

Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
September 15, 2025
Merrimack Town Hall – Matthew Thornton Room

5:00 p.m. NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Classroom

- Staff Welfare

PUBLIC MEETING

- | | | |
|-----------|--|--|
| 6:00 p.m. | 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE
a. Introduction of Student Representative to School Board | Lori Peters
Lori Peters |
| 6:05 p.m. | 2. PUBLIC PARTICIPATION | Lori Peters |
| | 3. RECOGNITIONS | Lori Peters |
| 6:20 p.m. | 4. INFORMATIONAL UPDATES
a. Superintendent Update
b. Assistant Superintendent for Curriculum Update
c. Assistant Superintendent for Business Update
d. School Board Update
e. Student Representative Update | Lori Peters |
| 6:30 p.m. | 5. OLD BUSINESS
a. Salt Reduction
b. Update on Cell Phone Policy
c. Retainment Amount from Surplus | Lori Peters
Lori Peters
Kathleen Scholand
Lori Peters |
| 7:00 p.m. | 6. NEW BUSINESS
a. Student Enrollments
b. Approval of Parent/Student Handbooks
c. 2025 School Board Goals
d. Letter to Diocese of Manchester
e. Other | Lori Peters

Lori Peters |
| 7:45 p.m. | 7. POLICIES
a. Second Review of Artificial Intelligence for Students Policy (EHAGA)
b. Second Review of Artificial Intelligence for Staff Policy (EHAGB)
c. Approval of School Guidance and Counseling Program Policy (JLD)
d. Approval of Revised Behavior Management and Intervention (JLDBA)
e. Approval of Accommodation of Lactation Needs Policy (ACN)
f. Approval of Revised Daily Physical Activity Policy (IMAH) | Lori Peters
Jason Pelletier
Jason Pelletier |
| 7:55 p.m. | 8. APPROVAL OF MINUTES
a. August 25, 2025 Non-Public and Public Minutes
b. September 2, 2025 Non-Public and Public Minutes | Lori Peters |
| 8:00 p.m. | 9. CONSENT AGENDA
a. Educator Nominations | Kathleen Scholand |
| 8:05 p.m. | 10. OTHER
a. Committee Reports
b. Correspondence
c. Comments | Lori Peters |
| 8:15 p.m. | 11. PUBLIC COMMENTS ON AGENDA ITEMS | Lori Peters |
| 8:30 p.m. | 12. ADJOURN | |

* These times are estimates and may vary depending on discussion.

Preliminary 2026-2027 Enrollment Projections
As of September 10, 2025

James Mastricola Elementary

Grade	2025-26 Enrollment	7 Year Average CPR*	Projected 2026-2027
PreK	20		20
K	61		60
1	63	1.08	66 (61 x 1.08)
2	65	.98	62 (63 x .98)
3	73	1.01	66 (65 x 1.01)
4	82	1.01	74 (73 x 1.01)
	364		348

*CPR = 7 Year Cohort Progression Ratio

Reeds Ferry Elementary

Grade	2025-26 Enrollment	7 Year Average CPR*	Projected 2026-2027
PreK	51		51
K	84		82
1	92	1.08	91 (84 x 1.08)
2	108	.98	91 (92 x .98)
3	87	1.01	109 (108 x 1.01)
4	86	1.01	88 (87 x 1.01)
	508		512

*CPR = 7 Year Cohort Progression Ratio

Thorntons Ferry Elementary

Grade	2025-26 Enrollment	7 Year Average CPR*	Projected 2026-2027
PreK	38		35
K	82		80
1	84	1.08	89 (82 x 1.08)
2	97	.98	83 (84 x .98)
3	98	1.01	98 (97 x 1.01)
4	98	1.01	99 (98 x 1.01)
	497		484

*CPR = 7 Year Cohort Progression Ratio

James Mastricola Upper Elementary

Grade	2025-26 Enrollment	7 Year Average CPR*	Projected 2026-2027
5	231	.98	261 (266 x .98) **
6	259	.98	227 (231 x .98)
	490		488

*CPR = 7 Year Cohort Progression Ratio

**Prior Year's 4th Grade Enrollments (MES, RFS, TFS) with a .98 CPR)

Merrimack Middle School

Grade	2025-26 Enrollment	7 Year Average CPR*	Projected 2026-2027
7	275	1.00	259 (259 x .1.00)
8	243	1.01	278 (275 x .1.01)
	518		537

*CPR = 7 Year Cohort Progression Ratio

Merrimack High School

Grade	2025-26 Enrollment	7 Year Average CPR*	Projected 2026-2027
9	233	1.03	250 (243 x 1.03)
10	254	.96	224 (233 x .96)
11	258	.98	249 (254 x .98)
12	268	1.07	276 (258 x .1.07)
	1013		999

*CPR = 7 Year Cohort Progression Ratio

Grand Total

Grades	2025-26 Enrollment	Projected 2026-2027
PreK – 12	3390	3368

Note: At this time, the number of out-of-district placements and homeschool students have not been included.

MERRIMACK SCHOOL DISTRICT
School Administrative Unit #26
36 McElwain Street
Merrimack, New Hampshire 03054
Tel. (603) 424-6200 Fax (603) 424-6229

DR. KATHLEEN SCHOLAND
*Interim Assistant Superintendent for Curriculum,
Instruction and Assessment*

EVERETT V. OLSEN, Jr.
Chief Education Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

September 9, 2025

Most Reverend Peter Libasci
Diocese of Manchester
153 Ash Street
Manchester, NH 03104

Dear Bishop Libasci;

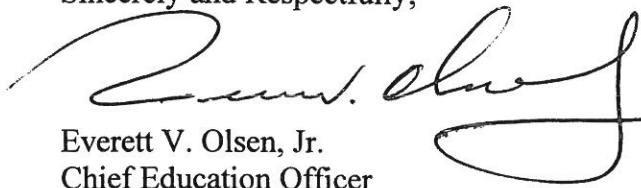
My name is Everett V. Olsen, Jr. and I am the Chief Education Officer of the Merrimack School District, Merrimack, New Hampshire.

Two of our public schools in Merrimack, James Masticola Elementary School and James Masticola Upper Elementary School are immediately adjacent to Our Lady of Mercy Church, 18 Baboosic Lake Road, Merrimack, New Hampshire.

I am writing to respectfully request that, if the Diocese should ever close Our Lady of Mercy and decide to sell the property, our school district would appreciate having the right of first opportunity to purchase the church and adjacent parking lot. Such an acquisition would allow us to improve parking and traffic flow to and from the adjacent schools and the church would allow us to have strategically important space for educational use.

My sincere thank you for your consideration

Sincerely and Respectfully,


Everett V. Olsen, Jr.
Chief Education Officer

STUDENT USE OF ARTIFICIAL INTELLIGENCE

This policy outlines the expectations for student use of Artificial Intelligence (AI) tools within the school district. It is designed to promote responsible, ethical, and academically honest practices while leveraging AI to enhance learning and prepare students for a future where AI is prevalent. The goal is for AI to support and enhance human intelligence and learning, not replace it or facilitate academic dishonesty.

Definitions

Artificial Intelligence (AI): A branch of computer science focused on building machines and software capable of performing tasks that usually require human intelligence, such as learning, reasoning, solving problems, understanding language, and interpreting sensory inputs. AI systems use algorithms and models to analyze data, identify patterns, and make decisions or predictions with minimal human input.

Generative Artificial Intelligence (GenAI): A type of AI that creates new content, such as text, audio, video, images, or code, using machine learning models. Unlike traditional AI, which focuses on recognizing patterns or classifying data, generative AI produces outputs that mimic human-created content.

AI Tools: Software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence. This might include generative AI tools (e.g., Gemini, ChatGPT, DALL-E), AI-powered learning platforms, or other applications that use AI.

Personally Identifiable Information (PII): Information that can be used to identify a specific individual.

Guiding Principles

Learning Enhancement: AI is a tool to support student learning, creativity, and problem-solving, not to replace genuine effort or original thought.

Academic Integrity: Students must maintain honesty and integrity in their work, ensuring that any AI-assisted work genuinely represents their comprehension and effort.

Transparency and Disclosure: Students must be transparent about their use of AI tools in academic work, acknowledging when and how AI has assisted them.

Data Privacy and Security: Students must protect their own and others' personal information when using AI tools, understanding the importance of privacy safeguards.

STUDENT USE OF ARTIFICIAL INTELLIGENCE

Ethical Use: Students should use AI tools responsibly, avoiding harmful, misleading, or inappropriate content or actions.

Authorized Use: Students should use AI tools only when permitted and as instructed by their teachers.

Permitted Uses by Students

Students may be permitted to use AI tools to support their learning and creativity, as directed by their teacher and in accordance with specific assignment guidelines. Specific acceptable uses may vary by grade level, subject, and assignment. Discretion and determination for use of AI tools can be limited further by the classroom teacher as well.

Acceptable uses may include, but are not limited to:

- Researching topics and gathering information.
- Brainstorming ideas, outlining projects, or generating creative prompts.
- Getting feedback on writing, grammar, style, or problem-solving strategies.
- Using AI-powered accessibility tools like text-to-speech or translation.
- Participating in educator-approved AI-based learning activities.
- Creating presentations, graphics, or multimedia content with AI support.
- Simulating real-world scenarios or exploring concepts in subjects like Math, Science, or Social Studies.
- Receiving personalized academic support or tutoring.
- Developing coding skills or exploring AI literacy concepts.

Prohibited Uses by Students

The following uses of AI tools are considered inappropriate and a breach of academic integrity or the district's Code of Student Conduct:

Plagiarism: Submitting AI-generated work as one's own without proper attribution, citation, or attempting to represent AI-generated content as original work.

Cheating: Using AI to complete assignments, assessments, or tests without explicit permission from the teacher, including outside the parameters set by the teacher.

Sharing Personally Identifiable Information (PII): Inputting student or staff PII into public or unsecured AI tools or platforms.

STUDENT USE OF ARTIFICIAL INTELLIGENCE

Creating or Spreading Harmful Content: Using AI to generate or share misinformation, discriminatory content, or content intended to harass, bully, or intimidate others.

Disruption: Misusing AI tools to disrupt the classroom environment or hinder others' learning.

Invasion of Privacy: Using AI to collect, share, or manipulate personal data without consent.

Circumventing Policies: Using similar AI tools not explicitly named but falling under the category of prohibited tools to bypass the intended policy.

Disclosure and Citation

Students are required to disclose when they have used AI tools to assist with an assignment or task, unless otherwise directed by the educator. Clear guidelines for citing AI-generated content may be obtained from the teachers and should be followed, acknowledging the AI tool as a source. This may involve detailing which tools were used, how they were used, the prompts entered, how the output was evaluated, and where the output was used in the final submission. Students are responsible for checking on and ensuring the credibility, accuracy and integrity of their final work, regardless of AI assistance.

Data Privacy and Security

Protecting the privacy and security of student and staff data is extremely important. Students must adhere to the following requirements:

- All use of AI tools must comply with applicable laws and regulations, including the Family Rights and Privacy Act ["FERPA"], Children's Online Privacy Protection Act ["COPPA"], and NH RSA 189:66 V.
 - Only district-approved AI tools may be used, as they have undergone a rigorous vendor vetting process, and comply with data privacy and security standards.
- The District's Acceptable Use Policy, see EGA "Student Computer Network and Internet use Policy.

Consequences of Misuse

Violations of this policy or the district's AI Plan will result in consequences that align with the district's existing disciplinary procedures and academic honesty policies. Depending on the nature of the violation, this may include a tiered response such as reteaching, parent engagement, administrative action, and opportunities for revision. Students are entitled to appropriate due process in accordance with the district's student discipline policies.

Consequences for students in the High School shall align with Merrimack High School Policy on Behavior Expectations and Discipline Code as revised and updated from time-to-time.

STUDENT USE OF ARTIFICIAL INTELLIGENCE

Policy Review and Updates

Recognizing the rapid pace of AI advancements, this policy is subject to regular review and updates to ensure its guidance remains relevant and effective. The district will periodically review AI strategies, policies, and approved tools, with input from stakeholders.

Resources

New Hampshire Generative AI Framework.

State of New Hampshire Use of Artificial Intelligence (AI) Technologies Policy (Doc. No.: NHS0229 Version: 2, Effective Date: 11/1/23).

New Hampshire Code of Ethics for the Use and Development of Generative Artificial Intelligence and Automated Decision Systems (AI System).

Report of the NEA Task Force on Artificial Intelligence in Education (National Education Association, published: June 26, 2024, last updated: October 22, 2024).

CCSD Policy on Generative Artificial Intelligence (AI) Integration (Policy 5110, Adopted: August 29, 2024).

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Guidance on AI in education (Office of Educational Technology, U.S. Department of Education, 2023).

United Nations Secretary-General’s High-Level Panel on the Teaching Profession: Transforming the Teaching Profession: Recommendations and Summary of Deliberations (International Labour Office, Geneva, 2024)

Presidential Actions: Advancing Artificial Intelligence Education for American Youth (Executive Order, April 23, 2025)

RSA 189:68-a - Learner Online Personal Information Protection

*Research analysis was aided by Google's NotebookLM, which assisted in navigating, summarizing, and extracting key information from the provided resource documents.

Legal References

FERPA (Family Educational Rights and Privacy Act).

COPPA (Children's Online Privacy Protection Act).

CIPA (Children's Internet Protection Act).

NH Student Online Personal Information Protection Act (SOPIPA or otherwise known as HB520).

RSA 5:D, Use of Artificial Intelligence by State Agencies.

Education Law 2-d

1st Reading: September 2, 2025

2nd Review: September 15, 2025

Adoption:

STAFF USE OF ARTIFICIAL INTELLIGENCE

This policy establishes guidelines for the responsible, ethical, equitable, and evidence-supported development and implementation of Artificial Intelligence (AI) technologies by staff within the Merrimack School District. The School Board, NH Board of Education, and National Education Association acknowledges the significant potential of AI tools to improve educational and administrative functions. The District considers access to secure and efficient AI technology a fundamental resource for all students and staff, regardless of their background or ability. This policy is guided by the core principle that students and educators must remain at the center of education. AI should function as a supportive instrument, enhancing human abilities and interpersonal connections that drive academic achievement, critical thinking, emotional well-being, and creativity, rather than substituting them. AI is intended to aid educators and education and not supplant meaningful human interaction and ensure that authentic educator-to-student relationships are prioritized.

Definitions

Artificial Intelligence (AI): A branch of computer science focused on building machines and software capable of performing tasks that usually require human intelligence, such as learning, reasoning, solving problems, understanding language, and interpreting sensory inputs. AI systems use algorithms and models to analyze data, identify patterns, and make decisions or predictions with minimal human input.

Generative Artificial Intelligence (GenAI): A type of AI that creates new content, such as text, audio, video, images, or code, using machine learning models. Unlike traditional AI, which focuses on recognizing patterns or classifying data, generative AI produces outputs that mimic human-created content.

AI Tools: Software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence. This might include generative AI tools (e.g., Gemini, ChatGPT, DALL-E), AI-powered learning platforms, or other applications that use AI.

Personally Identifiable Information (PII): Information that can be used to identify a specific individual.

Guiding Principles

The use of AI by staff in the Merrimack School District shall be guided by the following principles:

STAFF USE OF ARTIFICIAL INTELLIGENCEHuman-Centered Approach:

AI should augment human capabilities, with educators at the heart of the learning process. It should enhance, not replace, human interaction, pedagogical principles, and the professional judgment of educators.

AI is an emerging branch of computer science and educators should exercise care to fact-check and review the veracity, credibility, quality and authenticity of the information generated by AI. In particular, educators are reminded that AI tools may not always generate outcomes or products that meet the quality standards expected of the District's educators or its students. In addition, educators should exercise care to ensure that the AI tools do not provide bias in content.

Educational Enhancement:

AI should directly support and enhance teaching and learning, aligning with educational goals. It should promote personalized learning and increase student engagement.

Access and Inclusion:

AI should promote access and reduce bias, ensuring all learners benefit. AI tools should be accessible to all learners, including those with disabilities.

Privacy and Security:

Learner and staff data must be protected and used responsibly, adhering to strict privacy regulations, including FERPA, COPPA, RSA 189:66 V, and other state-specific laws. Personally identifiable information should not be shared with consumer-based or open AI systems.

Transparency and Accountability: AI systems should be transparent, with understandable decision-making processes where applicable. Stakeholders, including educators, learners, families, and the public, should understand how AI is being used in schools.

Ethical Use: AI should be used ethically, avoiding harmful or discriminatory applications. Staff should model responsible and ethical AI use.

Human Oversight: Human oversight is essential in all stages of AI implementation and decision-making processes, especially critical decisions or high-stakes interactions.

Collaboration and Stakeholder Engagement: Educators, learners, parents, and policymakers should be involved in discussions about AI use. Staff should collaborate with colleagues and share best practices.

AI Literacy: All stakeholders should be equipped with the knowledge and skills to use AI effectively and ethically. Staff should be trained to effectively integrate AI into their practice and guide students.

STAFF USE OF ARTIFICIAL INTELLIGENCE

Permitted Uses by Staff

Staff are permitted to use district-approved AI tools to enhance their professional practice and support student learning, provided such use aligns with this policy and district guidelines.

Examples of permitted uses include, but are not limited to:

Instructional Planning and Content Creation: Staff are permitted to use district-approved AI tools to enhance their professional practice and support student learning, provided such use aligns with district policy and guidelines. Examples of permitted uses include streamlining lesson planning, organizing lessons efficiently, brainstorming ideas for assignments and research, creating differentiated learning materials, developing presentations, graphics, writing prompts, rubrics, and datasets (AI-created rubrics and materials require educator review), and generating explanations of complex concepts. AI can also support assessment and feedback by quickly assessing objective assignments, providing preliminary feedback on writing for educator refinement, analyzing learner response patterns, generating practice problems and error analysis, and using AI-powered assessment tools with educator oversight for formative and summative evaluation.

Administrative and Communication Tasks: Automating routine tasks can free up valuable time so more attention can be spent on helping students and teachers. AI tools can assist in drafting communications to parents and learners, with the added benefit of potentially translating content for multilingual families. Furthermore, AI can enhance various operational functions within the school district, such as scheduling and data analysis.

Professional Learning and Research: AI tools can support professional growth by suggesting resources on teaching strategies, subject knowledge, and classroom management. They can also help staff stay informed about the latest innovations in education. Furthermore, AI can be used for exploring and analyzing data or complex systems relevant to educational research or practice.

Prohibited Uses by Staff

Staff are prohibited from using AI tools in ways that violate academic integrity, compromise data privacy and security, or disrupt the educational environment. Prohibited uses include, but are not limited to:

Sharing Confidential or Sensitive Information: Inputting any personally identifiable information (PII) or sensitive/confidential district information (e.g., student records, staff personnel data, copyrighted student/staff work) into unvetted, public, or unsecured AI tools. All use of AI must comply with current data privacy laws and regulations.

STAFF USE OF ARTIFICIAL INTELLIGENCE

Misrepresenting Work: Submitting AI-generated content as their own original work without appropriate disclosure or using AI to complete tasks in a way that falsely represents the work as solely their own. While AI can be used as a starting point or tool, the final output must be the product of the staff member's critical thinking, expertise, and refinement.

Making Critical Decisions without Human Oversight: Relying solely on AI tools for critical decisions regarding students (e.g. grading final assessments, determining academic performance, making disciplinary decisions, or determining student placement, without rigorous human oversight and judgment). AI can support, but not replace, the educator's professional judgment.

Using Unvetted or Unapproved Tools: Using AI tools with students that have not been vetted and approved by the district, particularly those that do not comply with privacy and security standards (FERPA, COPPA, RSA 189:66 V) or authorizing students to use unapproved AI tools.

Creating or Spreading Harmful Content: Using AI to create or spread content that is inappropriate, biased, discriminatory, harmful, misleading, or violates copyright laws. Staff must critically evaluate AI outputs for accuracy, bias, and appropriateness.

Disrupting the Environment or Invading Privacy: Using AI tools to disrupt classroom activities, hinder others' learning, engage in inappropriate online behavior, or collect, share, or manipulate personal data of self or others without consent.

Engaging in these prohibited uses shall be considered a potential violation of the State Department of Education's Code of Conduct and Ethics for educators, a potential violation of District Policy EHAA as well as the District's standards with regard to educator conduct and professionalism. Hence, an employee may be subject to disciplinary action, up to and including termination of employment, depending on the severity of the infraction.

Data Privacy and Security

Protecting the privacy and security of student and staff data is extremely important. Staff must adhere to the following requirements:

- All use of AI tools must comply with applicable laws and regulations, including FERPA, COPPA, NH RSA 189:66 V, the Individuals with Disabilities Education Act privacy requirements as well as District Policy EHAA.
 - Only district-approved AI tools may be used, they have undergone a rigorous vendor vetting process, and comply with data privacy and security standards.
- Staff must never input personally identifiable information (PII) or sensitive/confidential district information into public or unvetted AI tools.
- Staff should take part in training provided by the district on data privacy and security best practices related to AI.

STAFF USE OF ARTIFICIAL INTELLIGENCE**Academic Integrity and Transparency**

Staff play a critical role in fostering academic integrity in the age of AI and promoting transparency about its use. Staff responsibilities include:

- Modeling ethical and responsible AI use for students and colleagues.
- Teaching students about ethical use, disclosure, and citation of AI tools.
- Clearly communicating to students when and how AI use is permitted or prohibited for specific assignments, consistent with district policy and guidelines.
- Requiring students to disclose when they have used AI tools to assist with assignments and establishing clear guidelines for citing AI-generated content where appropriate.
- Designing assignments that focus on process, critical thinking, reflection, and higher-order skills that make it harder to use AI output to complete.
- Critically evaluating all AI-generated content (e.g., lesson materials, rubrics, student feedback) for accuracy, bias, developmental appropriateness, and alignment with learning standards before use. Do not use AI output without review.
- Addressing suspected plagiarism or academic dishonesty involving AI in accordance with district procedures.

Professional Learning and Support

The district is committed to providing ongoing professional learning and support to equip staff with the knowledge and skills necessary to effectively, ethically, and responsibly use AI in education. Staff are expected to actively participate in district-provided professional learning opportunities focused on AI literacy, ethical considerations, pedagogical strategies for AI integration, data privacy, and the evaluation of AI tools.

Human Oversight and Decision Making

AI is a tool to support human expertise and judgment, not replace it. Staff must maintain human oversight in all stages of AI implementation and use. Critical decisions, especially those impacting student learning, assessment, well-being, or personnel matters, must remain under rigorous human oversight and judgment. Staff must retain agency in decision-making and ensure AI use aligns with educational goals and values.

Policy Review and Updates

Recognizing the rapid pace of AI advancements, this policy is subject to regular review and updates to ensure its guidance remains relevant and effective. The district will periodically review AI strategies, policies, and approved tools, with input from stakeholders.

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STAFF USE OF ARTIFICIAL INTELLIGENCE

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RSA 5:D, Use of Artificial Intelligence by State Agencies.

Education Law 2-d

1st Reading: September 2, 2025
2nd Review: September 15, 2025
Adoption:

SCHOOL COUNSELOR AND COUNSELING PROGRAM

The School Board is committed to ensuring a high quality school counseling program that is comprehensive, developmentally appropriate, fosters academic achievement and personal growth, and is provided to all District students in an equitable manner.

The program will include the following:

- Distribution of information and support to students and families about academic programming, community supports, and other relevant information
- Conformance with national standards, including “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (“ASCA”) in 2025.
- Prevention, intervention, and crisis response services
- Promotion of personal, interpersonal, health, academic, and career development for all students through classroom programs and other services
- A summary report of student performance in achievement, attendance, and behavior shall be provided to the board at least once a year, addressing the effectiveness of the school counseling program.
- All provisions of NH Administrative Rules, Section Ed 306, Minimum Standards for Public School Approval.

It is the policy of this Board that, at all grade levels, school counselors collaborate with parents, families, students, staff, and community to remove barriers to learning and provide opportunities and supports to which empower students to embrace their full potential and achieve their academic and personal aspirations. The school counselor is responsible for developing a program or plan that identifies student success in academic performance, social awareness, and career planning.

The Superintendent shall develop and have on file a comprehensive K-12 school counseling program implementation plan consistent with this policy and kept current biennially.

Legal References:

NH Code Admin. Rules Ed 306.30

1st Reading: April 6, 2009
2nd Review: May 4, 2009
Adoption: May 18, 2009

Revision
1st Reading: June 16, 2025
2nd Review: August 25, 2025
Revision:

BEHAVIOR MANAGEMENT AND INTERVENTION

It is the policy of the Board to promote expected behavior in a safe and orderly environment where all students can be fully engaged in the learning process. To ensure that our students and staff are protected against disruptive behavior, the board directs the superintendent to set forth procedures for behavior management and interventions that are designed to maintain a positive environment conducive to learning.

Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.

The administration of disciplinary action will focus both on consequences and remediating or managing inappropriate behavior.

It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate. If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.

All available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.

The superintendent or his/her designee will provide staff with professional development in classroom behavior management skills. The District will ensure there is an adequate system of recordkeeping regarding disciplinary infractions and interventions.

The use of corporal punishment is prohibited in District schools.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(b)(15), Behavior Management and Intervention for Students

1st Reading: February 19, 2008

2nd Review: March 3, 2008

Adoption: March 17, 2008

Revision

1st Reading: June 16, 2025

2nd Review: August 25, 2025

Revision:

ACCOMMODATION OF LACTATION NEEDS**A. Statement of Purpose.**

The District provides a supportive environment as to time and place for students and employees (collectively “people with lactation or lactation related needs”) to express milk and address other lactation related needs. Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of people with lactation or lactation related needs by providing reasonable times and suitable spaces to express milk during school and work hours for one year after pregnancy. Lactation for purposes of this policy will include expression of milk by manual or mechanical means, medical conditions related to lactation, and other lactation related needs.

No person with lactation needs will be discriminated against for milk expression or related activities as provided in this policy, and reasonable efforts will be made to assist people with lactation needs in meeting their lactation needs while at work or school.

B. Accommodation Notice and Plans.

A person with lactation needs should contact the building Principal, school nurse (students only), employee’s supervisor or human resources (staff only) at least two weeks before the need for lactation accommodations arises. The District will endeavor to meet the break and private space needs of each person with lactation needs. However, when ordinary accommodations (as discussed below) create undue hardship for the operations of the school/workplace, the District will work with the person with lactation needs to determine whether other reasonable accommodations may be made. Such other accommodations could include items like a change in work/class assignments or schedules, additional break periods, permitted absences for medical appointments, and/or access to extra food and water throughout the day. When reasonable accommodations are unattainable, the building Principal or supervisor should consult with the District’s Human Rights/Non Discrimination Officer, Title IX Coordinator, or Superintendent.

A lactation accommodation plan should be revisited upon request of the person with lactation needs, or at least every three months, with adjustments made to the accommodations for lactation breaks as lactation needs change.

C. Reasonable Time to Express Milk during the School Day.

Absent other accommodations as established under Section B, above, a person with lactation needs will have a minimum of three opportunities (“lactation period”) during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of lactation or to address other needs relating to lactation. An employee or student can choose to use usual break and meal periods.

A person with lactation needs who is an hourly will be paid during lactation periods. People with lactation needs shall not be required to “make up” time relating to the use of unpaid lactation periods.

ACCOMMODATION OF LACTATION NEEDS (continued)

D. Suitable Private Areas for Lactation.

People with lactation needs will be provided with a private place, that is not a bathroom, in each school district building in which a person with lactation needs spends the working or school day. The lactation area:

1. May be temporary or permanent;
2. Shall be shielded from view and free from intrusion by other persons, including without limitation other staff or students;
3. Shall be within a reasonable walk of the workstation or classroom of the person with lactation needs unless otherwise agreed by the person with lactation needs;
4. Have at a minimum:
 - a. An electrical outlet;
 - b. Appropriate seating;
 - c. A surface sufficient to place a breast pump;
 - d. A sink with running water or be in reasonable proximity to one;
 - e. A refrigerator for milk storage or be in reasonable proximity to one; and,
 - f. Shall be cleaned regularly by District staff assigned to that duty.
 - g. Either a lock or a sign on the door displaying when in use.[lawyer question]
5. No employee will be required to surrender their workspace to a person with lactation needs.

E. Responsibilities of the Person with Lactation Needs.

A person with lactation needs will:

1. Provide at least two weeks' advance notice of the need for lactation accommodations, preferably prior to their return to school. This will allow school administrators the opportunity to establish a location and work out scheduling issues. Note that, notwithstanding the requested two weeks' notice, an unnecessary delay in making a reasonable accommodation for a person with lactation needs could constitute a violation of the Pregnant Workers Fairness Act (PWFA).
2. Maintain the lactation area by wiping down surfaces with antibacterial wipes so the area is clean for the next user.
3. Provide their own supplies as is necessary.

F. Prohibited Conduct.

Any intentional act which violates a lactating person's privacy, aims to frustrate a lactating person's intentions to use the lactation space, or constitutes harassment on account of a lactating person's needs or lactating status is prohibited, and shall be treated as violation of the applicable code of conduct with possible disciplinary consequences, and may constitute sex discrimination and shall be reported to the Title IX Coordinator in accordance with policy ACAC.

ACCOMMODATION OF LACTATION NEEDS (continued)

G. Dissemination of Policy.

This policy shall be printed or summarized in applicable employee and student handbooks. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

Legal References:

RSA 275:78-83, Policies Relating to Nursing Mothers
RSA 354-A:1, (Human Rights) Title and Purposes of Chapter
RSA 354-A:27, Opportunity for Public Education without Discrimination a Civil Right
RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right
89 FR 291182, Pregnant Workers Fairness Act (PWFA)
20 U.S.C 1681, et seq, Title IX of the Education Amendments of 1972
42 U.S.C. 2000gg, Pregnant Worker Fairness Act (PWFA)
42 U.S.C. 218d, Pump for Nursing Mothers Act (PUMP Act)

1st Reading: June 16, 2025

2nd Review: August 25, 2025

Adoption:

DAILY PHYSICAL ACTIVITY

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

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

Legal References:

NH Code of Administrative Rules, Section Ed. ~~306.04 (1)~~ 306.31

NH Code of Administrative Rules, Section Ed. ~~306.04 (a) (17)~~ 306.32

NH Code of Administrative Rules, Section Ed. 310, Appropriate Daily Physical Activity

1st Reading: November 3, 2008

2nd Review: November 17, 2008

3rd Review: December 1, 2008

Adoption: December 22, 2008

Revision

1st Reading: June 16, 2025

2nd Review: August 25, 2025

Revision:

**Merrimack School Board Special Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Memorial Room
August 25, 2025**

5:00 p.m. – Non-Public Session pursuant to RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Room

- **Staff Welfare**

Present: Ms. Lori Peters, Chair; Ms. Laurie Rothhaus, Vice-Chair; Ms. Jenna Hardy, Board Member; Ms. Rachel Paepke, Board Member; and Ms. Naomi Halter, Board Member.

Also Present: Mr. Everett Olsen, Chief Educational Officer; Dr. Kathleen Scholand, One-year Interim Assistant Superintendent of Curriculum; and Mr. Matt Shevenell, Assistant Superintendent for Business.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

At 6:00 p.m., Vice-Chair Rothhaus called the regular meeting to order.

Chair Peters read aloud the Merrimack School District's mission statement into the record as follows:

The Merrimack School District will provide a high-quality, future-driven education to all students in the community. Students will engage in learning opportunities that reflect both rigor and relevance and meet their cognitive, social, and emotional needs. The district will prepare students to understand, adapt, and adjust to civic, economic, social, and technological changes in the world. Our overall goal is to inspire, create, and encourage students to be curious, connected, prepared, resilient, and dedicated individuals who are lifelong expert learners. Merrimack graduates exercise judgment; they are innovative and will become responsible contributors to society. We hope the discussions we have tonight will always align with that mission.

2. PUBLIC PARTICIPATION

There were no public comments.

3. RECOGNITIONS

Chair Peters noted that on May 23, 2025, Chief Educational Officer Olsen was named Chelmsford, MA, Citizen of the Year.

Vice-Chair Rothhaus commented that Chair Peters had recently received her doctorate.

4. INFORMATIONAL UPDATES

- a. Superintendent Update

Chief Educational Officer Olsen stated that school would resume the following Thursday and wished the very best to the students and staff.

Chief Educational Officer Olsen said the district held its annual legal conference, where they covered a wide range of items, including the new policy regarding cell phones.

b. Assistant Superintendent for Curriculum Update

Interim Assistant Superintendent for Curriculum Scholand addressed the Board and stated that the summer programming had gone very well, including Camp Invention, Extended School Year programs, and Credit Recovery programs. She added that the staff had done a lot of work on competency and course development.

Interim Assistant Superintendent for Curriculum Scholand, commented that the Torch Bearer Mentor Program was held the prior week and it was very successful. She also commented that the MESSA (Merrimack Educational Support Staff Association) had an onboarding training opportunity for the paraprofessionals.

c. Assistant Superintendent for Business Update

Assistant Superintendent for Business Shevenell said the district received its allocation for IDEA for the 2025-2026 school year. He added that the audit was complete and there was a small surplus. He added that the roof project at the James Masticola Elementary School would unexpectedly take a few more weeks to complete. He said Triumph Roofing had not covered the roof with tarp properly, and the gymnasium floor was damaged, adding that Triumph Roofing was responsible for the entire cost.

d. School Board Update

Chair Peters welcomed the students and staff back to school.

5. OLD BUSINESS

There was none.

6. NEW BUSINESS

a. Implementation of Cell Phone Law

Chief Educational Officer Olsen stated that state law RSA 189:1-a, V, restricted the use of cell phones and smart devices during school hours from bell to bell. He said they were particularly concerned about how that law would affect the high school.

Mr. Stephen Claire, Principal, Ms. Jill Hanlon, Assistant Principal, and Mr. Shane Rozamus, Merrimack High School, were present to discuss the new law.

Mr. Claire stated that they would approach the situation with empathy and care, noting that some students would have a difficult time adjusting to the new law. Ms. Hanlon and Mr. Rozamus reviewed the procedures and consequences.

Mr. Claire said the relationships between students and teachers were very important, and the administration would assume much of the responsibility regarding consequences.

Mr. Claire asked if the expectation was for the high school to keep cell phones overnight if a parent was unable to pick them up. Chair Peters replied that the phones should be placed in a secure place, such as a safe.

Chair Peters noted that the Board would discuss and vote on the policy regarding cell phone and personal electronic communication device usage.

Second Review of Prohibition on Use of Student Cell Phones and Personal Electronic Communication Devices Policy (JICJ) (Fast Track)

MOTION: Chair Peters made a motion to accept policy (JICJ) Prohibition on Use of Student Cell Phones and Personal Electronic Communication Devices, as amended. Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

b. Data Collection Update

Interim Assistant Superintendent for Curriculum Scholand and Ms. Bonnie Henson, Administrative Assistant to the Interim Assistant Superintendent, were present to discuss the item.

Interim Assistant Superintendent for Curriculum Scholand stated that the Merrimack School District used a variety of tools and assessments to monitor student progress and guide our instruction, including:

- Heggerty: Kindergarten – Grade 1
- LETRS: Grades 2 & 3
- iReady: Kindergarten – Grade 8
- NH SAS (Statewide Assessment System): Grades 3 – 8, & Grade 11 for Science
- PSATs: Grades 9 & 10
- STAs: Grade 11

Vice-Chair Rothhaus noted that the prior Assistant Superintendent of Curriculum had wanted to make changes to the curriculum, but due to budget cuts, these changes could not be made. The Board agreed collectively that literacy and math had to be focused on. Some students were still feeling the effects of COVID-19.

Interim Assistant Superintendent for Curriculum Scholand stated that they would bring additional information and updates to the Board at future meetings.

c. FY27 Budget Timeline

Assistant Superintendent for Business Shevenell reviewed the draft budget timeline as stated below:

Date	Location	Start Time	Agenda
Monday, 12/1/2025	Matthew Thornton Room	6:00 p.m.	School Board Special Meeting: Budget Presented to the School Board
Monday, 12/8/2025	Memorial Room	6:00 p.m.	School Board Meeting – Special Food Service, MES, RFS, TFS. JUMUES
Monday 12/15/2025	Matthew Thornton Room	6:00 p.m.	School Board Meeting Maintenance, Technology/Library, Student Services, & District
Thursday, 12/18/25	Memorial Room	6:00 p.m.	School Board Meeting – Special: MMS, MHS Additional Sessions with Departments, if Needed Work Session and Warrant Article Discussion
Monday, 1/12/2026	Memorial Room	6:00 p.m.	School Board Meeting – Special – Snow Date, if Needed – Work Session and Warrant Article Discussion, if Needed.
Monday 2/2/2026	Matthew Thorton Room	6:00 p.m. 6:30 p.m.	Bond Hearing School Board Meeting Vote on Warrant Articles

Chair Peters commented that they would like to see the School Board budget done by Christmas. Assistant Superintendent for Business Shevenell said he would make some changes and get back to the Board.

- d. Chief Educational Officer Olsen reviewed the enrollments for the 2025-2026 school year and noted that they may have to increase class sizes in 2027, but said he was watching it closely.

- e. School Safety Posters

Chief Educational Officer Olsen said the district had received training from the “I Love You Guys.Org” training program, noting that it was one of the best school safety trainings he had ever come across. He said a poster reflecting that program would be in every classroom.

f. Overview of August Leadership Retreat

Chief Educational Officer Olsen shared that the leadership team had a very successful retreat. He said Kelly Driscoll was the consultant, and she met with every person on the leadership team. He said they reviewed the fire and evacuation drills.

Chief Educational Officer Olsen said they had run out of time regarding radio training, but that training would be rescheduled. He added that they also discussed the process for investigating bullying.

Chief Educational Officer Olsen stated that he was working on a document regarding the administrative recertification process. He said three goals had to be met over three years:

- Student Achievement Goal
- Self-Improvement Goal
- District Improvement Goal

g. January 20th and February 17th School Board Meeting Dates

MOTION: Vice-Chair Rothhaus made a motion to accept moving the School Board meetings to Tuesday, January 20, 2025, and Tuesday, February 17, 2025, due to scheduled holidays. Board Member Halter seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

h. Special Education FY26 Budget Update

Chief Educational Officer Olsen stated that the district had conducted an internal audit, which revealed that it had contracts with too many service providers. He said the number of School Psychologists in the district was reduced. He added that they were not reducing services to students, but were providing the necessary amount of services. He said the amount of money received from the state was not commensurate with the need.

7. POLICIES

- a. School Guidance and Counseling Program Policy (JLD) (2nd Reading)
- b. Revised Behavior Management and Intervention (JLDBA) (2nd Reading)
- c. Accommodation of Lactation Needs Policy (ACN) (2nd Reading)
- d. Revised Daily Physical Activity Policy (IMAH) (2nd Reading)

Chair Peters stated that the Policy Committee had reviewed the above policies, but they were awaiting comments from Town Counsel. She added that the policies would be on the mid-September agenda for approval.

211
212 **8. APPROVAL OF MINUTES**
213

214 a. July 14, 2025 – Public Minutes
215

216 **MOTION:** Board Member Hardy made a motion to approve the minutes from the July 14, 2025,
217 public meeting, as presented. Board Member Paepke seconded the motion.
218

219 **MOTION CARRIED: 5 – 0 – 0.**
220

221 b. July 15, 2025 – Non-Public Minutes
222

223 **MOTION:** Vice-Chair Rothhaus made a motion to approve the minutes from the July 15, 2025,
224 non-public meeting, as presented. Board Member Paepke seconded the motion.
225

226 **MOTION CARRIED: 5 – 0 – 0.**
227

228 c. July 23, 2025 – Non-Public Minutes
229

230 **MOTION:** Board Member Halter made a motion to approve the minutes from the July 23, 2025,
231 non-public meeting, as presented. Vice-Chair Rothhaus seconded the motion.
232

233 **MOTION CARRIED: 4 – 0 – 1. (Abstained – Board Member Paepke)**
234

235 d. August 11, 2025 – Public Minutes
236

237 **MOTION:** Board Member Halter made a motion to approve the minutes from the
238 August 11, 2025, public meeting, as presented. Board Member Hardy seconded the motion.
239

240 **MOTION CARRIED: 5 – 0 – 0.**
241

242 **9. CONSENT AGENDA**
243

244 a. Educator Resignations
245

- 246
 - Sara Parrotto, School Counselor, Merrimack Middle School
 - 247 • Sherry Burbank, Out-of-District Coordinator, Student Services
 - 248 • Rachael Allan, Classroom Teacher, Thorntons Ferry Elementary School
 - 249 • Inas Dirani, Science Teacher, Merrimack High School
 - 250 • Dayna Chow, Special Education Teacher, Merrimack High School

251
252 b. Educator Nominations
253

- 254
 - Colleen Sliva, Director of Student Services, Districtwide
 - 255 • Colleen Blanchard, Preschool Coordinator, Student Services
 - 256 • Jeffrey Brown, One-Year Art Teacher, James Mastricola Elementary School
 - 257 • Sarah Cooper, Special Education Coordinator, James Mastricola Elementary School
 - 258 • Michelle Vachon, Special Education Teacher, Merrimack High School
 - 259 • Christian Peterson, Special Education Coordinator, Merrimack Middle School

- Mikella Eichen, One-Year Kindergarten Teacher, Thorntons Ferry Elementary School
- Sheena Keating, Science Teacher, Merrimack High School
- Na Lin, Technology Coordinator Grades 7-12, Merrimack Middle School/Merrimack High School

MOTION: Board Member Hardy made a motion to accept the Consent Agenda, as presented. Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

10. OTHER

a. Committee Reports

Vice-Chair Rothhaus commented that she had attended a Parks & Recreation Committee meeting, where she volunteered to chair a committee in honor of the USA's 250th anniversary.

Vice-Chair Rothhaus said they would be losing an MYA field in the spring because the business was moving out of town. She said she felt the Field Study Committee should reconvene.

Vice-Chair Rothhaus also stated that she informed the committee that they were losing a Crossing Guard at Thornton's Ferry Elementary School.

b. Correspondence

Board Member Hardy stated that she had received three telephone calls from concerned citizens, and she said she pointed them in the right direction.

Chair Peters stated that a meeting of the Forest Committee would be held in September in the Matthew Thornton Room. She said she had forwarded some correspondence she received to the administration.

Chair Peters also commented that she would be meeting with a representative from the New Hampshire School Fairness Funding Project the following week.

c. Comments

The School Board collectively wished the staff and students a great school year.

11. PUBLIC COMMENTS ON AGENDA ITEMS

There were none.

MOTION: At approximately 8:12 p.m., Board Member Halter made a motion to adjourn. Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

**Merrimack School Board Special Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Memorial Room
September 2, 2025**

5:00 p.m. – Non-Public Session pursuant to RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Room

- **Student Welfare**

Present: Ms. Lori Peters, Chair; Ms. Laurie Rothhaus, Vice-Chair; Ms. Jenna Hardy, Board Member; Ms. Naomi Halter, Board Member; and Ms. Rachel Paepke, Board Member

Also Present: Mr. Everett Olsen, Chief Educational Officer; Ms. Kathleen Scholand, One-year Interim Assistant Superintendent of Curriculum; and Mr. Matt Shevenell, Assistant Superintendent for Business.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

At 6:00 p.m., Vice-Chair Rothhaus called the regular meeting to order.

Chair Peters read aloud the Merrimack School District's mission statement into the record as follows:

The Merrimack School District will provide a high-quality, future-driven education to all students in the community. Students will engage in learning opportunities that reflect both rigor and relevance and meet their cognitive, social, and emotional needs. The district will prepare students to understand, adapt, and adjust to civic, economic, social, and technological changes in the world. Our overall goal is to inspire, create, and encourage students to be curious, connected, prepared, resilient, and dedicated individuals who are lifelong expert learners. Merrimack graduates exercise judgment; they are innovative and will become responsible contributors to society. We hope the discussions we have tonight will always align with that mission.

2. PUBLIC PARTICIPATION

Ms. Rosemarie Rung, State Representative, (21 Ministerial Drive) addressed the Board and stated that she wanted to inform them that she would be filing a Bill that would impact the school district. She said she had been working with the School District Clerk, Patricia Heinrich, and the Secretary of State, Dave Scanlon, to draft a Bill that would prohibit a candidate from filing for incompatible offices.

State Representative Rung said the House and Senate had passed a Bill and the Governor had signed it into law, which restricted cell phone use from bell to bell. She said it would be very helpful if the Board or the high school administration could provide all of the State Representatives and the State Senator with an update after a few months.

State Representative Rung noted that the legislative office building would be closed for the next 16 months, and all of the committee work had been moved to Granite Place. She said the State House would remain open.

Mr. Harley Hall, of 4 Edward Lane, addressed the Board and inquired about the timeline for hiring a new Superintendent.

55 **3. RECOGNITIONS**

56
57 There were none.

58
59 **4. INFORMATIONAL UPDATES**

60
61 a. Superintendent Update

62 Chief Educational Officer Olsen stated they had a very good start to the school year.

63
64 Chief Educational Officer Olsen noted that the first full day of professional development
65 would be held on September 10th, and fall sports and extracurricular activities were in full
66 swing.

67
68 b. Assistant Superintendent for Curriculum Update

69 Interim Assistant Superintendent for Curriculum, Scholand, commented that they had
70 professional development days in August and had requested feedback from the staff,
71 including NHLI, regarding their competency work at both the middle school and the high
72 school. She said Wit & Wisdom was reviewed and discussed. She added that the English
73 teachers would participate in professional learning for the Vista Higher Learning Program,
74 and K-6 physical education teachers would receive professional development in physical
75 education. Assistant Superintendent for Curriculum Scholand also said they would be
76 offering some executive functioning learning and offering new teachers i-Ready training.

77
78 Interim Assistant Superintendent for Curriculum Scholand commented that she had
79 previously indicated that the Title 4A grant was a 40% allocation when in actuality it was, in
80 fact, their final allocation.

81
82 c. Assistant Superintendent for Business Update

83 Assistant Superintendent for Business Shevenell said the Board had a couple of forms: the
84 Municipal Services 25 and the Department of Education 25. He said they were year-end
85 financial forms that had to be submitted to both the DRA (Department of Revenue
86 Administration) and the DOE (Department of Education). He said it included a year-end
87 surplus, and the current year's surplus was less than the previous year's. He noted that last
88 year's surplus was \$3.6 million, and the current year's surplus was \$2.1 million. He said
89 that the previous year, the district had an unassigned fund balance of approximately
90 \$850,000, which rolled back into the operating budget. They would like to retain
91 approximately \$900,000 in the current year due to specific factors, particularly in the area of
92 special services. He said that meant there would be a reduction in taxes of approximately
93 \$2 million. He added that they would have to consider that while building the operating
94 budget.

95
96 d. School Board Update

97 Chair Peters commented that she had attended two meetings: the School District
98 Governance Association meeting, where they reviewed the legislative agenda from the
99 previous legislative session and outlined their goals for the upcoming legislative session.
100 She added that she also met with a representative from the New Hampshire School Fair
101 Funding Project, and they were very interested in the School Board's discussion regarding
102 the Supreme Court case in New Hampshire. She said another court case had come up in
103 which the state was constitutionally inadequate in funding special education.
104

Chair Peters stated that she would be meeting with other School Board chairs across the state, noting it would be a very diverse group of School Board chairs, and they were working on having a face-to-face meeting with the Governor in which they would discuss the legislation.

5. OLD BUSINESS

There was none.

6. NEW BUSINESS

a. Merrimack High School End of School Year 2024 – 2025 Report

Mr. Stephen Claire, Principal, Ms. Jill Hanlon, Assistant Principal, and Dr. Matthew O'Brien, Director of Pathways and Extended Learning Opportunities (ELO), Merrimack High School, were present.

Mr. Claire stated that the first three days with the new cell phone policy, although a tough transition, went well overall.

Mr. Claire reviewed a PowerPoint presentation of the end of the school year 2024 – 2025, as summarized below:

- The MHS Robotics Club has been hosted at elementary schools to provide Science, Technology, Engineering, Arts and Mathematics (STEAM) learning opportunities.
- The district continues its 20-year tradition of the Teddy Bear Picnic—the MHS Honor Society visits each elementary school to host picnics and organize outdoor activities for first graders.
- Merrimack Football Team visits schools to promote sportsmanship and fair play.
- Additional student-led and inclusive programs include Merrimack Mentors, Senior Service Day, Students for Cultural Equality, Extended Learning Opportunities (ELO) at JMUES, Camp Invention, Best Buddies, Unified Sports and Unified Classes, 8.5 Program, Child Development Class, Hawk Walk, and Youth Sports Halftime MYA Night. College & Career Fair, Military Day, Naviance, VOG (Vision of a Graduate) Activities
- One of our newly established Vision of a Graduate (VOG) Attributes is “resilient,” with action statements.
- Envirothon: in the State Soils Competition.
- National Honor Society: Inducted 36 new members.

- Music: Five MHS students made the Jazz All-State groups, including the top score in the state for saxophone, and 19 students made the All-State Band/Choir/Orchestra.
- Granite State Challenge: MHS took the title again.
- Also, please see the Union Leader Article - "Accolades pile up for Merrimack High School Teams"
- Robotics: Chop Shop 166 once again made the World Championships.
- FinLit300: Two students placed 3rd in the state in UNH's Fraud Competition.
- National History Day: One of our groups won first place in their division and traveled to the national competition in Washington, D.C.
- Distributive Education Clubs of America (DECA)/Future Business Leaders of America (FBLA): One of our students earned 2nd in the state competition.
- Science Olympiad.
- Best Buddies: Our group won the trophy for school fundraising efforts for the Friendship Walk for Inclusion in Concord.
- Videography: Two students placed second in the state in a Photographic Society of America (PSA) competition.

Mr. Claire reviewed the fall, winter, and spring athletics that the district offered.

- New Hampshire Interscholastic Athletic (NHIAA) 3-Sport Athletes: Ten of our seniors received the award given to students who participated in all three seasons of sports throughout their career.
- Unified Champion Banner School: Recognized as a champion of inclusion by the Special Olympics.

Vision of a Learner and Graduate

- We are starting to promote the Vision of a Graduate (VOG) Attributes: Curious, Connected, Prepared, Resilient, Dedicated
- A Vision of a Graduate (VOG) Committee was established and spent this year planning a three-year rollout.
- We have started the rewriting of report card comments to reflect the Vision of a Learner ideology.

Curriculum Instruction & Assessment

- We continue to work with the NH Learning Initiative (NHLI) on curriculum and competencies.
- We completed year 2 of our 3-year competency development plan.
- All departments have established competencies and started work on common assessments and rubric development.
- This year, with the assistance of NH Learning Initiative (NHLI), we continue to develop common assessments and rubrics.
- First professional development was held on August 26th, where they discussed what grading will look like.
- Curriculum resources are available through our internal Merrimack School District (MSD) Curriculum site and a public site.
- Several departments are actively collaborating with the middle school on curriculum alignment.
- Algebra 1, Spanish, and French will be added for credit in the 2025–2026 school year, Class of 2030.
- We have developed the Multi-Tiered System of Supports (MTSS) framework.

Both Mr. Claire and Ms. Hanlon commented that the students did well on the PSATs and the SATs.

Overview of the 2025 AP Exam Scores

- AP exams took place at the high school during the first three weeks of May, with 287 exams administered in 20 different subjects.
- A total of 136 students took an Advanced Placement (AP) exam. A score of three or higher is passing.
- 113 students scored a three or higher score on their Advanced Placement (AP) exams, which was an 83% pass rate. This represents an improvement from our pre-COVID scores, where 78% of students passed on average with a grade of 3 or higher.
- For students who took a single Advanced Placement (AP) exam, 53 earned a passing score. For students who took two or more Advanced Placement (AP) exams, 60 students earned a passing score of three or higher.

Class Information on Scores of 4 and 5 on the Advanced Placement (AP) Exam

- In Advanced Placement (AP) Language and Composition, 54/59 students passed, with 37 out of 59 students scoring a four or higher.
- In Advanced Placement (AP) Literature, 14/15 students passed, 13/15 scored a four or higher, which demonstrates an 87% pass rate.
- For Biology, 4/5 students who took the exam scored a four or higher. All students who took the Environmental Science and the German Language and Culture Advanced Placement (AP) exams earned a score of five.

Class Information on Scores of 3 or Higher (Passed the Exam)

- In Advanced Placement (AP) Microeconomics and Macroeconomics, which were offered as a class for the first time in five years, 8/17 students scored a four or higher.
- In Microeconomics, 9/19 students scored a four or higher.
- Between the two Advanced Placement (AP) tests, 27/36, or 75% of students passed the exams.
- For Psychology, 17/24 students, or 71%, of students passed the exam. In Chemistry, 11 out of 12 students, 92%, passed the exam. That is the highest score we have had on the Advanced Placement (AP) Chemistry exam since before 2021.
- In Statistics, 12/16, 75% of students passed the exam.
- For Advanced Placement (AP) U.S. Government and Politics 10/12, which is 83% of students who took the exam passed the exam.
- In Advanced Placement (AP) US History, 27/30 students scored a three or higher, which is a 90% pass rate. 21/30 scored a four or five.

Adult Diploma Program (ADP) Updates

- In the spring, there were twenty-eight students enrolled in the Adult Diploma Program; thirteen graduated in the spring, and thirteen were currently enrolled to continue in the fall with courses, with many of them set to graduate at the end of the school year.

Extended Learning Opportunities (ELO) Updates For the 2024-25 School Year

- There were 44.5 credits attempted with 41 credits earned, resulting in a 92% success rate for our Extended Learning Opportunity program. This number represents the 86 ELOs that were attempted, and approximately 79 of those were completed, with a number of students completing multiple ELOs in a single semester or school year.

296
297 Graduating Class of 2025 Size
298

- 299
 - Size: 245
 - 81 % entered four-year or two-year colleges
 - 1 % military
 - 15 % employment
 - 3% undecided
 - 88.49% Graduation Rate
 - Another 9% received their Adult Diploma
 - 6 Seniors were retained, and 4 of them finished their requirements over the summer.

308
309 b. Directory Information

310 Chief Education Officer Olsen stated that in 1974, Congress passed the Family Education
311 Rights Privacy Act. He said in that legislation, Congress allowed for certain elements of
312 student information to be made public, noting that it was often used by vendors or for
313 recruiting for the military. He added that each year, school districts were required to send
314 out a letter to parents indicating what constitutes directory information and that they had
315 the right, under the statute, to opt out of having any information about their child published.
316

317 c. Professional Development Review

318 Interim Assistant Superintendent for Curriculum, Scholand, stated that they were not
319 currently looking to start any new initiatives, but rather, would take a closer look at what
320 was in place and make sure they had the staff necessary to support the students. She
321 said they would continue with their partnership with NH Learning Initiative (NHLI) for
322 competency work, support of Wit & Wisdom, and they would take a look at the
323 mathematics programming and do a needs assessment of where they were at, and where
324 they needed to go moving forward.
325

326 Chief Education Officer Olsen stated that he and Interim Assistant Superintendent for
327 Curriculum Scholand had talked about bringing in some consultants who specialized in
328 artificial intelligence (AI) and its integration into the academic profession, both from a
329 student and staff perspective.
330

331 Chair Peters asked if the teachers were asked what type of professional development they
332 wanted. Interim Assistant Superintendent for Curriculum Scholand replied that they did
333 ask the teachers for feedback. She said the needs assessment would help with that.
334

335 d. James Mastricola Elementary School Roof

336 Assistant Superintendent for Business Shevenell said they received three or four bids. He
337 said the section over the roof of the James Mastricola Elementary School, which was over
338 the gym, was approximately three to four weeks away from starting. He said they had some
339 problems getting labor. He said there were a few rain events, and the company did not tarp
340 the roof properly, and it leaked onto the wood floor and was damaged. He added that the
341 gym floor would be fixed at the company's expense, Triumph Roofing.
342
343
344

e. National Federation of State High School Associations Update

Vice-Chair Rothhaus said she belonged to two committees on the New Hampshire Interscholastic Athletics Association (NHIAA), and she had the privilege of serving on the Rules Committee for the National Federation of High School Sports. She said the 2024–2025 National Federation participation survey had been released, indicating that 200,000 additional students had become involved in high school sports, which had been at an all-time low following COVID-19.

Vice-Chair Rothhaus recognized Mickey Gasper, born and raised in Merrimack and played for the Red Sox prior to joining the Minnesota Twins, had just hit his first home run.

f. Crossing Guard Discussion

Chair Peters commented that the district was a couple of days into the school year, and as discussed at the last meeting, there was no crossing guard at Thorntons Ferry Elementary School being funded by the town.

Chief Educational Officer Olsen stated that he had not received any complaints or communications regarding the issue, other than the one received earlier that day. He said the crosswalks were restriped for enhanced brightness.

Assistant Superintendent for Business Shevenell pointed out that the Town Council made the decision based on the budget.

Chair Peters stated that she felt the School Board should contact the Town Council regarding the matter.

Chief Education Officer Olsen suggested that he and Assistant Superintendent for Business Shevenell would schedule a meeting with the Town Council as well as the police department to discuss the situation.

g. Approval of the 2025 – 2026 Student Handbooks

Chief Education Officer Olsen said the handbooks had been distributed online. He said one of the major changes in the handbook was the addition of language associated with the new cell phone and personal electronic device statute.

Board Member Halter commented that she felt the Board should review the handbook and provide a decision at the next meeting.

7. POLICIES

a. Student Use of Artificial Intelligence (EHAGA) (1st Reading)

MOTION: Board Member Hardy made a motion to waive the first reading of Student Use of Artificial Intelligence (EHAGA). Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

b. Staff Use of Artificial Intelligence (EHAGB) (1st Reading)

MOTION: Board Member Hardy made a motion to waive the first reading of Staff Use of Artificial Intelligence (EHAGB). Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

401 **8. APPROVAL OF MINUTES**

402
403 a. July 14, 2025 – Public Minutes

404
405 **MOTION:** Board Member Hardy made a motion to approve the minutes from the
406 July 14, 2025, public meeting, as presented. Board Member Paepke seconded the motion.
407

408 **MOTION CARRIED: 5 – 0 – 0.**
409

410 b. July 15, 2025 – Non-Public Minutes

411
412 **MOTION:** Board Member Halter made a motion to approve the minutes from the
413 July 15, 2025, non-public meeting, as presented. Vice-Chair Rothhaus seconded the
414 motion.
415

416 **MOTION CARRIED: 5 – 0 – 0.**
417

418 **9. OTHER**

419
420 a. Committee Reports

421
422 There were none.
423

424 b. Correspondence

425
426 Chair Peters commented that she had received a few inquiries about when the bus routes would
427 be available, and she advised that they would be listed on the website as soon as they were
428 available.
429

430 Chair Peters also commented that she received a communication from someone who had a
431 personnel concern.
432

433 c. Comments

434
435 Chair Peters, addressing Mr. Hall's earlier comments, mentioned that the School Board was
436 beginning to work on the timelines for the Superintendent and Assistant Superintendent
437 searches. The general timeline was to start the Superintendent search in November and the
438 Assistant Superintendent search in January or February, depending on the outcome of the
439 first search.
440

441 **11. PUBLIC COMMENTS ON AGENDA ITEMS**

442
443 Rosemarie Rung, State Representative, addressed the Board and commented that she
444 wanted to note that she had visited the website to review the elementary test scores and
445 was very impressed with the growth. Regarding Extended Learning Opportunities, she
446 added that she would be happy to help anyone with presenting legislation.
447

448 State Representative Rung said she felt it was unacceptable to consider Merrimack meeting
449 only the state average.
450

451 **12. ADJOURNMENT**

452
453 **MOTION:** At approximately 8:55 p.m., Board Member Halter made a motion to adjourn.
454 Board Member Hardy seconded the motion.
455

456 **MOTION CARRIED: 5 – 0 – 0.**

MERRIMACK SCHOOL DISTRICT MONTHLY ENROLLMENTS 2025-2026
September 8, 2025

September 8, 2025	PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	ODP	HSS	TOTALS
MES	20	61	63	65	73	82	364														364
RFS	51	84	92	108	87	86	508														508
TFS	38	82	84	97	98	98	497														497
MUES								231	259	490	275	243	518	233	254	258	268	1013			1013
MMS																					518
MHS																					23
PR-12 Total																					3390
Student Services ODP**																			23	152	23
Home Study (HSS)																					152
Total	109	227	239	270	258	266	1369	231	259	490	275	243	518	233	254	258	268	1013	23	152	3565

**Out-of-District Placement

MONTHLY ENROLLMENTS 2024-2025

Month	*PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	ODP	HSS	TOTALS
September 8, 2025	109	227	239	270	258	266	1369	231	259	490	275	243	518	233	254	258	268	1013	23	152	3565

BUS SUSPENSIONS FOR THE MONTH OF AUGUST

MHS MMS JMUES MES RFS TFS

Fighting
Vandalism
Disrespect/Disruption
Unsafe Behavior
Other

TOTAL 0 0 0 0 0 0 0