cashier - ERS
- Mark Blake Math - SHS
- Kelly Berbicky Paraeducator - SHS
- Misty Anglin Kindergarten Teacher - Gonic (EOY)
- Sheena Downs Secretary
- Shannon Sargent Paraeducator - RMS
- Leanna Perkins Grade 4 - ERS
- Madeline Pender Art - SHS

Motion carried unanimously.

Matt Pappas moved, second by Nick Bellows, to approve the following nominations:

- Griffin Leach Social Studies - RMS

- Jacqueline St. Laurent Paraeducator - SFS
- Jay Reiter Long Term Sub - BCA (OYC)
- Robert Pelletier Custodian - FT - Gonic
- Avelina Jarek Special Ed - REACH
- Stephanie Daigle Science - SHS

Motion carried unanimously.

Matt Pappas moved, second by Sue Horne, to approve the following stipends:

- Erin Saucier NEASC Co-Chair
- Taylor Ramsay NEASC Co-Chair
- Karrie Brady Master Schedule & Program of Studies
- Jennifer Ford Master Schedule & Program of Studies

Motion carried unanimously.

Matt Pappas moved, second by Kelli Campbell, to approve the deauthorization of \$1,350,655.24 from the Salmon Falls School project to be returned to the city's unassigned fund balance. Motion carried unanimously.

Matt Pappas moved, second by Nick Bellows, to approve transferring \$129,277 into the contingency fund pending city council approval. Motion carried unanimously.

Matt Pappas moved, second by Katherine Anderson, to approve a donation by Bad Brgr in the amount of \$1,000 to offset negative meal balances. Motion carried unanimously.

Matt Pappas moved, second by Katherine Anderson, to approve the NH Transportation Aid Grant in the amount of \$60,136.11 to cover transportation cost reimbursements from the 2024-2025 school year. Motion carried unanimously.

Matt Pappas moved, second by Jerry Gregoire, to approve the following resignations:

- Claire Turnbull Grade 4 - MSMS
- Elizabeth Keleher Graphic Arts - CTE/SHS
- Melissa Brewster Nurse - SFS
- Hillary Peraner Grade 8 English - RMS

Motion carried unanimously.

Matt Pappas moved, second by Jerry Gregoire, to approve the following nomination:

- Jennifer Murphy Preschool Special Ed - REACH

Motion carried unanimously.

Matt Pappas moved, second by Jerry Gregoire, to approve the following stipend:

- Robert Moore Robotics - \$1000.00 (Grant Funded)

Motion carried unanimously.

Public Comment

None

Other

- The Board Chair requested that Maple Street families receive their student placement letters in a timely manner.
- Anne Grassie shared communication from the Maple Street Advisory Committee.
- The School Board discussed goals for FY 2026–2027, with a focus on priorities for the next 18 months. A non-meeting/work session has been scheduled for Thursday, June 25, to continue discussions.

Jerry Gregoire moved, second by Annie Grassie, to approve the Project Based Learning Coordinator position. Motion carried with one abstention.

Abstain - Nick Bellows

Jerry Gregoire moved, second by Anne Grassie, to approve law firm Upton Hatfield as legal counsel for the district. Motion carried unanimously.

Last Day of School

Sue Horne moved, second by Kelli Campbell, to approve June 19 as the last student day district-wide and June 26 as the final student day for Maple Street Magnet School. Motion carried unanimously.

Lisa Carlberg shared that she would like to discuss granting Ryan Manning a non-public meeting with the school board and revisiting the FACE position given the PAGS report findings.

Katherine Anderson asked if school board meetings can be posted on display marquees at individual schools.

Non-Public Session

Matt Pappas moved, second by Kelli Campbell to enter into non public session at 8:33 PM under the following:

RSA 91-A:3,(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 and RSA 91-A:3,(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, RSA 91-A:3,(c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. RSA 91-A:3,(k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general

public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

Roll Call

YES: Matt Pappas, Kelli Campbell, Lisa Carlberg, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Shauni McGowan, Jerry Gregoire, Samantha Battis, Sam Oliver

NO:

Motion passed unanimously (12-0)

Public Session

Matt Pappas moved, second by Kelli Campbell, to return to the public session at 9:12 PM. Motion carried unanimously.

Katherine Anderson moved, second by Sam Oliver, to approve the paraeducator monies MOU. Motion carried unanimously.

Samantha Smith moved, second by Jerry Gregoire, to seal the minutes of the non-public session. Motion carried by majority.

No: Lisa Carlberg

Adjournment

Kelli Campbell moved, second by Katherine Anderson, to adjourn the full board meeting at 9:15 PM.

DRAFT

**ROCHESTER SCHOOL BOARD
GOVERNANCE COMMITTEE AGENDA
ROCHESTER SCHOOL DISTRICT BOARDROOM
JAMES W. FOLEY COMMUNITY CENTER
150 WAKEFIELD STREET
MAY 21, 2026**



Committee Members Present: Erik White, Samantha Smith, Shauni McGowan, Sam Oliver, Jerry Gregoire, Lisa Carlberg

Committee Members Absent: Kelli Campbell

School Board & SAU Present: Jared Fulgoni, Sherri Nichols, Samantha Battis, Kathy Cotton, Shannon Vitas

Call to Order

Shauni McGowan called the meeting to order at 7:49 PM on roll call with a quorum present.

Reading of the Record

Erik White moved, second by Jerry Gregoire to approve the minutes from the April 16, 2026 Governance Committee meeting. Motion carried unanimously.

Public Comment

None

Amended Policies/Processes - First Reading

School Attorney

Samantha Smith moved, second by Sam Oliver, to recommend approval of policy BDG - School Attorney as amended and move to the full board. Motion carried. 4-1.

Nay - Lisa Carlberg

News Media

Sam Oliver moved, second Jerry Gregoire, to recommend approval of policy KBC - News Media as amended and move to the full board. Motion carried unanimously.

Fingerprinting Procedure

Erik White moved, second by Jerry Gregoire, to table the fingerprinting procedure until the next meeting. Motion carried unanimously.

306 Policy Review Overview

Dr. Nichols provided an overview of the district's policies related to New Hampshire Department of Education Ed 306 standards to ensure district policies remain current, reduce redundancy, align with state requirements, and reflect current district practices.

Proposed Policies – First Reading

Samantha Smith moved, second by Sam Oliver, to recommend approval of the following policies and move to the full board for first reading. Motion carried unanimously.

- IK Earning of High School Credit/Achievement of Competencies
- IKF High School Graduation

- IHBI Alternative Learning Plans / Alternative Programs
- IHBH Extended Learning Opportunities (ELO)
- IMBA Remote Learning
- IMBD High School Credit for 7th/8th Grade Coursework
- JLCF Wellness
- JF Enrollment and Capacity
- JECC Student Transfer Process

Proposed to Rescind - First Reading

Sam Oliver moved, second by Erik White, to recommend the following policies be rescinded and move to the full board. Motion carried unanimously.

- ILBAA High School Competency Assessments
- IMBC Alternative Credit Options
- IKFA Early Graduation
- IKAA Eighth Grade Algebra Grading

Other

Samantha Smith suggested establishing a running agenda process so agenda topics and supporting materials can be provided earlier.

Adjournment

Jerry Gregoire moved, second by Sam Oliver, to adjourn the Governance Committee meeting at 8:38 PM. Motion carried unanimously.

SCHOOL ATTORNEY

The Board recognizes that the increasing complexity of school district operations frequently require procurement of professional legal services. Consequently, it shall retain an attorney or law firm for purposes of systematically securing such services.

A decision to seek legal advice or assistance on behalf of the school district shall normally be made by the Superintendent or by persons specifically authorized by the Superintendent. Such action shall occur as it is consistent with approved district policy or standard practice and meets an obvious need of the district. It may also take place as a consequence of formal Board direction.

In many instances, legal assistance to the district will be routine, not requiring specific Board approval or prior vote. However, when the administration concludes that unusual types or amounts of professional legal service may be required, the Board directs the administration to expeditiously seek initial or continuing authorization for such service.

The Process for board members to seek legal counsel:

- 1. Email the superintendent and board chair with the question(s).**
- 2. The superintendent will either get back to the board member with the answer or seek out legal counsel, if needed.**
- 3. If the concern is about the superintendent, then the board member should email the board chair and at the next full board meeting, a vote should be taken for the board chair to reach out to legal counsel. If the concern is of urgent matter, the board chair may call all board members for approval to contact legal counsel quicker.**

~~The School Attorney will be appointed by the Board before the June Regular Board meeting, of even-numbered years.~~

~~The School Attorney will be appointed, via a bid, every 10 years, or sooner if the Board is not satisfied with their current attorney.~~

Adopted: April 8, 1993

Amended: June 12, 2008; June 8, 2017, November 12, 2020

NEWS MEDIA RELATIONS

The Board encourages a policy of sound relations with the press and other communication media in the community and surrounding geographical area. The Superintendent shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the school program.

Unless directed otherwise all school building related news releases (other than School Board Superintendent generated releases) will be the responsibility of the building principal.

Individual School Board members may communicate with the media to express their **personal** views and opinions, such communications do not represent the official position of the School Board. When speaking with the media, Board members should make clear they are speaking on their **own behalf** and not for the Board. Official statements on behalf of the School Board shall reflect actions taken at a duly noticed public meeting in accordance with RSA 91-A. Board members shall not disclose confidential or nonpublic information. If a school board member discloses confidential or nonpublic information, or makes a statement on behalf of the school board, they could be subject to an ethics review.

Adopted: April 8, 1993

Board Review & Approval: October 9, 2014

Fingerprinting Process

1. Building Administrative Assistants will compile and maintain a list of individuals interested in volunteering or chaperoning, including their names and phone numbers.
2. The Central Office Administration will review this list daily and coordinate fingerprinting appointments in a timely manner with the Human Resources Quality Assurance Specialist.
3. After completing the fingerprinting process, volunteers and chaperones will be instructed to contact the school directly to check their clearance status. Building Administrative Assistants at each school will provide updates regarding results.
4. **Volunteers and chaperones must be fingerprinted every 3 years.**

Please note that fingerprinting processing times may take up to 10 weeks or longer, as results are dependent on both the State of New Hampshire and the Federal Bureau of Investigation.

Policy IK: Earning of High School Credit - Achievement of Competencies

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as “competencies” developed by the state or the district as learning targets within a subject area that represent key content specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

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

performance required to satisfy the achievement of a competency.

8. Interdisciplinary means across disciplines (e.g. physics) or domains (e.g. science).

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course is shown and are not awarded based on class time, age or enrollment status. Demonstration of achievement of a competency is shown by:

a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);

b. Assessments:

i. District approved assessments, or

ii. New Hampshire Department of Education approved assessments.

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

2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, see Section C, below.

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

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments,

2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:

a. Transfer credit from an approved school pursuant to Section E, below;

b. An approved home education program (see Board policy [IHBG](#)); home educated students may demonstrate achievement of competencies through evaluation of their portfolio or assessments;

c. Extended learning opportunities (ELO) under the provisions of Board policy [IHBH](#);

d. Online/remote learning opportunities under the provisions of Board policy [IMBA](#);

e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy [IHCD/LEB](#);

f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);

g. Co-Curricular activities;

h. 7th and 8th grade coursework that meets the standards of Board policy IMBD. (Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines or domains. Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. “Approved schools” include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.
3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.
 - a. For the purposes of reviewing the issue of whether a course or program is “similar”, the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
 - b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit as an elective.
4. Review of denial of credit for courses from different school:
 - a. Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the Principal’s decision. \

- b. Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. The Superintendent's decision shall be final.

F. Learn Everywhere

1. A "Learn everywhere" program is a state board approved alternative program for granting credit leading to graduation.
 - a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - i. Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1, above,
 - ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively effect that student's GPA.
 - b. The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final,
 - c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i. The Superintendent will make the final approval or denial,
 - ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

G. Denial of Credit

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

H. Minimum Course Load

1. Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: (306.23(i)(1-3))

- a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)
- b. Has been approved for early graduation (see Board policy IKF;
- c. Pursuant to any other Board policy; or
- d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules or policy BAAA. 306.23(i)(3)

I. Implementation

1. The Superintendent, in consultation with the high school principal(s) and curriculum coordinators, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:

- a. Identifying competency assessments consistent with the provisions of Board policy ILBA,
- b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
- c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
- d. Practices to strive for student safety, and e. e. Practices that strive for equal access for all students.

2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

Legal References:

RSA 193-E Adequate Public Education

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

RSA 193-H:1 School Performance and Accountability (Definitions)

N.H. Code Admin. Rules 306.04(b) Required Policies

*N.H. Code Admin. Rules Ed 1109 Standards of Education for Students With Disabilities
(Individualized Education program)*

N.H. Code Admin. Rules Ed 1401.02 Learn Everywhere (Definitions)

N.H. Code Admin. Rules Ed 1406.01 Learn Everywhere (Student Enrollment Requirements)

N.H. Code Admin. Rules Ed 1407.02 Learn Everywhere (Program Completion Certificates and Issuing Credit)

N.H. Code Admin. Rules Ed 306.02 Definitions

N.H. Code Admin. Rules Ed 306.02(h) Credit

N.H. Code Admin. Rules Ed 306.22 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program

N.H. Code Admin. Rules Ed 306.23 Graduation Requirements

N.H. Code Admin. Rules Ed 306.23(i) Early Graduation

High School Graduation Requirements

A. GRADUATION AND DIPLOMA REQUIREMENTS.

A diploma is awarded to any student who earns a minimum of 20 credits, including those listed in Section B, below, and completes all additional requirements (a) in Section C, below, and (b) in the “Spaulding High School Program of Studies.”

B. EARLY GRADUATION.

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 3 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

C. STATE GRADUATION CREDIT REQUIREMENTS.

Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit

US and NH history:	1 credit
US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit

World history, global studies, or geography:	1/2 credit
Health education;	1/2 credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

D. Spaulding High School Diploma for Students Graduating Prior to 2030

Subject	Credit
English	4 credits
Math	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
US and NH History	1 credit
US and NH government/civics	½ credit
World history, global studies, or geography	
Economics, including personal finance	½ credit
Physical sciences	1 credit
Biological sciences	1 credit
Science elective	1 credit
Arts education	½ credit
Physical education	1 credit
Health education	½ credit
Information and communications technologies	½ credit or demonstrated competency
Open electives	11 credits
Total	26 credits

E. N.H. Minimum Requirements for Students Graduating 2030

Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING In 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	3.5 credits, to include 1/2 credit in writing
Mathematics:	3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)
Physical sciences:	1 credit
Biological sciences:	1 credit
US history	1/2 credit
NH history	1/2 credit
Logic and rhetoric	1/2 credit
Civics	1/2 credit
History, government and the US and NH Constitutions	1 credit
Economics	1/2 credit
Financial literacy	1/2 credit

World history, global studies, OR geography	1 credit
Health and wellness education	1/2 credit
Physical education	1 credit
Open electives:	4 credits
Totals:	20 credits

F. Spaulding High School Diploma for Students Graduating 2030 and Beyond

Spaulding High School 26 Credit Diploma Required Courses for the Class of 2030 and Beyond	
English (must include 0.5 credit of Writing and 0.5 credit of Logic and Rhetoric)	4 credits
Mathematics: (Must include completion of Algebra and Geometry. Algebra credit can be earned through a sequential, integrated, or applied program. Students will “engage with and apply mathematics during every year they are enrolled.” (Courses that meet this requirement are denoted by a (π) in the 4th math experience column in various department listings)	3 credits
Social Studies: see table or flow chart.	5 credits
Science (must include 1 credit each in Physical Science and Biological Sciences)	3 credits
Art Education	0.5 credits
Physical Education	1 credit
Health Education	0.5 credit
Digital Literacy (Awarded after the successful completion of a digital portfolio in Advisory)	0.5 credit
Electives	8.5 credits

D. CERTIFICATE OF COMPLETION

Students who are eligible for special education have the option of receiving a Certificate of Completion (“Certificate”) as provided in this Section. The intent to receive a Certificate will be documented in the student’s current individualized education program (IEP) as part of the student’s transition plan. **NOTE:** Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

1.
 - a. The student is identified with an eligible educational disability and is eligible to receive special education services.
 - b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child’s transition plan, Individualized Education Program (IEP), or other documentation,
 - c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child’s official high school transcript and, therefore, was unable to attain the required credits for a regular high school
 - d. Diploma, AND
 - e. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student’s IEP team, which writing shall include the IEP team’s decision as to when the student will receive the Certificate in one of three predetermined opportunities:

1.
 - i. At the time of graduation with common age peers,
 - ii. At the conclusion of the student's agreed-upon IEP program, OR
 - iii. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school educational program until such time as each student has earned a regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability determines that the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from his/her peers awarded a regular diploma.

E. PASSAGE OF CIVICS EXAM & U.S. CITIZENSHIP TEST.

The District will develop a competency assessment of the United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

The District will also administer the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of the U.S. Citizenship Test to the N.H. Department of

F. Educat

G. ion.

H. FEDERAL STUDENT AID APPLICATION (FAFSA).

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include, but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;

2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/Superintendent's designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

Legal References:

RSA 186-C:9 Special Education Required

RSA 189:11 School Boards, Transportation and Instruction of Pupils RSA 193:26-a Graduation Requirements: Free Application for Federal Student Aid N.H. Code Admin. Rules Ed 1113.13 Diplomas

N.H. Code Admin. Rules Ed 306.22 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program

Portsmouth School Board Approved: January 27, 2026 & January 30, 2025 Portsmouth School Board Approved: June 8, 2010

Alternative Learning Programs & Individual Plans

A. Purpose

Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and includes delivery of learning opportunities through individualization, personalization and differentiated methods. Such plans may be designed for students who might otherwise be at risk for dropping out of school, or who require a more rigorous course of studies than otherwise offered by the District. The District, through its teachers, administrators, and guidance counselors, will endeavor to identify students who may be at risk of dropping out of high school, or who may otherwise benefit from an alternative learning plan or program..

Alternative learning programs and plans under this policy may include, but are not limited to, independent study, extended learning opportunities (ELOs), independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, or other opportunities by the Superintendent or their designee, in conjunction with Board policies. If such a plan or program requires special expenditures beyond what is budgeted, the Superintendent will present the plan to the School Board for approval.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken to achieve competencies and earn full or partial credits, or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities to achieve identified competencies and earn full or partial high school credits, the provisions of Board policies IK and IHBH, Extended Learning Opportunities, will apply.

B. Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum and competency standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school, or who would otherwise benefit from an alternative learning plan/program, should inform either the Principal or the Guidance Counselor of the employee's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.

The Guidance Counselor or Principal's designee is responsible for assisting students and their

parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student needs.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for initial approval of alternative learning plans. If the alternative learning plan is approved by the Superintendent, or if required, the School Board, the Principal will have responsibility for overseeing implementation of the plan. The Principal will be responsible for reviewing and approving determinations that district competencies have been achieved and related credits awarded toward the attainment of a high school diploma or its equivalent.

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of the District. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation.

C. Approval Process

1. The student and parent/guardian shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan. In order to be approved, the alternative learning plan must comply with and address the applicable elements included in Ed 306.17.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. Ideally, the Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. As indicated above, however, if the plan will require District expenditures exceeding the dollar limit specified above, then the Superintendent will present the plan with a recommendation to the School Board at the next scheduled meeting of the Board (unless an extension is requested by the parent). The parent/guardian will be permitted to address the Board, and the matter will be in public or non public at the election of the parent/guardian. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to complete the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program, achieve the identified competencies, and, if applicable, receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course or program.
4. The District reserves the right to determine the competencies to be recognized, and, if applicable, the number of credits to be awarded. The course name and actual grade earned will be noted on

the student's official transcript.

D. Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provides for proper administration and supervision of the program or plan, 2.

Provides that certified school personnel oversee and monitor the program,

3. Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning, and

4. Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student.

E. Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan, and ensuring that proper assessments are administered for determining achievement of competencies, and, if applicable, the awarding of credits, consistent with the District's policies (see, e.g., Board policy IK).

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the recognition of achievement of competencies and, if applicable, award of full or partial credits. The Principal will determine the validity of such reasons on a case-by-case basis, and when appropriate, may recommend an alternative experience.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

Legal References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Student RSA 91-A:3

Non-Public Sessions

Ed 306.04(b)(12) Remote Learning

Ed 306.04(b)(13) Alternative Means of Demonstrating Achievement of Competencies Ed 306.17

Alternative Programs

Extended Learning Opportunities

Purpose

“Extended learning opportunities” (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting. The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study outside the classroom. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, summer activities, or other opportunities approved as provided below, and in accordance with applicable Board policies. The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies. Credit is earned when students achieve the State or District competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended learning opportunities allow students to earn credit through demonstration of competencies, or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If a student can demonstrate proficiency in high school competencies after the completion of the extended learning opportunity, irrespective of current grade level, the provisions of Policy IK will apply.

Roles and Responsibilities

All areas of study in the program must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All learning opportunities approved as an ELO shall have specific instructional objectives aligned with the State minimum standards and/or District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue a specific learning opportunity must first present their proposal to the school’s ELO Coordinator] for approval. The name and contact information for the school’s ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal’s office or the Guidance Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork, and will work with the Principal/Curriculum Coordinator to determine the competencies and potential credits that may be earned through the ELO.

The Principal will have primary responsibility and authority for overseeing the implementation of ELOs and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the District.

The Principal will review and determine what credit(s) can be awarded for ELOs toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the District before beginning the program.

Remote Learning

“Remote learning/ education” means and includes any instructional mode that is not in-person instruction including, but not limited to, video-based, internet-based, online courses (e.g. Virtual Learning Academy Charter School “VLACS”), other remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

Under rules of the N.H. Department of Education, distance education may be offered only:

1. When inclement weather, makes it unsafe to safely transport students to or from in person instruction (i.e., remote learning day); or
2. As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses); or
3. As articulated in a parent-approved program approved by the local school board pursuant to Board policy IHBI.

A. District/School-Wide Remote Education During Inclement Weather.

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely, pursuant to Board policy IC.

B. Individual Participation in Remote Education.

The Board encourages students to take full advantage of remote education opportunities as a means of enhancing and supporting their education.

1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.
2. High School Credit. If the course is to be taken for credit, then Policy IK, Earning of High School Credit- Achievement of Competencies, will also apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit;
 - a. Although courses may be offered for the earning of credits/competencies, students cannot be required to take a remote course for required courses/achievement of required competencies. Rather, remote courses may be electives, or duplicate or equivalent of in-person options;
 - b. Remote learning options for courses or programs that are used as part of the 43 courses required for an approved high school shall be included in the school's program of studies (Ed 306.22(q)(5));
 - c. The District shall provide, where necessary, all equipment, software, and internet connectivity necessary to participate in district-based remote learning or alternative

programs or learning opportunities that are to be counted toward the 43 courses required for an approved high school (Ed 306.22(q)(5)).

3. Pre-conditions for Enrollment in Independent Remote Learning Programs/Courses. The written approval of the building principal is required before a district student enrolls in a remote learning course or program that is intended to become part of their educational program. Students applying for permission to take a remote learning course/program must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the academic preparation and maturity level needed to function effectively in a remote education learning environment.
4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.
5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
6. Staff Supervision. When students are participating in remote learning on school grounds during the school day, a teacher or other staff member will be assigned to provide general supervision, and to assist students having difficulty with remote learning.
7. Assessments and Progress Monitoring. The principal will assign a teacher to monitor student progress, grading of assignments, and testing.
8. Earning of Credit. Students earning credit for distance education courses shall be required to demonstrate achievement of applicable competencies and participate in all assessments required by the statewide education improvement and assessment program. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher/educator.
9. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district

representatives, the virtual school or online teacher and others.

10. Student Conduct. Board policy JIC, School District Internet Access for Students, as well as all Board policies and school rules and regulations will apply to and during all remote learning programs. Students participating in remote learning will also be subject to any policies or rules of any third-party program (e.g. VLACS, etc.).

C. Educational Progress and Policy Violations.

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in remote learning may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 200. A student shall remain in remote learning until the conclusion of the appeal. If the state board upholds the district's conclusion of lacking educational progress, the student shall immediately be disqualified from continued participation in the District's remote learning opportunities.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the Student Code of Conduct.

Legal Reference:

RSA 189:1 Days of School

RSA 189:24 Standard School

N.H. Code of Admin. Rules, Sect. 306.04(a)(12) Remote Learning

N.H. Dept. of Ed. Rule - Ed 306.15 School Year

N.H. Dept. of Ed. Rule - Ed 306.15(f) Remote Learning

All extended learning opportunities not initiated and designed by the District shall be the financial responsibility of the student or their parent/legal guardian. Students seeking independent study, remote instruction, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the District may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through the ELO Coordinator/Principal/Guidance Counselor. Such requests may be granted if District resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement between the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at their discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, t
4. he information must be submitted within one week of receipt of the request.
5. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
6. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal or Principal's designee will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

High School Credit for 7th/8th Grade Coursework

Students in 7th or 8th grade may take advanced courses and upon achieving the competencies consistent with graduation can apply the credit of those courses toward high school graduation, provided the course demonstrates content standards and competency requirements consistent with related high school courses or competencies and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery, and competency shall apply.

There shall be annual communication to middle school students and parents in advance of course selection for the upcoming year that explains the opportunities to take middle school courses for high school credit and the requirements for receiving credit.

The high school principal shall approve such coursework and credit in order for such credit to be applied toward high school graduation. Completion of the course, grades, and credits earned shall be noted on the transcript. School Board policy IK relative to the earning of credit applies to 7th and 8th grade students taking advanced courses while in middle school.

Legal References:

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

WELLNESS

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity in promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff, and schools in the District.

I. DISTRICT WELLNESS COMMITTEE

The Superintendent, in consultation with others, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level. The Wellness Committee is charged with making recommendations relative to the objectives and requirements of Board policy IMAH, Daily Physical Activity.

The Superintendent or designee shall convene a representative "District Wellness Committee" or "Wellness Committee" ("DWC"), whose functions will include reviewing and recommending updates to this policy, and establishing specific goals for nutrition promotion, education, and physical activity.

The Superintendent, or their designee, shall serve as the Chairperson of the District Wellness Committee. It shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community to the extent feasible.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

A. Implementation Plan

The District will develop and maintain a plan to manage and coordinate the implementation of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

B. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website, on registration verification, and/or district-wide communications. Annually, the District will also publicize contact information of the District Officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

C. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess its implementation. The person responsible for managing the triennial assessment and contact information is the Rochester School District Nutrition Director.

D. Recordkeeping

The Superintendent, or their designee, will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy include updates, and the most recent assessment on the implementation of the Policy has been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy, including who is/was involved in each update and the methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach, and Communications

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians about the improvements made to school meals and compliance with school meal standards, the availability and application process of child nutrition programs, and a description of and compliance with Smart Snacks in School nutrition standards.

III. NUTRITION

A. School Meals

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at: Nutrition Standards for School Meals <https://www.fns.usda.gov/schoolmeals/nutrition-standards>

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at: Professional Standards for School Nutrition Professionals www.fns.usda.gov/school-meals/professional-standards

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

D. Competitive Foods and Beverages and Marketing of the Same in Schools

The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, along with a Guide to Smart Snacks in Schools, is available at Tools for Schools: Focusing on Smart Snacks. www.fns.usda.gov/tn/guide-smart-snacks-school. To support healthy food choices and improve student health and well-being, all foods and beverages sold to students on the school campus during the school day, outside the reimbursable school meal programs, will meet or exceed the USDA Smart Snacks nutrition standard. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts.

E. Celebrations and Rewards

The District will limit the times when food is used as a celebration and/or reward and look to alternatives when possible. The district will also provide healthy food choices as applicable to the celebration/rewards.

F. Food Sale Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine (9) bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

G. Nutrition Promotion

The District will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion shall include:

- a. Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation <https://foodplanner.healthiergeneration.org>

H. Nutrition Education

The District will teach, model, encourage, and support healthy eating by all students. Schools should provide additional nutrition education that:

- b. shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- c. disseminates consistent nutrition messages throughout the school.
- d. is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- e. to the extent practicable, is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- f. may include enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens;
- g. promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- h. emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- i. links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- j. teaches media literacy with an emphasis on food and beverage marketing; and
- k. includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY

The District will provide physical education consistent with national and state standards. In addition, the District will promote developmentally appropriate physical activity as provided in Board policy IMAH, Daily Physical Activity.

A. Before and After School Activities

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at: Nutrition Standards for School Meals <https://www.fns.usda.gov/schoolmeals/nutrition-standards>

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at: Professional Standards for School Nutrition Professionals www.fns.usda.gov/school-meals/professional-standards

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

D. Competitive Foods and Beverages and Marketing of the Same in Schools

The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, along with a Guide to Smart Snacks in Schools, is available at Tools for Schools: Focusing on Smart Snacks. www.fns.usda.gov/tn/guide-smart-snacks-school. To support healthy food choices and improve student health and well-being, all foods and beverages sold to students on the school campus during the school day, outside the reimbursable school meal programs, will meet or exceed the USDA Smart Snacks nutrition standard. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts.

E. Celebrations and Rewards

The District will limit the times when food is used as a celebration and/or reward and look to alternatives when possible. The district will also provide healthy food choices as applicable to the celebration/rewards.

F. Food Sale Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine (9) bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

G. Nutrition Promotion

The District will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion shall include:

- a. Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation <https://foodplanner.healthiergeneration.org>

H. Nutrition Education

The District will teach, model, encourage, and support healthy eating by all students. Schools should provide additional nutrition education that:

- b. shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- c. disseminates consistent nutrition messages throughout the school.
- d. is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- e. to the extent practicable, is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- f. may include enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens;
- g. promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- h. emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- i. links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- j. teaches media literacy with an emphasis on food and beverage marketing; and
- k. includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY

The District will provide physical education consistent with national and state standards. In addition, the District will promote developmentally appropriate physical activity as provided in Board policy IMAH, Daily Physical Activity.

A. Before and After School Activities

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District will participate in Red Ribbon Week & Mental Health Awareness Act each school year.

VI. PROFESSIONAL LEARNING

When feasible, the District will offer annual professional learning opportunities and resources for staff to enhance their knowledge and skills in promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

ENROLLMENT AND ENROLLMENT CAPACITIES

A. Duty to Provide Education and General Enrollment Provisions.

Just as it is the District's responsibility to provide an educational opportunity to all resident pupils who have reached the age of six before September 30 and eighteen years, it is the responsibility of parents/guardians to ensure that their children are participating in an educational program as required under RSA 193:1.

Age of entrance for the District's schools shall be as provided in Board policies JEB.

Students may attend District schools part-time, consistent with the provisions of RSA 193:1. Except as otherwise provided in another Board policy or state law, part-time enrollment means that a student is enrolled in no more than fifty percent (50%) of instructional time of the District's programming. Any student enrolled in more than fifty percent (50%) instructional time shall be considered full time.

B. Annual Capacity Report and Limitations.

In order for proper planning and to accommodate enrollment and assignment changes by both full-time enrolled students and other non-enrolled students, the Board directs the Superintendent to prepare and submit to the Board by May 31 of each year, a report with recommendations for capacity limitations for all of the District's schools, programs, classes and activities. The recommendations should be guided by the District's underlying mission to provide positive academic outcomes for its students, and take into account such matters as:

1. Personnel Limitations – Availability of qualified educators and support staff.
2. Physical Space – Classroom sizes, specialized facilities, and overall building capacity.
3. Budgetary Constraints – Funding allocations impacting staffing, resources, and infrastructure.
4. Enrollment Trends – Current enrollment, enrollment projections and community residential expansion (see Board Policy FBB).
5. Program-Specific Limits – Desired caps for courses, programs, class levels and co-curricular activities.
6. Student-Educator Ratios – See Board policy IIB and district and state standards.
7. Specialized Needs – Accommodations for students requiring additional support.
8. Operational Factors – Transportation, scheduling, and technology resources.

9. Capacity to Accommodate Non-Resident/Tuition Students - Including flexibility for unforeseen enrollment of resident students or students with a "right" of enrollment under tuition/AREA agreements.

10. Recommendations – Strategies for addressing capacity challenges and maintaining quality education.

The Superintendent shall ensure the report is data-driven, includes historical comparisons, considers and outlines actionable recommendations for resource allocation and program planning. The report need not itemize every class/program/activity but can group them as the Superintendent deems appropriate. The Superintendent may include commentary or analysis of possible revenue and/or program improvement opportunities in the report.

The School Board will review the Superintendent's report and make such adjustments as the Board deems appropriate. No later than July 31, but ideally by June 30, the Board will finalize and approve Appendix JF–R(1) "Annual School, Program, Class and Activities Capacity Limitations Enrollment

Policy Code: JECC

VOLUNTARY TRANSFER OF STUDENTS TO SCHOOLS

Statement of Policy

The Rochester School Board assigns students to schools within the District based upon the student's legal residence, in accordance with RSA 193:12. School attendance zones shall be established by the District, reviewed annually by the administration, and published on the District's website.

The Superintendent is authorized, pursuant to RSA 189:1-a, to approve or deny requests for voluntary student transfers to schools other than those to which students are assigned. Such requests shall be considered only when they are determined to be in the best educational interest of the student and when capacity and programmatic considerations permit.

Class Size Guidelines

All voluntary transfer decisions shall be made in accordance with School Board-established class size guidelines as follows:

- Kindergarten: 18 students per classroom
- Grades 1–2: 22 students per classroom
- Grades 3–5: 25 students per classroom

Eligibility for Consideration

The Superintendent or designee may consider voluntary transfer requests under the following circumstances, subject to available space:

1. Students with identified special needs, consistent with IDEA and RSA 186-C;
2. Rising grade 5 students requesting to remain in their current elementary school;
 - Siblings of such students may also be considered for continued enrollment in the same school;
 - Parents/guardians shall be responsible for transportation;
3. Children of District employees requesting attendance at the school of the employee's assignment, provided such placement does not interfere with the employee's professional responsibilities;
 - Transportation shall be the responsibility of the parent/guardian.

Voluntary Transfer Request Process

1. The parent/guardian shall submit a written request to the principal of the student's currently enrolled school stating the basis for the request.
2. The parent/guardian shall submit a written request for consideration to the principal of the desired school.
3. The principals of the sending and receiving schools shall jointly review enrollment data, class size, and programmatic capacity.

4. The principals shall make a recommendation based on the District's class size guidelines and the best educational interest of the student.
5. A determination shall be issued under the authority of the Superintendent in accordance with RSA 189:1-a.

Appeals

A parent or guardian may appeal a denial by submitting a written request to the Superintendent. The Superintendent shall review the matter and issue a written decision. The Superintendent's decision shall be final and shall not be subject to further administrative review.

Revocation of Transfer

The Superintendent reserves the right to revoke an approved voluntary transfer under the following conditions:

- The student exhibits chronic absenteeism, consistent with RSA 193:1;
- Enrollment exceeds School Board class size guidelines;
 - In such cases, reassignment to the student's resident school shall occur at the beginning of the next school year if the current school year is in progress;
- The student is not consistently picked up in a timely manner at the conclusion of the school day.

Legal References:

- RSA 189:1-a
- RSA 193:1
- RSA 193:12
- RSA 186-C
- IDEA

ILBAA

HIGH SCHOOL COMPETENCY ASSESSMENTS

A student who desires to receive credit for a high school course without enrolling in the course may do so by attaining a grade of not less than Competent (C) on the competencies in the course.

Successfully attained credit under this policy will earn a grade of Competent (C) and shall not be used in computations of grade point average. Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include one or more appropriate comprehensive exam(s) or other assessment. The number of High School credits earned in one school year shall not exceed two (2) credits; maximum eight (8) credits in four years, per School Board Policy.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Adopted: February 8, 2007

Amended: September 8, 2011

IMBC

ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Superintendent has established regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- This procedure is available by contacting the High School Principal.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment *under the provisions of Policy ILBAA*
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Dual Credit: including the Governor's STEM Scholarship Program.
- Early Graduation
- Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Adopted: April 13, 2006
Amended: October 11, 2012
Amended: February 8, 2018

IKFA

EARLY GRADUATION

A high school student may complete the requirements for graduation at the end of the junior year by taking approved school courses and extra courses in the sophomore and junior years.

It is possible for a student to complete requirements for graduation at the end of the first semester of the senior year by taking approved summer school courses, extra courses in the sophomore year, junior year, and in the first semester of the senior year.

In order to qualify for early graduation a student must meet all course and credit requirements for graduation.

It is absolutely necessary that a student and parents do the necessary long-range planning for early graduation. A statement that the program is approved by parents is required.

To be eligible for early graduation a student must complete an application before the end of the previous semester. Application forms are available in the Guidance office.

Adopted: April 8, 1993
School Board Review/Approve: January 12, 2017

IKAA

GRADING FOR EIGHTH GRADE ALGEBRA

All Eighth Grade Algebra I students who have passed the course will have this recorded on their High School transcripts, and they will receive an eighth grade credit for this course. The purpose for the students taking the course in eighth grade is to allow them entrance to more advanced courses in the High School.

Adopted: July 13, 1995
Policy Committee Review: October 18, 2012

DRAFT

**ROCHESTER SCHOOL BOARD
TLSS COMMITTEE MINUTES
ROCHESTER SCHOOL DISTRICT BOARDROOM
JAMES W. FOLEY COMMUNITY CENTER
150 WAKEFIELD STREET
MAY 21, 2026
6:00 PM**



Committee Members Present: Erik White, Sam Smith, Shauni McGowan, Sam Oliver, Jerry Gregoire
Committee Members Absent: Kelli Campbell
School Board & SAU Present: Jared Fulgoni, Sherri Nichols, Samantha Battis, Kathy Cotton, Sheila Colson, Andy Jackson, Sarah Camus, Katy Keough, Shannon Vitas

Call to Order

Erik White called the meeting to order at 6:00 PM on roll call followed by the Pledge of Allegiance.

Reading of the Record

Samantha Smith moved, second by Jerry Gregoire, to approve the minutes of April 16, 2026.

Public Comment

None

SHS Football Overnight Camp

Spaulding High School head coach Andy Jackson reviewed a request for the football team to attend a four-day overnight football camp at Camp Winaukee. The camp is intended to provide student-athletes with opportunities for team building, skill development, leadership growth, and preparation for the upcoming season. The total cost of the trip will be covered by the Red Raider Mothers Club, resulting in no cost to the district.

Samantha Smith moved, second by Jerry Gregoire, to recommend approval of the SHS football overnight camp. Motion carried unanimously.

Updated Job Descriptions

Katy Keough, Director of Human Resources presented updated job descriptions for the Curriculum Coordinator and Payroll Coordinator positions.

Samantha Smith moved, second by Jerry Gregoire, to accept the updated job description for the Curriculum Coordinator and Payroll Coordinator.

PAGS Review

Sarah Camus, Director of Student Services reviewed findings from the Program Approval and General Supervision (PAGS) report completed by the New Hampshire Department of Education.

The report recognized strengths in the district's special education systems, staffing, and educational programming. Areas identified for continued improvement included graduation rates for students receiving special education services, dropout rates, academic proficiency, and transition planning.

The district also reviewed findings related to IEP documentation and compliance requirements and discussed ongoing work to strengthen procedures, staff training, and student supports. The report

emphasized that many identified findings focused on documentation and procedural requirements rather than concerns regarding student services.

Lisa Carlberg recommended establishing an ad hoc committee for special education oversight similar to SEPAC (Special Education Parent Advisory Council)

District Field Trip Review

Dr. Nichols reviewed district field trips and the many opportunities that students have to extend their learning opportunities. The committee will review district field trips quarterly.

District Summer Learning

Dr. Nichols presented summer learning opportunities for all students in K-5. Discussion included academic support, enrichment opportunities, and programming designed to reduce summer learning loss. Summer Learning Camp will take place in July from 8:30 AM - 1:30 PM.

NHED ESEA Federal Programmatic Consolidated Monitoring

Review of the annual federal program requirements and assurances required by the New Hampshire Department of Education. Discussion included compliance expectations and the continued use of federal funding to support student programs and services. Priorities identified included academic recovery and intervention, professional development and family engagement.

Jerry Gregoire moved, second by Samantha Smith, to authorize the Superintendent to sign the federal grant assurances. Motion carried unanimously.

Public Comment

None

Other

None

Non-Public Session

None

Adjournment

Jerry Gregoire moved, second by Sam Oliver, to adjourn the TLSS meeting at 7:40 PM. Motion carried unanimously.

To: Athletic Director Colson
From: Andrew Jackson
Ref: Summer football camp

Sheila,

On 8/20/2026 I would like to take the Football team (Sophomores, Juniors and Seniors) to Camp Winaukee in Moultonboro NH for a four-day football camp. We will depart on Thursday morning and return Sunday afternoon. There will be three other teams there as well. I will also be taking 6 of the coaches. New Freshman will remain here and practice.

All student athletes in the above-mentioned classes will be required to attend. No cell phones will be allowed by the athletes. The Red Raiders Mothers club will pay for the complete cost of the trip, SHS will not be responsible for any costs associated with the camp.

The purpose of the camp will be to develop rapport among the players and coaches. We will also have the ability to spend ample amount of time preparing for the season without any distractions. I hope we can take our abilities to the next level and have a competitive season.

Thank You

Coach Jackson

2024-2025 FIELD TRIP REQUEST FORM

Date of request: 8/20/26 4/3/26 Field Trip Number: ① 2 Other _____
 TEACHER'S NAME(S): Andrew Jackson SCHOOL: Spaulding TEAM Football
 Grade Level: 10-12 Course: _____ # of Students: 55 # of Chaperones: 6
NOTE: Elementary School and students require 1 chaperone for every 6 students. High School and Middle School students require 1 chaperone for every 10 students.
 Date of trip: 8/20/26 Day of Week: ⑤ M T W ④ ③ ② ① (circle day or days)

***The purpose of this trip: (What competency(ies) are aligned with this learning experience?)**
 Attending a multi-team camp provides a critical preseason environment for technical and team cohesion. These camps are designed to simulate season level competition while allowing players to build rapport through shared dormitory experiences and direct interaction with their coaching staff.
How will you assess if your students met the competency(ies)?

Location of Field Trip

Place: Camp Winoukee City Moultonboro State: NH
 Time of Departure: 8/20/26 Time of Return: 8/23/26

Means of Transportation

BUS: _____ STA? (Bus Agreement Form must be completed and submitted to STA)
 _____ FIRST STUDENT (Bus Form must be completed and submitted to Special Ed Department @ SAU)
 PRIVATE AUTO, and/or VANS: (Note-Do not submit the field trip until All insurance is on file)
 Owner's Names _____
(Auto insurance must be submitted annually and be on file at the Central Office before the field trip is approved. Policy period must be current and liability coverage shall be at least \$100,000 per person, \$300,000 per occurrence.)
NOTE: 12-15 Passenger vans are prohibited by Federal & State Law for the transportation of students.
 The **Teacher and Principal** are personally responsible if any field trip driver's insurance has not been submitted to the Superintendent's Office. (We recommend using bus transportation for most field trips.)

WALKING: _____
 Please check one below:
 OUT-OF-STATE field trips **over eighty miles.** We encourage you to submit your request to your Building Principal three weeks prior to the trip. *Requests submitted late may not be approved due to time constraints.*
 OVERNIGHT field trips. **PLEASE** submit your request to your Building Principal at least three weeks prior to the trip to allow ample time for approval of your trip. *Requests submitted late may not be approved due to time constraints.*
 IN-STATE or OUT-OF-STATE (less than eighty miles) field trip requests must be submitted to your Building Principal **no later than two weeks** before date of trip for approval.

Teacher's Signature: <u>Andrew Jackson</u>	Date: _____ Approved ___ Not Approved ___
Nurse's Signature: _____	Date: _____ Approved ___ Not Approved ___
Principal's Signature: _____	Date: _____ Approved ___ Not Approved ___
Superintendent's Signature: _____	Date: _____ Approved ___ Not Approved ___

***The "purpose of this trip" section must be completed and approved by the Building Principal. If necessary, attach an additional sheet.**



JOB TITLE: Curriculum Coordinator (Elementary & Secondary)

REPORTS TO: Assistant Superintendent, or Designee

LOCATION: Rochester School District, Rochester, New Hampshire

POSITION PURPOSE:

The Curriculum Directors provide district leadership in the development, implementation, and evaluation of high-quality instructional programs aligned to district goals, state standards, and evidence-based practices. They work collaboratively with school leaders, teachers, and district teams to ensure coherent and rigorous curriculum, consistent instructional expectations, and effective professional learning.

ESSENTIAL DUTIES & RESPONSIBILITIES:

Curriculum Leadership

- Lead the design, review, and revision of district curriculum aligned to state standards.
- Ensure vertical and horizontal alignment across grade levels and content areas.
- Oversee adoption and implementation of instructional materials and resources.
- Monitor fidelity of implementation and provide feedback to schools.

Instructional Improvement

- Support principals and instructional coaches in implementing effective, research-based instructional practices.
- Analyze instructional trends and classroom data to inform professional learning and instructional decision-making.
- Promote best practices in differentiated instruction, equitable learning, and inclusive classroom environments.

Assessment & Data

- Guide development and use of common assessments, benchmarks, and progress-monitoring tools.
- Facilitate data reviews with school teams to support learning acceleration and intervention planning.
- Assist in evaluating program effectiveness and making recommendations for improvement.

Professional Learning

- Design and deliver high-quality professional development for teachers and leaders.
- Support induction, mentoring, and ongoing coaching systems.
- Facilitate curriculum committees, teacher leader networks, and professional learning communities (PLCs).

Leadership & Collaboration

- Work closely with district administrators, school leaders, and teachers to ensure cohesive instructional systems.
- Communicate curriculum expectations, updates, and resources to all stakeholders.
- Participate in district strategic planning, accreditation processes, and school improvement efforts.
- Oversee curriculum-related budgets, grants, and resources.

QUALIFICATIONS:

Required

- Master's degree in Curriculum & Instruction, Educational Leadership, or a related field.
- Valid teaching certification; administrative or curriculum license preferred.
- Minimum 5 years successful teaching experience.
- Demonstrated expertise in curriculum design, instructional practices, and assessment.

Preferred

- Experience as an instructional coach, curriculum specialist, department chair, or building administrator.
- Knowledge of adult learning theory, professional development design, and data-driven instruction.
- Strong organizational, communication, and collaboration skills.

JOB TYPE: YEAR-ROUND

WORKING CONDITIONS

- Office and school-based environments require frequent travel between schools.
- Occasional evening or weekend responsibilities for professional development or district events.

EVALUATION

- Performance will be evaluated annually in accordance with district policy and established leadership performance standards.



JOB TITLE: Payroll Coordinator

REPORTS TO: Position Control Manager

LOCATION: Rochester School District, Rochester, New Hampshire

POSITION PURPOSE:

Ensures accurate, timely, and compliant processing of employee payroll while managing records, reporting, and payroll-related inquiries in a highly confidential role; all other related work as required.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The essential functions listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

- Prepares and administers the school payroll system; receives, examines, verifies for content and accuracy, and reconciles all payroll presented for processing.
- Ensures the updating of the payroll procedures.
- Reviews and processes required paperwork related to payroll operations and policies of the district.
- Provides assistance to school and department level administrative assistants, supervisors and staff.
- Adds new employees into time and attendance and financial systems.
- Assists in the processing of new employee paperwork.
- Maintains and updates confidential employee files including personal information and personnel actions; maintains accurate employee information in database including new hires, status changes, demographic information and employee accruals.
- Prepares routine reports related to payroll; Prepares audit reports as required.
- Responds appropriately to inquiries relating to payroll, policies, rule and regulations and collective bargaining agreements, or refers to manager as needed.
- Investigates and resolves payroll discrepancies, overpayments, or underpayments, and responding to employee inquiries.
- Files workers' compensation claims; responds to requests for information from carrier.
- Processes changes in employee information as needed.
- Updates salary tables as needed.
- Processes new contract and step salary rates as needed.

- Processes end-of-year and start-of-year employee accrual records; maintains employee accrual records.
- Participates in the monthly NHRS reporting and reconciliation process.
- Answers and screens in-coming telephone calls and mail relating to payroll.
- Other duties as assigned.

QUALIFICATIONS:

- Associate's Degree in Accounting, Finance or Business preferred.
- Minimum of 3 years of payroll or accounting experience.

Required Skills and Abilities

- Proficiency with payroll software; strong numerical and analytical skills.
- High accuracy in calculations and record-keeping is essential to prevent financial errors.
- Ability to liaise effectively with employees and administrators, explaining payroll processes and resolving issues.
- Ability to stay updated on changes in payroll laws, tax regulations, and best practices for compliance and efficiency.
- Manage multiple tasks in an organized manner.
- Maintain detailed and accurate records.
- Interact in a positive and effective manner with employees.
- Identify problems, analyze answers, and implement efficient solutions.
- Possess a high degree of discretion and independent judgement.

JOB TYPE: YEAR-ROUND

WORKING CONDITIONS

- Work is performed under typical office conditions. Operates a computer and general office equipment.
- Has access to highly confidential information, such as district-wide personnel records, including sensitive medical information.
- Errors in the application of established district procedures and/or federal, state and local regulations could result in monetary loss and could have legal and/or financial repercussions for the district.

EVALUATION

- Performance will be evaluated annually in accordance with district policy and established leadership performance standards.

DRAFT

**ROCHESTER SCHOOL BOARD
FINANCE COMMITTEE MINUTES
JAMES W. FOLEY COMMUNITY CENTER
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET
JUNE 4, 2026
6:00 PM**



Committee Members Present: Annie Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas

Members Absent: None

School Board & SAU Staff Present: Jared Fulgoni, Adriana Komst, Katy Keough, Shannon Vitas

Call to Order

Matt Pappas called the meeting to order at 7:02 PM on roll call with a quorum present.

Reading of the Record

Nick Bellows moved, second by Anne Grassie, to approve the minutes from the May 7, 2026 Finance Committee meeting. Motion carried unanimously.

Public Comment

None

Personnel

Matt Pappas moved, second by Nick Bellows, to approve the following retirement:

- Mary Mojica – Art Teacher, RMS

Motion carried unanimously.

Matt Pappas moved, second by Nick Bellows, to approve the following resignations:

- Dawn Ciccotelli – Payroll Clerk
- Courtney Loveland – English Teacher, RMS
- Caitlin Hoyt – Nurse
- Gail Dailey – Part-Time Nurse
- Wendy Harrison – Paraeducator, SFS
- Leigh Messier – Special Educator, SFS

Motion carried unanimously.

Matt Pappas moved, second by Nick Bellows, to approve the following nominations:

- Molly Dunning - Special Ed Secretary - SHS
- Rowan Hawthorne - English - SHS
- Jeremy Mercier - JR ROTC (January 1, 2027)
- Taylor Trudeau - Elementary Band
- Jacqueline Tassinari - Assistant Principal - RMS
- Olivia Fieldsend - Music - Elementary Itinerant
- Lauren Farnham - SLP - Itinerant
- Julia Izzo - SLP - Itinerant
- Maureen Callaghan - SLP - Itinerant

- Julie Cote - Graphic Design - CTE

Motion carried unanimously.

Finance Committee Addendum

Matt Pappas moved, second by Nick Bellows, to accept the following resignations:

- Stacia Brochu - Paraeducator - SHS
- Adriana Komst - Director of Finance

Motion carried unanimously.

Financial Commentary

As of May 31, 92.3% of the fiscal year has elapsed and 87.0% of the budget has been expended. Total expenditures and encumbrances represent 90.8% of the overall budget, leaving approximately 9.2% available for June.

Revenue Update

Property tax revenue, host community fees and state revenue sources have been received in full.

Vacancy Savings

The District has a total of 22 vacant positions creating a vacancy savings of \$919,105. The committee reviewed the projected vacancy savings and discussed the impact of unfilled positions on the overall budget.

Donation

Nick Bellows moved, second by Katherine Anderson, to accept a donation from the Rochester Opera House in the amount of \$211 for each district school. Motion carried unanimously.

Other

Matt Pappas moved, second by Anne Grassie, to accept a .10 cent lunch increase and move to the full board. **Nay** - Nick Bellows. Motion carried.

The committee discussed coordinating a joint meeting with the city to begin strategic planning for the next school year.

Public Comment

None

Non-Public Session

Matt Pappas moved, second by Anne Grassie, to enter into a non-public session at 7:48 PM under RSA 91-A:3,(a) The dismissal, promotion, or compensation of any public employee.

Roll Call

YES: Annie Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas. Motion carried unanimously.

Public Session

Matt Pappas moved, second by Nick Bellows, to enter the public session at 8:20 PM . Motion carried unanimously.

Nick Bellows moved, second by Katherine Anderson, to accept the superintendent's recommendation for the non union salary increases. Motion carries.

Recusal - Matt Pappas

Katherine Anderson moved, second by Samantha Battis, to accept the contract for Diane Hoyt. Motion carried unanimously.

Adjournment

Katherine Anderson moved, second by Sue Horne, to adjourn the Finance Committee meeting. Motion carried unanimously.



Office of the Superintendent
Jared Fulgoni, M.Ed.
Superintendent of Schools

P 603-332-3678
E fulgoni.j@sau54.org

Rochester School Department
150 Wakefield Street
Rochester, NH 03867

Finance Personnel - June 4, 2026

Retirements

Mary Mojica

Art - RMS

Resignations

Dawn Ciccotelli

Payroll Clerk

Courtney Loveland

English - RMS

Caitlin Hoyt

Nurse

Gail Dailey

PT Nurse

Wendy Harrison

Paraeducator - SFS

Leigh Messier

Special Educator - SFS

Nominations

Molly Dunning

Special Ed Secretary - SHS

Rowan Hawthorne

English - SHS

Jeremy Mercier

JR ROTC (January 1, 2027)

Taylor Trudeau

Elementary Band

Jacqueline Tassinari

Assistant Principal - RMS

Olivia Fieldsend

Music - Elementary Itinerant

Lauren Farnham

SLP - Itinerant

Julia Izzo

SLP - Itinerant

Maureen Callaghan

SLP - Itinerant

Julie Cote

Graphic Design - CTE

Stipends



Dear School Administration,

On behalf of the Rochester Opera House and Holidays on the Hill, we would like to thank you for your continued service and dedication to the students and families in our community.

Thanks to the generous support received during our "Pack the House" Food Drive a Drive-By Food Drop-Off event, we were able to raise both food and monetary donations to help support schools throughout the Rochester District.

It was truly a pleasure delivering donations throughout the district and seeing firsthand the incredible work being done within our schools. Every school will be receiving both a food donation and a check in the amount of \$211 from the funds raised during our drive. Some schools chose to receive a smaller food donation or none, as their pantry shelves are currently well stocked, allowing us to distribute additional food where needs were greater.

We chose to divide the monetary donations evenly so that each school could receive a little extra support. These funds are yours to use in any way your administration sees fit to best support your students, staff, and school community.

Thank you again for all that you do each and every day. Your commitment to the children and families of Rochester does not go unnoticed, and we are grateful for the opportunity to partner with you in supporting our community.

With gratitude,

Lisa Gibson

Development Donor Management
Community Out Reach
RPAC Operations