

Merrimack School District/SAU 26

School Board Meeting

Preliminary Agenda

October 6, 2025

Merrimack Town Hall – Matthew Thornton Room

PUBLIC MEETING

- | | | |
|-----------|---|---|
| 6:00 p.m. | 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE | Lori Peters |
| 6:05 p.m. | 2. PUBLIC PARTICIPATION | Lori Peters |
| 6:20 p.m. | 3. RECOGNITIONS
- VOYA Unsung Heroes Award | Lori Peters |
| 6:25 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 |
| 6:35 p.m. | 5. OLD BUSINESS
a. Comparison Data | Lori Peters
Kathleen Scholand |
| 6:50 p.m. | 6. NEW BUSINESS
a. Camp Invention Highlights
b. Artificial Intelligence Update
c. October 1st Student Enrollments
d. 26-27 Budget Process Update
e. 26-27 Budget Meeting Dates
f. Student Safety
g. Other | Lori Peters
Cathy Goodman
Jason Pelletier/Kathleen Scholand

Everett Olsen
Everett Olsen |
| 8:00 p.m. | 7. POLICIES
a. Approval of Student Use of Artificial Intelligence Policy (EHAGA)
b. Approval of Staff Use of Artificial Intelligence Policy (EHAGB)
c. Revision to Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan (AC-R)
d. Revision to Annual Notice of Contact Information for Non-Discrimination, Equal Opportunity Employment, and Anti-Discrimination Plan (AC-R (2)) | Lori Peters |
| 8:10 p.m. | 8. APPROVAL OF MINUTES
a. September 15, 2025 Public and Non-Public Minutes
b. September 27, 2025 Non-Public Minutes | Lori Peters |
| 8:15 p.m. | 10. CONSENT AGENDA
a. Educator Resignation
b. Educator Nomination | Amanda Doyle |
| 8:20 p.m. | 11. OTHER
a. Committee Reports
b. Correspondence
c. Comments | Lori Peters |
| 8:30 p.m. | 12. PUBLIC COMMENTS ON AGENDA ITEMS | Lori Peters |
| 8:50 p.m. | 13. ADJOURN | |

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

October 6, 2025

VOYA Unsung Heroes Award

Julie DeLuca, Principal at TFS

Brooke (Ross) Concannon, Assistant Principal at TFS

Jackie McMahon, Nurse at TFS

Cinzia Bibb, Nurse at TFS

Received the VOYA Unsung Heroes Award for their work with the Hydroponics Garden

October 1, 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	64	71	83	362												362
RFS	50	84	93	107	86	87	507												507
TFS	38	83	83	97	98	98	497												497
MUES								230	254	484									484
MMS											273	240	513			1012			513
MHS													232	254	257	269			1012
PR-12 Total																	23		23
Student Services ODP**																		150	150
Home Study (HSS)																			
Total	108	228	239	268	255	268	1366	230	254	484	273	240	513	232	254	257	269	23	3548

MONTHLY ENROLLMENTS 2025-2026

[illegible]

Merrimack School District

Budget Process 2026-2027



Step 1: Gather the Data



District Administration meets with Leadership Team to review academic, social emotional, and operational data.



District administration reviews the strategic plan and school board goals and objectives with the leadership team.



District administration meets with staff from every building to understand the current and emerging needs of students.



District administration conducts pre-budget development discussions with the leadership team and other budget managers (food service, maintenance, athletics) to establish budget priorities based on quantitative and qualitative data.

Step 2: Development of Site-Based Budget Requests

Principals, Assistant Principals, and Directors



DEVELOP THEIR RESPECTIVE SITE-BASED
BUDGET REQUESTS



PRESENT AND REVIEW SITE-BASED
BUDGET REQUESTS TO DISTRICT
ADMINISTRATION

Step 3: Present Initial Budget Request

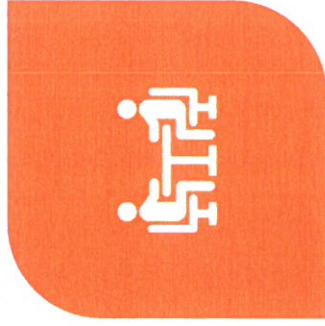


Superintendent, and Assistant Superintendents present the school district initial budget request to the school board with the Budget Committee invited



Principals, Assistant Principals, and Directors available to answer questions to the School Board and Budget Committee

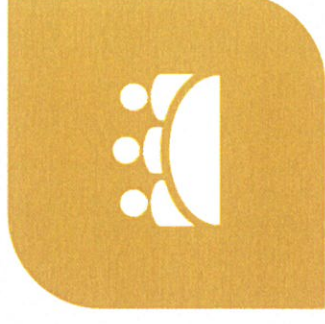
Step 4: School Board Action



SCHOOL BOARD CONDUCTS BUDGET DISCUSSIONS AND PROPOSES POSSIBLE ADJUSTMENTS TO THE INITIAL BUDGET REQUEST BASED ON INPUT FROM ALL STAKEHOLDERS AND COMMUNITY MEMBERS



SCHOOL BOARD APPROVES A BUDGET REQUEST, AND FORWARDS THE REQUEST TO THE SCHOOL BUDGET COMMITTEE AND CAPITAL REQUESTS



SCHOOL BOARD AND DISTRICT ADMINISTRATION PRESENT THE SCHOOL BOARD BUDGET REQUEST TO THE BUDGET COMMITTEE

Step 5: The Budget Committee

District Administration, Principals, and Budget Directors are available to answer budget questions from the Budget Committee

Budget Committee discusses all budget requests and determines if any modifications to the School Board's budget request are warranted

Budget Committee votes on a general fund budget amount that is to be presented to the voters at the Deliberative Session.

Step 6: The Deliberative Session

Budget Committee and School Board provide an overview of the proposed budget being submitted to the Deliberative Session for the voter's action (approx. 20 minutes)

Voters may amend the proposed budget amount at Deliberative Session

The budget amount proposed, or as amended, moves to the ballot

Assistant Superintendent for Business prepares a Voters Guide for the stakeholders and community members of Merrimack



Supports of a Quality School System



- Highly qualified, trained, and well-prepared staff
 - Robust curriculum and rigorous instruction
 - Adequate provisioning of instructional supplies
 - Technology, hardware, software, and infrastructure supports
 - Targeted professional development
- 
- Academic supports
 - Social and emotional supports
 - Clean, safe, and healthy facilities
 - Co-curricular programs and activities
 - Reasonable class sizes
 - Competitive wages to recruit and retain quality staff
 - Ancillary services (transportation, etc.)
 - Timely capital improvement plan

COMMUNITY

SCHOOL BOARD

BUDGET COMMITTEE

FY 2027 BUDGET DEVELOPMENT

Topics For Discussion

These topics represent components of school system operations that we will be discussing as we proceed through the FY 2027 budget process. We will add any additional topic(s) that you would also like to discuss.

OPPORTUNITIES FOR SAVINGS/EFFICIENCIES IN THE DELIVERY OF PROGRAMS & SERVICES

ENROLLMENT

FEES

MANDATES

FACILITIES MAINTENANCE

TRANSPORTATION

SCHOOL SECURITY/SAFETY

STUDENT SERVICES (Sped, 504, MI's, RI's, TA's, etc.)

COLLECTIVE BARGAINING

SOCIAL/EMOTIONAL WELLNESS

CAPITAL

CURRICULUM

PROFESSIONAL DEVELOPMENT

NEW/REVISED/DISCONTINUED COURSES

CO-CURRICULAR

TECHNOLOGY

MINIMUM WAGE/COMPETITIVE SALARY

MATERIALS AND SUPPLIES

STUDENT:TEACHER RATIO

LIBRARY MEDIA

**Merrimack School Board
2026-2027 Budget Meetings**

Date	Location	Start Time	Agenda
Monday, 12/01/2025	Matthew Thornton Rm	6:00 p.m.	<u>School Board Meeting</u> Budget Presented to School Board
Wednesday, 12/03/2026	Matthew Thornton Rm	6:00 p.m.	Snow Date
Monday, 12/08/2025	Memorial Room ??	6:00 p.m.	<u>School Board Meeting - Special</u> Food Service, MES, RFS, TFS, JMUES,
Wednesday, 12/10/2025	Matthew Thornton Rm	6:00 p.m.	<u>School Board Meeting - Special</u> Maintenance, Technology/Library, Student Services, District
Monday, 12/15/2025	Matthew Thornton Rm	6:00 p.m.	<u>School Board Meeting -</u> <u>- MMS, MHS</u>
Wednesday, 12/17/2025	Memorial Room	6:00 p.m.	<u>School Board Meeting - Special</u> - Additional Sessions with Departments, if needed - Work Session and Warrant Article Discussion
Thursday, 12/18/2025	Memorial Room ??	6:00 p.m.	Snow Date
Monday, 1/5/2026	Matthew Thornton Rm	6:00 p.m.	<u>School Board Meeting - Snow Date</u> , if needed. - Work Session and Warrant Article Discussion if needed.
Monday, 2/02/2026	Matthew Thornton Rm	6:00 p.m.	<u>School Board Meeting</u> Vote on Warrant Articles
Wednesday, (2/04/2026 Snow Date)	Matthew Thornton Rm	6:00 p.m.	<u>School Board Meeting - Snow Date and</u> Vote on Warrant Articles

Merrimack School District
Student Threat Assessment Form

Person Completing Report: _____

Position: _____

Date: _____

Name of Person Reporting Threat: _____

☐ Student ☐ Parent ☐ Staff ☐ Other: _____

Name of Person Making Threat: _____

☐ Student ☐ Parent ☐ Staff ☐ Other: _____

Parent Contact Information of Student Making Threat

Name: _____

Address: _____

Phone Number: _____

Email Address: _____

Name of Victim of Threat: _____

Parent Contact Information of Victim of Threat

Name: _____

Address: _____

Phone Number: _____

Email Address: _____

Location that Threat Occurred: _____

Summary of Incident or Threat:

Questions to assess whether a threat is non-credible or credible (to be used in combination with attached "Behavioral considerations in determining non-credible vs. credible threat" document 11/4/2024, attached). Please note the level of concern from the information gathered for each question below (1=LOW, 5-HIGH):

1. What are the student's motive(s) and goals?
 - a. What motivated the student to make the statements or take the actions that caused him or her to come to attention?
 - b. Does the situation or circumstance that led to these statements or actions still exist?
 - c. Does the student have a major grievance or grudge? Against whom?
 - d. What efforts have been made to resolve the problem and what has been the result?
 - e. Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

2. Have there been any communications suggesting ideas or intent to attack?
 - a. What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web site concerning his or her ideas and/or intentions?
 - b. Have friends been alerted or "warned away"?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

3. Has the subject shown inappropriate interest in any of the following?

- a. school attacks or attackers;
- b. weapons (including recent acquisition of any relevant weapon); or
- c. incidents of mass violence (terrorism, workplace violence, mass murderers)

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

4. Has the student engaged in attack-related behaviors? These behaviors might include:

- a. developing an attack idea or plan;
- b. making efforts to acquire or practice with weapons;
- c. casing, or checking out, possible sites and areas for attack; or
- d. rehearsing attacks or ambushes

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

5. Does the student have the capacity to carry out an act of targeted violence?

- a. How organized is the student's thinking and behavior?
- b. Does the student have the means, e.g., access to a weapon, to carry out an attack?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

6. Is the student experiencing hopelessness, desperation, and/or despair?

- a. Is there information to suggest that the student is experiencing desperation and/or despair?
- b. Has the student experienced a recent failure, loss and/or loss of status?
- c. Is the student known to be having difficulty coping with a stressful event?
- d. Is the student now, or has the student ever been, suicidal or "accident-prone"?
- e. Has the student engaged in behavior that suggests that he or she has considered ending his or her life?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

7. Does the student have a trusting relationship with at least one responsible adult?

- a. Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
- b. Is the student emotionally connected to—or disconnected from—other students?
- c. Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

8. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?

- a. Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- b. Has the student been "dared" by others to engage in an act of violence?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

9. Is the student's conversation and "story" consistent with his or her actions?

- a. Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

10. Are other people concerned about the student's potential for violence?

- a. Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- b. Are those who know the student concerned about a specific target?
- c. Have those who know the student witnessed recent changes or escalations in mood and behavior?

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

11. What circumstances might affect the likelihood of an attack?

- a. What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- b. What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)

Level of Concern:

☐1 ☐2 ☐3 ☐4 ☐5

If most questions generate a level of concern that is 3 or above, a threat is determined to be considered credible enough to warrant collaboration with law enforcement officials and the families of the alleged perpetrator and victim.

Based on the level of concern rating:

☐ Credible, Action is Required ☐ Non-Credible, No Further Action is Required

Follow Up Actions

Person Completing Report: _____

Signature: _____

Title: _____

Date: _____

Additional People Completing Report

Person Completing Report: _____

Signature: _____

Title: _____

Person Completing Report: _____

Signature: _____

Title: _____

Person Completing Report: _____

Signature: _____

Title: _____

Person Completing Report: _____

Signature: _____

Title: _____

Threat Assessment

Rev. 11/4/2024

The threat assessment process examines the behavior of a student/adult in relation to the context of a discussion or interaction/action with or about others.

A threat can be:

- Non-credible - expression of anger, frustration or banter that can be quickly or easily resolved.
- Credible - serious intent to harm others that involved detailed plans and/or a means to create harm with some reference to school.

Process

Evaluate the Statement or Action

- Interview Victim
- Interview Perpetrator
- Interview Witnesses
- Consider the context in which a statement was made or an action taken
- Does there appear to be an actual intent to harm someone?
- Does the perpetrator have a disability?
- Involve law enforcement in threat assessment determination
- Is there a weapon referenced and/or possible use of a weapon to cause harm.
- Is the statement/action an expression of humor, rhetoric, anger or frustration?

Behavioral Considerations in Determining Non-Credible vs Credible Threat

Non-Credible

- Subject admits to threat (statement or behavior)
- Subject has explanation for threat as benign (such as a joke or figure of speech)
- Subject admits feeling angry toward targets at time of threat.
- Subject retracts threat or denies intent to harm.
- Subject apologetic or willing to make amends for threat.
- Subject willing to resolve threat through conflict resolution or some other means.

Credible

- Subject continues to feel angry toward target.
- Subject expressed threat on more than one occasion.
- Subject has specific plan for carrying out the threat.
- Subject engaged in preparation for carrying out the threat.
- Subject has prior conflict with target or other motive.

- Subject is suicidal. (Supplement with suicide assessment.)
- Threat involved use of a weapon, other than a firearm, such as a knife or club.
- Threat involves use of a firearm.
- Subject has possession of, or ready access to, a firearm.
- Subject has or sought accomplices or audience for carrying out threat.
- Threat involves gang conflict.

Non-Credible Threat Action

- Resolve via communication
- Retraction, explanation or apology
- Possible support services for victim and/or perpetrator
- Inform parents of victim and perpetrator, school administrators, school board and school community

Credible Threat Action

- Inform potential victim/s, staff, parents of the school
- Inform parents of victim and perpetrator, school administrators, school board and school community
- Develop a plan to keep students and staff safe (short and long term)
- Assess services needed for victim/s and perpetrator/s
- Consider if a disability is involved (perpetrator/s)

Possible Behavioral Responses after Evaluation of Student's Intent/Actions & Interview with Victim and Victim's Parents and Perpetrator and Perpetrator's Parents *

- Student Apology
- Increased Monitoring of Student
- Parent Conference
- Counseling
- Conflict Mediation
- Schedule/Room Change
- Transportation Change
- Assessment for Special Education Services
- Behavior Support Plan
- In-School Suspension or Out-of-School Suspension
- Expulsion

* Adapted from "The Virginia Model for Student Threat Assessment"
 Authored by Dr. Dewey G. Cornell.

BEHAVIORAL WARNING SIGNS

➤ CHANGES IN:

- BEHAVIOR
 - FRIENDS AND/OR FAMILY
- DRESS
 - INVOLVEMENT IN ACTIVITIES (Diminished)
- WEIGHT
 - LIVING ARRANGEMENTS
- APPEARANCE
 - TEMPERAMENT
- SCHOOL GRADES
 - LEVEL OF AGGRESSIVENESS
- ATTENDANCE
 - INJURIOUS BEHAVIOR TO SELF

BEHAVIORAL WARNING SIGNS ...

- ✓ REFERENCE TO WEAPONS
- ✓ ACCESS TO/OWNERSHIP OF FIREARMS
- ✓ FASCINATION WITH WEAPONS
- ✓ FASCINATION WITH VIOLENCE
- ✓ SOCIAL MEDIA PRESENCE AND MESSAGES
- ✓ STRONG POLITICAL/IDEOLOGICAL/SOCIAL RANTS OR RAGE
- ✓ COMMENTS TO FRIENDS/ADULTS ABOUT POTENTIALLY DANGEROUS BEHAVIOR TO SELF AND OTHERS
- ✓ DIFFICULTY IN CONNECTING WITH OTHERS/SOCIAL ISOLATION
- ✓ HISTORY OF VIOLENT OR AGGRESSIVE BEHAVIOR
- ✓ REFERENCES TO HOMICIDE, DEATH, OR THREATS TO HARM OTHERS
- ✓ HISTORY OF DISCIPLINE PROBLEMS OR FREQUENT INTERACTIONS WITH ENFORCEMENT

BEHAVIORAL WARNING SIGNS ...

- ✓ DISPLAYS CRUELTY TO ANIMALS
- ✓ EXPRESSION OF VIOLENCE IN WRITINGS AND/OR DRAWINGS
- ✓ HOSTILITY TOWARD A STUDENT/GROUP OF STUDENTS
- ✓ RELATIONSHIP BREAKUP
- ✓ EXPRESSIONS OF HELPLESSNESS OR WORTHLESSNESS
- ✓ INTENSE EMOTION/LACK OF EMOTION
- ✓ REFERENCE TO SUICIDE
- ✓ INTOLERANCE FOR DIFFERENCES AND PREJUDICIAL ATTITUDES
- ✓ INDIVIDUAL HAS EXPERIENCED THREAT, TRAUMA, BULLYING,
OR BEING PICKED ON

(*It is critical to the school district that we share information as students transition from one grade to the next and one school to the next.)

Merrimack School District Policy Progress Chart

9/29/2025

Policies In Process					Comments
	1st Reading	2nd Review	3rd Review (if needed)	Adoption	
EHAGA – Student Use of Artificial Intelligence	9/2/25	9/15/25		10-06-25	
EHAGB – Staff Use of Artificial Intelligence	9/2/25	9/15/25		10-06-25	
AC-R – Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan	N/A	N/A	N/A	10-06-25	Updated Names within plan
AC-R (2) Non-Discrimination, Equal Opportunity Employment, and Anti- Discrimination Plan Annual Notice of Contact Information	N/A	N/A	N/A	10-06-25	Updated Names within plan

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.

The School Board will review this policy yearly.

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).

Nashua Board of Education Policy IKL-R: Ethical and Responsible Use of Generative AI (Board Approved: 02/19/2024).

Bedford School District AI Statement (Bedford School District, June 2024).

Bedford School District Parent Letter- Student Use of GenAI in Schools (Bedford School District, March 2024).

Bedford School District School Board Presentation: AI in Education (Bedford School District, August 2023).

AI Committee Document (Bedford School District, August 2023)

Policy 2365: Acceptable Use of Generative Artificial Intelligence (AI) (Strauss Esmay Associates, LLP, Aug 24).

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.

The School Board will review this policy yearly.

STAFF USE OF ARTIFICIAL INTELLIGENCE

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).

Nashua Board of Education Policy IKL-R: Ethical and Responsible Use of Generative AI (Board Approved: 02/19/2024).

Bedford School District AI Statement (Bedford School District, June 2024).

Bedford School District Parent Letter- Student Use of GenAI in Schools (Bedford School District, March 2024).

Bedford School District School Board Presentation: AI in Education (Bedford School District, August 2023).

AI Committee Document (Bedford School District, August 2023)

Policy 2365: Acceptable Use of Generative Artificial Intelligence (AI) (Strauss Esmay Associates, LLP, Aug 24).

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.

STAFF USE OF ARTIFICIAL INTELLIGENCE

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:

NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT AND DISTRICT ANTI-DISCRIMINATION PLAN

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **Mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **Fax:** (833) 256-1665 or (202) 690-7442; or
3. **Email:** Program.Intake@usda.gov

POLICY APPLICATION

This Policy is applicable to all persons employed or served by the District.

HUMAN RIGHTS/NON-DISCRIMINATION, TITLE IX, 504 AND OTHER COORDINATORS OR OFFICERS

The Superintendent shall assure that District and or building personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate the Annual Notice of Rights and Policies which shall include an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

Human Rights/Non-Discrimination Officers	Assistant Superintendent (Students) Human Resources Director (Staff)
Title IX Coordinator	Assistant Superintendent
504 Coordinators	Human Resources Director (Staff) Assistant Superintendent K-8 K-12 School Counseling Director 9-12 504 Coordinator

**NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT AND
DISTRICT ANTI-DISCRIMINATION PLAN**

(Continued)

The notice will also include current contact information for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights; 5 Post Office Square, 9th Floor, Boston, MA 02109-3921; Telephone – 617-289-0111; Email – OCR.Boston@ed.gov.

U.S. Department of Agriculture, Office of Civil Rights; 1400 Independence Avenue, SW, Mail Stop 0115, Washington D.C., 20250-9410; Telephone – 866-632-9992; Email – program.intake@usda.gov.

N.H. Human Rights Commission, 57 Regional Drive, Suite 8, Concord, NH 03301; Telephone – 603-271-2767; Email – humanrights@nh.gov.

N.H. Department of Justice, Civil Rights Unit; 33 Capitol Street, Concord, NH 03301; Telephone – 603-271-3650

N.H. Department of Education, Commissioner of Education; 25 Hall Street, Concord, NH 03301; Telephone – 603-271-3494; Email – info@doe.nh.gov.

DISTRICT ANTI-DISCRIMINATION PLAN

The Merrimack School District affirms its commitment to creating and supporting the conditions for inclusion, acceptance, and fair and equitable treatment for all persons employed or served by the District with respect to all operations of and within the District.

PREVENTION

1. New Hires – All new hires receive and are required to read Policy AC – Non- Discrimination, Equal Opportunity Employment and District and Discrimination, ACAC – Title IX Sexual Harassment GBAA - Sexual Harassment and Violence – Employees and for staff working in direct contact with students, JBAA. All new hires are required to read policy JICK and watch the associated training video. Additionally, role appropriate in person training occurs prior to the first day of school on each of the policies previously noted.
2. Annually – All Staff are required to read and acknowledge the Annual Notice of Rights and Policies. Incorporated into this Annual Notice are policies AC Non-Discrimination, ACAC Title IX Sexual Harassment, GBED Tobacco Products Ban Use and Possession in and on School Facilities and Grounds, GBAA Sexual Harassment and Violence – Employees, GBG Employee Protection, GBGAA - HIV AIDS Policy, and JICK Pupil Safety and Violence Prevention-Bullying. Staff must annually acknowledge review of the Annual Notice of Rights and Policies and each of the associated elements.
3. Periodically all staff are required to attend anti-discrimination and harassment training.

**NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT AND
DISTRICT ANTI-DISCRIMINATION PLAN**

(Continued)

4. As needed – Specialized, targeted training is deployed to meet current needs for any department or group of individuals as warranted.
5. Contracted Service Providers – All District contracts with vendors who will have individuals on our premises address training requirements relating to discrimination.
6. Volunteers – All volunteers of the district are required to read Policy JICK – Student Safety and Violence Prevention - Bullying and watch the associated training.
7. Students – Targeted training through approved curriculum resources.

ASSESSMENT AND INTERVENTION

The District takes all complaints of discrimination seriously. In accordance with applicable policies, review and/or investigation into the complaint will occur and appropriate action will take place in a timely manner.

The District shall exercise care to regularly monitor the overall climate of its schools to determine whether there exists a culture which perpetuates discrimination and/or harassment in violation of District policies. In doing so, the District's Human Rights Officer will compile data from all complaints and analyze whether there exists patterns or practices which indicate a discriminatory or harassing environment. If the District has reason to believe that such an environment exists, it will take the appropriate steps to provide remedial action, which may include but is not limited to additional education to students and/or staff, disciplinary action, etc. Any person who believes that they have been discriminated against, harassed, or bullied in violation of applicable policies by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should follow the guidance in the applicable policy listed below.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of applicable policies has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

**NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT AND
DISTRICT ANTI-DISCRIMINATION PLAN**

(Continued)

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one of those policies should be made to the District Human Rights Officer.

Reports or complaints of discrimination on the basis of disability should be made in accordance with the Annual Notice of Rights and Policies, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board Policy KED –Facilities or Services Grievance Procedure (Section 504) Policy.

Reports or complaints of discrimination on the bases of any protected class should be made under Board Policy AC - Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan and AC-R – Non-Discrimination: Grievances.

Reports or complaints of sexual harassment or sexual violence by employees or third-party contractors, should be made under Board Policy GBAA – Sexual Harassment and Violence – Employees or Board Policy ACAC – Title IX Sexual Harassment Policy and Grievance Process.

Reports or complaints of sexual harassment or sexual violence by students, should be made under Board Policy JBAA – Sexual Harassment and Violence – Students or Board Policy ACAC – Title IX Sexual Harassment Policy and Grievance Process. Reports or complaints of bullying or other harassment of pupils should be made under Board Policy JICK – Pupil Safety Violence Prevention (Bullying) Policy.

RESPONSE

The District is committed to taking any and all appropriate action to mitigate and prevent any acts of discrimination, harassment or bullying. The process for District response is outlined in AC-R.

Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180-day time limit based on OCR policies and procedures.

**NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT AND
DISTRICT ANTI-DISCRIMINATION PLAN**

(Continued)

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

Legal References:

RSA 354-A:6 Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

RSA 186:11, XXXIII, Discrimination

RSA 193:38 and 39 Discrimination in Public Schools and Discrimination Prevention Policy Required
34CFR Sections 104.7, 104.8, 104.22 (4)(f), and 1014.36 of Section 504 Regulations

The Age Discrimination in Employment Act of 1967

Title I of The Americans with Disabilities Act of 1990

Title VII of The Civil Rights Act of 1964 (15 or more employees)

7CFR 15 - Non-Discrimination

Reviewed by the School Board on 2-3-2025

Reviewed by the School Board on 10-08-2025

NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT,
AND ANTI-DISCRIMINATION PLAN
ANNUAL NOTICE OF CONTACT INFORMATION

DISTRICT PERSONNEL:**Human Rights/Non-Discrimination Officers:**

Assistant Superintendent Dr. Kathleen Scholand (Students)
Human Resources Director Melissa Fazlic (Staff)

Title IX Coordinator:

Interim Assistant Superintendent Dr. Kathleen Scholand

504 Coordinator:

Human Resources Director Melissa Fazlic (Staff)
Interim Assistant Superintendent Dr. Kathleen Scholand (Staff)
K-8 K-12 School Counseling Director Sara Parrotte Katherine (Kay) Colbert (Students)
9-12 504 Coordinator Christina (Connor) Safstrom (Students)

OUTSIDE AGENCIES:

U.S. Department of Education Office for Civil Rights 5 Post Office Square, 9 th Floor Boston, MA 02109-3921 Telephone 617-289-0111 Email: OCR.Boston@ed.gov	New Hampshire Human Rights 57 Regional Drive, Suite 8 Concord, NH 03301 Telephone 603-271-2767 Email: humanrights@hrc.nh.gov
U.S. Department of Agriculture Office of Civil Rights 1400 Independence Avenue, SW Mail Stop 0115 Washington, D.C., 20250-9410 Telephone: 866-632-9992 Email: program.intake@usda.gov	New Hampshire Department of Justice Civil Rights Unit 33 Capitol Street Concord, NH 03301 Telephone 603-271-3650 Email: doj.civilrights@doj.nh.gov
Boston Area Office U.S. Equal Employment Opportunity Commission JFK Federal Building 15 New Sudbury Street, Room 475 Boston, MA 02203-0506 Telephone 800-669-4000 ASL Video Phone 844-234-5122 Email: info@eeoc.gov	New Hampshire Department of Education Commissioner of Education 25 Hall Street Concord, NH 03301 Telephone: 603-271-3494 Email: info@doe.nh.gov

Reviewed by the School Board on 2-3-2025

Reviewed by the School Board on 10-08-2025

**Merrimack School Board Special Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Matthew Thornton Room
September 15, 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. Naomi Halter, Board Member; and Ms. Rachel Paepke, Board Member

Also Present: Mr. Everett Olsen, Chief Educational Officer; Dr. Kathleen Scholand, Interim Assistant Superintendent of Curriculum; Mr. Matt Shevenell, Assistant Superintendent for Business; and Matthew Brown, Student School Board Representative.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

At 6:00 p.m., Chair Peters 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.

Chair Peters declared a moment of silence for the horrendous violence the nation witnessed in Utah and Colorado, as well as for those who lost their lives on 9/11.

Chair Peters read aloud from a prepared statement:

As elected officials, the School Board served in a dual capacity, representing both the voters and the students, teachers, and staff of the Merrimack School District. We condemn all violence in our country, our community, and in our schools. We need to continue to work together to disagree respectfully, treat one another kindly, and ensure that our students are educated in a safe and respectful environment. This Board has committed to serve and uphold these ideals. She said they needed to work together to disagree.

a. Introduction of the Student Representative to the School Board

Chair Peters introduced Matthew Brown as the School Board's new Student Representative.

50 **2. PUBLIC PARTICIPATION**

51
52 Ms. Rosemarie Rung, State Representative, (21 Ministerial Drive) addressed the Board and
53 stated that she had filed a Bill that would have the New Hampshire Department of
54 Environmental Services develop administrative rules regarding the municipal and
55 commercial storage of salt. She said it was brought to her attention by an organization
56 called New Hampshire Lakes. She added that one of the things they had noticed in ongoing
57 surface water testing was an increase in salinity, which was very serious.
58

59 Ms. Nancy Murphy, State Representative, (20 Brenda Lane) addressed the Board and said
60 she shared Ms. Rung's concerns regarding road salt and felt it was very important to protect
61 their water sources.
62

63 Ms. Murphy also stated that she had some concerns about the lunch periods being only 22
64 minutes.
65

66 **3. RECOGNITIONS**

67
68 There were none.
69

70 **4. INFORMATIONAL UPDATES**

71
72 a. Superintendent Update
73

74 Chief Educational Officer Olsen also welcomed Matthew Brown, noting that he had
75 participated in the district's Strategic Plan. He added that the first leadership team meeting
76 would take place on Wednesday and would continue every other Wednesday thereafter.
77

78 Chief Educational Officer Olsen said the cable programming would start soon and
79 encouraged members of the Board to join him. He added that the following Wednesday,
80 September 17th, was "Constitution Day" and there would be many activities happening
81 across the school district.
82

83 Chief Educational Officer Olsen shared that Dr. Sara Campbell had participated in a week-
84 long program at M.I.T. pertaining to science and engineering. He said she had learned a
85 lot about "instructional gaming."
86

87 Chief Educational Officer Olsen congratulated the Thorntons Ferry Elementary School for
88 receiving \$2,000 award from VOYA for their hydroponic garden.
89

90 Chief Educational Officer Olsen also congratulated Brian Miller, who was the Boys Lacrosse
91 Coach, and had been recognized by the National Federation of High School Coaches'
92 Association for his outstanding contribution to coaching, standards of sportsmanship, fair
93 play, and integrity.
94

95 Chief Educational Officer Olsen also said that he had provided the School Board with a list
96 of resolutions from the New Hampshire School Administrators' Association. He said he also
97 printed out the legislative activity that had been signed into law over the course of the 2025
98 session by Governor Ayotte.
99

100 b. Assistant Superintendent for Curriculum Update
101

102 Interim Assistant Superintendent for Curriculum Scholand reported a successful
103 professional development day the previous Wednesday, September 10th. She said they
104 continued working on Wit & Wisdom, held a session on fluency, the K-4 classroom teachers

meet in one session, while the 5-6 English Language Arts (ELA) teachers met in another. She said the 8th-grade teachers had professional development on Wit & Wisdom regarding writing. She said that middle school and high school teachers continued work on competencies.

Interim Assistant Superintendent for Curriculum Scholand shared that the K-6 physical education teachers participated in a "Catch Physical Education Curriculum" training. She said the English for Speakers of Other Languages (ESOL) teachers participated in some virtual training with their Vista Curriculum. She said they also had intervention training, adding that Peg Dawson, author of "Smart, but Scattered," spoke with a large contingent of staff on the topic of executive functioning.

Interim Assistant Superintendent for Curriculum, Scholand said the next two professional development days would be held on October 10th and December 10th, both early release days.

Interim Assistant Superintendent for Curriculum, Scholand commented that she and Jason Pelletier, Director of Technology, had begun meeting with external providers regarding Artificial Intelligence to gather proposals for a collaborative project.

Interim Assistant Superintendent for Curriculum, Scholand stated that the Professional Development Committee had met the previous Thursday, September 11th, and hoped to schedule a Curriculum, Instruction & Assessment Committee meeting for October 21st.

Interim Assistant Superintendent for Curriculum Scholand commented that they were working on Site-Based Learning Plans, which were underway.

Interim Assistant Superintendent for Curriculum Scholand commented that the Title 1 Grant for the 2024-2025 had been closed, and they wanted to close the Title 2A, Title 3A, & Title 4A grants by the end of September.

Board Member Halter asked about the goal of Artificial Intelligence (AI). Interim Assistant Superintendent for Curriculum, Scholand, replied that, following Board policy, they were seeking guidance from an external provider to outline what a rollout would look like. She added that the policy had not yet been approved.

c. Assistant Superintendent for Business Update

Assistant Superintendent for Business Shevenell stated that the roof project at James Masticola Elementary School was still ongoing. He also said they were in the midst of replacing the gym floor at the James Masticola Elementary School.

Assistant Superintendent for Business Shevenell said that the prior week, they had a meeting with the Planning & Building Committee.

Assistant Superintendent for Business Shevenell stated that the district would spend the \$400,000 from the 2024-2025 IDEA Grant in the current year. He added that the following year, they would receive \$1 million from the 2025-2026 IDEA Grant.

d. School Board Update

Chair Peters commented that under new business, they would need to vote to designate Vice-Chair Rothhaus as the delegate for the New Hampshire School Board's Association, as she would not be in town.

Chair Peters announced on September 30th that a public meeting would be held to discuss the Watkins Harvest & Forest Management. The time would be determined later.

e. Student Representative Update

Student Representative Brown reviewed the following student updates:

- Homecoming Game (Friday)
- Homecoming Dance (Saturday)
- Senior Night (Football, Cheer, Marching Band, & the Color Guard)
- Senior Parent Information Night
- October 18th – PSAT Day
- Clubs were looking for new members
- Colleges were visiting the Guidance Department to speak with students.

5. OLD BUSINESS

a. Salt Reduction

Chair Peters introduced Don Provencher, Chair, and Ron Myer, Superintendent, both of the Merrimack Village District Water Works, further referred to as MVD.

Mr. Provencher stated that the MVD had six active wells, and all of the wells had an increase in sodium chloride concentrations as a result of over-application of road salt. He stated that the most critical wells were located in the Naticook Brook Aquifer. He said the salt issue primarily existed at the intersection of Industrial Drive and Continental Boulevard, where Wells #2 and #9 were located. He added that action needed to be taken to reduce the amount of salt being pumped into the Aquifer.

Mr. Provencher said they had a well near Green Pond, Well #3, that was closed because the salt content was too high. He said Wells #2 and #9 provided approximately half of the drinking water.

Mr. Provencher explained that a few years prior, they had received a grant from the Department of Environmental Services (DES) to establish a watershed-based management plan. He said that the plan model identified the need for some limited salt districts. He added that the town changed its salt policy in 2022, and there were a significant number of roads with reduced or no salt in Merrimack. He said the Department of Transportation (DOT) owned and operated Industrial Drive and Continental Boulevard from Industrial Drive to Pennichuck Square.

Mr. Provencher stated that the DOT had made it clear that they would not move forward with the reduced-salt roads unless all stakeholders sign off on the same request. He said he was present to request that the School Board sign the proposed letter. He read the letter into the record, as summarized below:

The Town of Merrimack is requesting that the Department of Transportation issue a low salt or limited salt route from the Exit 10 ramp from D.W. Highway, southbound onto Industrial Drive, continuing south on Continental Boulevard to the end, where Continental Boulevard meets Milford Road.

Mr. Provencher noted that adding the proposed area as a low- or limited-salt route would be de minimis to the existing school bus routes.

211
212 Chair Peters explained that the concerns the School Board had when writing its initial letter
213 were that it had no say in the low-salt/no-salt areas where the buses ran. She said that it
214 would provide them with absolute deniability in the event of a liability issue. She further
215 stated that she felt DOT had plausible deniability in the event of an incident. She said that
216 if there were an accident with a school bus, because using brine was not enough, the district
217 would be held liable.

218
219 Chair Peters commented that the School Board absolutely supported using less salt, but
220 their concern was with the DOT taking the plausible deniability stand.

221
222 Board Member Halter commented that she felt the School Board needed assurance from
223 DOT that it was a best practice and would not create a more dangerous situation.

224
225 Vice-Chair Rothhaus stated that the Town Council had signed the letter and believed it
226 would be sufficient for the Department of Transportation.

227
228 Chair Peters pointed out that the town and the school were two entirely different entities,
229 and if the DOT could provide them with some reassurance, the Board would be much more
230 inclined to sign off on the original letter.

231
232 Board Member Hardy suggested that the letter be rewritten to read "If the School Board
233 would defer to the Town because they were the ones who controlled the roads in the Town
234 of Merrimack." To be reviewed by Town Counsel.

235
236 **MOTION:** Board Member Hardy made a motion to rewrite the letter using the language
237 from the town's letter and some language that states "they would defer to the town's right to
238 decide on the roads in the Town of Merrimack." The language shall be reviewed by legal to
239 ensure it was written appropriately. Board Member Paepke seconded the motion.

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

242
243 b. Update of Cell Phone Policy

244
245 Interim Assistant Superintendent for Curriculum Scholand commented that she had been in
246 touch with the principals in the school buildings and had asked them for a report regarding
247 data on the new cell phone policy through the previous Friday. She said one of the areas
248 where they expected students to continue to carry cell phones was in high school. She
249 added that all other schools had little to no impact. She said that overall, the new policy was
250 working well.

251
252 Student Representative Brown commented that, from a student perspective, he felt things
253 were also going well overall. He said some students disagreed with the new policy, but
254 they were all trying to adapt to it.

255 c. Retainment Amount from Surplus

256
257 Assistant Superintendent for Business Shevenell stated that the current year's surplus was
258 \$2.1 million, and the district wanted to retain \$900,000. He said the impact on the tax rate
259 would be 18 cents per thousand or \$90.00 per year. He added that the plan was to use the
260 surplus for any overage in the special education area.

261
262 **MOTION:** Vice-Chair Rothhaus made a motion for the district to retain \$900,000 from the
263 budget surplus. Chair Peters seconded the motion.

264
MOTION CARRIED: 5 – 0 – 0.

265 **6. NEW BUSINESS**

266
267 a. Student Enrollments

268 Chief Educational Officer Olsen stated that members of the leadership team had begun
269 compiling preliminary enrollment numbers for the 2026–2027 school year. He noted that
270 the preliminary enrollment number indicated a decrease of 19 students in grades K-12,
271 noting that out-of-district and homeschool numbers were not included but would be provided
272 in the future.
273

274
275 b. Approval of Parent/Student Handbooks
276

277 **MOTION:** Board Member Hardy made a motion to approve the Parent/Student Handbooks,
278 with the noted edits. Board Member Paepke seconded the motion.
279

280 **Discussion:**

281 Vice-Chair Rothhaus commented that she felt there were areas in the handbook that could
282 be better defined, i.e., clarifying the discipline code.
283

284 Board Member Halter commented that she felt the handbook needed a comprehensive overhaul.
285

286 Board Member Paepke commented that she felt a sub-committee should be created by
287 January to conduct the comprehensive overhaul to be completed by the end of the school year.
288

289 Vice-Chair Rothhaus commented that she agreed with Board Member Paepke but wanted
290 to see it done sooner than the end of the year.
291

292 Chair Peters stated that handbooks were a legal document, and the district could get into
293 some legal trouble if it changed mid-year.
294

295 Board Member Paepke stated that she felt some grammatical errors could be fixed relatively
296 quickly.
297

298
299 **MOTION CARRIED: 5 – 0 – 0.**
300

301 **MOTION:** Board Member Paepke made a motion for the administration to form a
302 subcommittee to discuss substantive changes to the parent/student handbooks, considering
303 all stakeholders, and to complete this task by June 30, 2025. Vice-Chair Rothhaus
304 seconded the motion.
305

306 **MOTION CARRIED: 5 – 0 – 0.**
307

308 c. 2025 School Board Goals
309

310 Chair Peters read aloud from the Merrimack School District's Mission Statement.
311

312 Chair Peters stated that the General District Goals were as follows:
313

- 314 • Fostering a district that is connected, consistent, and collaborative.
- 315
- 316 • Consistency among experiences for staff from school to school.
- 317
- 318 • Increased communication with staff through regular communication and feedback
- 319 tools to build trust.

- District-wide meeting on the first day back. (Goal for the next year)
- Pass the Budget through clear and consistent messaging.
- Pass the MTA Contract.
- Administrators who are PRESENT in the buildings and classrooms.
- Central Office Plans – continue looking at options and saving overtime.
- Analysis of a Central Office for next year vs. rising costs over the next five years.

Chair Peters reviewed the specific goals for the 2025 - 2026 school year as follows:

1. Communication: Create a dynamic relationship between the District and the community through clear and consistent communication.
2. Collaborate with the high school administration and staff on a study with the goal of outlining the resources needed to make Merrimack High School a flagship school of New Hampshire.
3. Strategic Objective – Review of Program of Studies.
4. Strategic Objective – Continue forward momentum towards a flagship high school.
5. Provide responsive programs, instruction, and systems of support that engage all students with opportunities and pathways that effectively meet their needs, support academic, social, and emotional growth, and enable the pursuit of individual passions and interests.
6. Strategic Objective – Family Communication.
7. Strategic Objective – Streamlined Interventions through MTSS.

The 2025-2026 Goals align with the Merrimack School District Strategic Plan and the Vision of Learner.

The Central Office will work closely with building leadership to ensure that building goals align with the Strategic Plan and the School Board Goals, and we welcome feedback on these goals.

Board Member Hardy commented that the district had brought in an incredible speaker to discuss UDL (Universal Design for Learning). She said she was an Social-Emotional Learning (SEL) Interventionist in a different district. She explained that her job entailed addressing behaviors as they first occurred, allowing her to help students develop coping skills and manage their emotions. She added that since she could work with the student on an individual basis, it did not disrupt the teaching of the other students.

Vice-Chair Rothhaus stated that as they enter Merrimack Teachers' Association (MTA) negotiations, they believe the discussion should include the ability to hold meetings regarding special education outside of regular school hours, as well as teacher compensation.

Board Member Paepke commented that it may be helpful for each building to share its building goals.

Student Representative Brown commented that he was happy to see the strong focus on digital communication, which should be available in multiple languages and be accessible to people with disabilities.

d. Letter to the Diocese of Manchester

Chief Educational Officer Olsen shared that he had sent a letter to the Diocese of Manchester indicating that, in the event that the Our Lady of Mercy Church were to be a place of worship no longer and would be sold, the Merrimack School District would like the right of first opportunity to purchase the church and the adjacent parking lot.

e. Letter to State Leaders

Chair Peters read aloud the draft letter, as summarized below:

On behalf of the Merrimack School Board, we are writing to convey our deep concern regarding the inequities and unsustainability of New Hampshire's current approach to funding public education. The New Hampshire Supreme Court's determination that state education spending is unconstitutionally low and a Superior Court ruling on inadequate special education funding underscore the urgent need for bold and comprehensive reform in the upcoming legislative session.

For decades, New Hampshire has relied heavily on local property taxes as the primary source of education funding. This model has created profound inequities between communities and placed an overwhelming burden on local taxpayers. As school costs continue to rise, districts like ours face untenable choices such as cutting staff, limiting programs, and increasing class sizes, while still striving to meet the constitutional requirement of providing an adequate education to all children.

We respectfully call upon the Governor and Legislature to take the following steps:

1. Identify and increase state-level revenue sources for education.

New Hampshire must diversify and strengthen its sources of state revenue to provide sustainable and equitable funding for education. Spreading the burden across a broader base of taxpayers, not just local property owners, will reduce inequality, stabilize school budgets, and strengthen statewide investment in our students.

2. Substantially raise the state's share of education funding.

Our state ranks last in the nation in the percentage of education funding provided by the state government. Meanwhile, inflation continues to rise annually, and school districts are disproportionately affected because healthcare and other employee benefit costs consistently outpace inflation.

The State Adequacy Grant has not increased with inflation for twenty-five years, and when adjusted for inflation, it is effectively 50% less than it was in 1999. Without greater state support, local taxpayers are left to fill the gap, forcing districts to choose between steep tax increases and painful program cuts. Increasing the state's share would not only ease this burden but also help ensure that every child, regardless of ZIP code, has access to the resources necessary for success.

3. **Protect local control and oppose statewide budget caps on school districts.**

Local communities best understand the needs of their students. Any legislation that restricts locally elected school boards from setting appropriate budgets undermines New Hampshire's tradition of local control and jeopardizes districts' ability to respond to changing student needs.

Despite these financial challenges, New Hampshire continues to rank among the top ten states in multiple national school ranking reports, a testament to the dedication of our educators and communities. However, sustaining this level of excellence requires realistic and competitive teacher salaries, especially considering New Hampshire's high cost of living. To recruit, train, and retain excellent staff, school districts must be able to offer compensation that reflects the economic realities faced by the very professionals who make our schools successful.

The courts have made clear that the state is not meeting its constitutional duty. It is now imperative that lawmakers act to create an equitable, sustainable, and forward-looking education funding system. Doing so is not only a constitutional obligation but also a moral commitment to the future of New Hampshire's children and communities.

We urge you to seize this opportunity in the next legislative session to lead with vision and fairness. Public education is the foundation of our state's prosperity, and it is time for meaningful reform that shares the responsibility more broadly and lessens the burden on local taxpayers.

Board Member Hardy commented that she felt the letter should be posted on social media and the website.

Vice-Chair Rothhaus commented that all state representatives should be invited to a meeting to hear the letter and provide commentary.

MOTION: Board Member Halter made a motion to sign and send the letter, as well as invite the State Representatives to a future meeting to review the letter. Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

f. Designate Vice-Chair Rothhaus – NHSBA

MOTION: Chair Peters made a motion to designate Vice-Chair Rothhaus as the School Board's delegate to the New Hampshire School Board's Association's annual meeting. Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

g. Data on Lunch Periods

Assistant Superintendent for Business Shevenell commented that, after a few hectic weeks, the lunch periods were progressing nicely. He said they would consider adding a lunch period in the future, but in the meantime, he encouraged students to keep their school ID cards with them at all times.

Student Representative Brown commented that he, along with many students, did not feel that the lunch periods were long enough.

Chair Peters commented that she had heard from building administrators that shorter lunch periods reduce behavioral issues.

Board Member Paepke stated that she felt a happy medium could be achieved and agreed that the lunch periods were a bit too short, even considering the “passing time” factor.

MOTION: Vice-Chair Rothhaus made a motion that a policy be put in place, indicating that if meaningful changes were made, i.e., to the schedule or grading policies, the School Board should review them. Board Member Paepke seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

7. POLICIES

a. Student Use of Artificial Intelligence (EHAGA) (2nd Reading)

b. Staff Use of Artificial Intelligence (EHAGB) (2nd Reading)

MOTION: Board Member Hardy made a motion to add language to both policies (EHAGA) Student Use of Artificial Intelligence and (EHAGB) Staff Use of Artificial Intelligence, which stated “a yearly review of the policy shall be required.” Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

c. Approval of School Guidance and Counseling Program Policy (JLD)

MOTION: Vice-Chair Rothhaus made a motion to approve the School Guidance and Counseling Program – Policy (JLD), as amended. Board Member Paepke seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

d. Behavior Management and Intervention (JLDBA)

MOTION: Vice-Chair Rothhaus made a motion to approve the revised Behavior Management & Intervention – Policy (JLDBA). Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

e. Accommodation of Lactation Needs (ACN)

Chair Peters made a motion to approve the Accommodation of Lactation Needs (ACN) with the edit that on lines 47/48, the words: "People with lactation needs shall not be required to 'make up' time relating to the use of unpaid lactation periods." Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

f. Approval of Revised Daily Physical Activity Policy (IMAH)

MOTION: Vice-Chair Rothhaus made a motion to approve the Revised Daily Physical Activity Policy (IMAH). Board Member Paepke seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

8. APPROVAL OF MINUTES

a. August 25, 2025 – Public and Non-Public Minutes

MOTION: Board Member Hardy made a motion to approve the minutes from the August 25, 2025, public and non-public meetings, as presented. Board Member Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

b. September 2, 2025 – Public and Non-Public Minutes

MOTION: Board Member Paepke made a motion to approve the minutes from the September 2, 2025, public and non-public meetings, as presented. Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

9. CONSENT AGENDA

a. Educator Resignation

- Mikella Eichen, One-Year Kindergarten Teacher, TFS

b. Teacher Nominations

- Tami Littleton, Special Education Teacher, JMUES
- Kacey Anderson, One-Year Kindergarten Teacher, TFS

MOTION: Board Member Hardy made a motion to accept the Consent Agenda, as presented. Board Member Halter seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

577
578 **10. OTHER**

579
580 a. Committee Reports

581
582 Vice-Chair Rothhaus stated that Assistant Superintendent for Business Shevenell, Chief
583 Educational Officer Olsen, and she had attended the Planning & Building Committee
584 meeting. She added that Chair Peters would attend the October 8th meeting to roll out the
585 goals. She said that some of the discussion centered on the Capital Improvement Plan, and
586 some committee members had concerns regarding air conditioning in the schools. She
587 further stated that the overall discussion centered on hiring a math interventionist and
588 curriculum versus air conditioning.
589

590 Vice-Chair Rothhaus also commented that a member of the Planning & Building Committee
591 had proposed removing the entire Information Technology (IT) budget from the Capital
592 Improvement Plan and submit it as a Warrant Article, which she deemed inappropriate.
593

594 Vice-Chair Rothhaus stated that further discussions included the need for fields and
595 re-establishing the Field Committee.
596

597 Assistant Superintendent for Business Shevenell explained that the role of the Planning &
598 Building Committee was to advise the School Board, noting that they did not have statutory
599 authority, they did not create Warrant Articles, and they did not create budgets.
600

601 Chief Educational Officer Olsen stated that the only responsible way to replace technology
602 was through an annual appropriation.
603

604 **Recorder's Note:** Board Member Hardy was excused from the meeting at 8:58 p.m.
605

606 Board Member Paepke commented that she had attended a Professional Development
607 Committee meeting where they reviewed the process regarding reimbursements.
608

609 b. Correspondence

610
611 Chair Peters commented that she had received multiple concerns from parents that were
612 forwarded to the administration. She said some correspondence needed to be forwarded
613 to the Director of Student Services.
614

615 Board Member Paepke commented that she had received correspondence from a few
616 parents regarding the professional development days, which were scheduled so early in the
617 school year. They requested consideration in the next calendar cycle.
618

619 c. Comments

620 Vice-Chair Rothhaus stated that as elected officials, the School Board denounced all types
621 of violence.
622

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

624
625 State Representative Murphy addressed the Board, stating that she tried to address the
626 issue of property tax bills at the Town Council meetings saying that the School District was
627 often receiver of the blame of the amount of the tax bills, however she reminded people that
628 given the state's constitutional education funding failures, the school district would not even
629 have to buy a pencil in order for the property taxes to increase.

630 State Representative Murphy also stated that she felt it was fiscally irresponsible for the
631 people in Concord to support providing public tax dollars for the school voucher program.
632

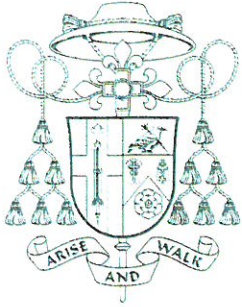
633
634 State Representative Rung addressed the Board and stated that she would draft a letter to
635 Commissioner Cass, the Commissioner of Public Transportation, regarding the salt issue.
636

637 State Representative Rung commented that Merrimack had hired a new Fire Chief and
638 would like the Chief to provide the School Board with an inspection report of the SAU office.
639

640 **12. ADJOURNMENT**

641
642 **MOTION:** At approximately 9:10 p.m., Board Member Halter made a motion to adjourn.
643 Vice-Chair Rothhaus seconded the motion.
644

645 **MOTION CARRIED: 4 – 0 – 0.**



OFFICE OF THE BISHOP
DIOCESE OF MANCHESTER

RECEIVED

SEP 22 2025

Merrimack School District SAU26

September 18, 2025

Everett V. Olsen, Jr.
Chief Education Officer
Merrimack School District - SAU #26
36 McElwain Street
Merrimack, NH 03054

Dear Mr. Olsen,

Thank you for your letter of September 9, 2025 regarding the possibility of a right of first refusal in the event that the Our Lady of Mercy Church property would become available for sale.

We feel that it is highly unlikely that an alienation of the church property would occur for many, many years to come, if ever. Thank you for your inquiry.

With prayerful best wishes, I remain

*It was good for you to ask!
Thank you so very much for
the foresight +c.*

Sincerely in Christ,

Most Reverend Peter A. Libasci, D.D.
Bishop of Manchester

cc: Mr. Rob Eib, Real Estate
Very Reverend Michael Gendron, Finance Officer