

**Merrimack School District/SAU 26  
School Board Meeting  
Preliminary Agenda  
November 4, 2024  
Merrimack Town Hall – Matthew Thornton Room**

**5:30 p.m. NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Classroom**

- Staff Welfare
- Student Welfare

**PUBLIC MEETING**

- |           |                                                                                           |                |
|-----------|-------------------------------------------------------------------------------------------|----------------|
| 6:00 p.m. | <b>1. CALL TO ORDER and PLEDGE OF ALLEGIANCE</b>                                          | Lori Peters    |
|           | <b>2. INTRODUCTION OF STUDENT REPRESENTATIVE</b>                                          |                |
|           | <b>3. PUBLIC PARTICIPATION</b>                                                            | Lori Peters    |
|           | <b>4. RECOGNITIONS</b>                                                                    | Lori Peters    |
| 6:15 p.m. | <b>5. INFORMATIONAL UPDATES</b>                                                           | Lori Peters    |
|           | a. Superintendent Update                                                                  |                |
|           | b. Assistant Superintendent for Curriculum Update                                         |                |
|           | c. Assistant Superintendent for Business Update                                           |                |
|           | d. School Board Update                                                                    |                |
|           | e. Student Representative Update                                                          |                |
|           | <b>6. OLD BUSINESS</b>                                                                    | Lori Peters    |
| 6:30 p.m. | <b>7. NEW BUSINESS</b>                                                                    | Lori Peters    |
|           | a. Board's Response to MES Parent Concern                                                 | Lori Peters    |
|           | b. Budget Meeting Dates and Snow Dates                                                    | Everett Olsen  |
|           | c. Bullying Law Discussion                                                                | Everett Olsen  |
|           | d. Health and Dental Insurance Revisit Rates 2025-2026                                    | Matt Shevenell |
|           | e. Deliberative Session Dates (between March 1 - March 8)                                 | Everett Olsen  |
|           | f. Other                                                                                  |                |
| 7:15 p.m. | <b>8. POLICIES</b>                                                                        | Lori Peters    |
|           | a. Second Review of Revised Limited English Proficiency Policy (IHBBA)                    | Everett Olsen  |
|           | b. First Reading of Revised Health Education and Exemption from Instruction Policy (IHAM) | Everett Olsen  |
| 7:25 p.m. | <b>9. APPROVAL OF MINUTES</b>                                                             | Lori Peters    |
|           | a. October 21, 2024 Public and Non-Public Minutes                                         |                |
| 7:30 p.m. | <b>10. CONSENT AGENDA</b>                                                                 | Amanda Doyle   |
|           | a. Educator Nominations                                                                   |                |
| 7:35 p.m. | <b>11. OTHER</b>                                                                          | Lori Peters    |
|           | a. Committee Reports                                                                      |                |
|           | b. Correspondence                                                                         |                |
|           | c. Comments                                                                               |                |
| 7:50 p.m. | <b>12. PUBLIC COMMENTS ON AGENDA ITEMS</b>                                                | Lori Peters    |
| 8:15 p.m. | <b>13. ADJOURN</b>                                                                        |                |

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

Updated 10-28-2024

**Merrimack School Board  
2025-2026 Budget Meetings**

<b>Date</b>	<b>Location</b>	<b>Start Time</b>	<b>Agenda</b>
<b>Monday, 12/2/24</b>	Matthew Thornton Rm	6:00 p.m.	<b>School Board Meeting</b> Budget Presentation to the School Board (Bill, Amy and Matt)
<b>Wed, 12/04/24</b> (snow date)	Matthew Thornton Rm	6:00 p.m.	Snow Date
<b>Monday, 12/09/24</b>	Memorial Room	6:00 p.m.	<b>Special School Board Meeting</b> Food Service, MES, RFS, TFS, JMUES (Question/Answer Session)
<b>Wed, 12/11/24</b>	Matthew Thornton Rm	6:00 p.m.	<b>School Board Meeting</b> Maintenance, Technology/Library, Student Services, District (Question/Answer Session)
<b>Monday, 12/16/24</b>	Matthew Thornton Rm	6:00 p.m.	<b>Special School Board Meeting</b> MMS, MHS and Additional Sessions with Departments, if needed (Question/Answer Session)
<b>Wed, 12/18/24</b> (snow date)	TBD	6:00 p.m.	Snow Date
<b>Thursday, 12/19/24</b>	Memorial Rm	6:00 p.m.	<b>School Board Meeting</b> Work Session and Warrant Article Discussion
<b>Monday, 1/6/25</b>	Matthew Thornton Rm	6:00 p.m.	<b>Regular School Board Meeting</b> or Snow Date
<b>Monday, 1/13/25</b> (snow date)	Matthew Thornton Rm	6:00 p.m.	Snow Date
<b>Tuesday, 1/21/25</b>	Matthew Thornton Rm	6:00 p.m.	<b>Regular School Board Meeting</b>
<b>Monday, 2/3/25</b>	Matthew Thornton Rm	6:00 p.m.	<b>Bond Hearing, if needed and School Board Mtg</b> Vote on Warrant Articles
<b>Thursday, 2/6/25</b> (snow date)	Matthew Thornton Rm	6:00 p.m.	Snow Date

# **Threat Assessment**

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 Perpetrators
- 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

### **Statement/Action?**

- 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?

### **Non-Credible**

- 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**

- 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 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

**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.

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



## Understanding The New Hampshire Bullying Law (2023) RSA 193-F

“Student Discipline, once defined exclusively by the educator is now increasingly defined by the law.”

## **Understanding The New Hampshire Bullying Law RSA 193-F (2023) (cont'd)**

The Public Safety and Violence Protection Act of 2000 (REV 2, 2010, 2023) reaffirms that “One of the legislature’s highest priorities is to protect our children from physical, emotional, and psychological violence by addressing the harm caused by bullying and cyberbullying in our public schools.”

## **Purpose and Intent of the Law**

### **RSA 193-F (2023)**

All pupils have the right to attend public schools, including chartered public schools, that are safe, secure, and peaceful environments.



# Definition of Bullying and Cyberbullying

“Bullying” means a single significant incident, or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property
2. Causes emotional distress to a pupil
3. Interferes with a pupil's educational opportunities
4. Creates a hostile educational environment
5. Substantially disrupts the orderly operation of the school

## Definition of Bullying and Cyberbullying (cont'd)

“Bullying” shall include actions motivated by an **imbalance of power** based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the person’s characteristics, behaviors, or beliefs.

“Cyberbullying means conduct defined above (“Bullying”) undertaken through the use of electronic devices, including but not limited to:

Telephones	Pagers
Cellular Phones	e-Mails
Computers	Instant Messages
Websites	Text Messages



## Definition of Bullying and Cyberbullying (cont'd)

**“Perpetrator”** means a pupil who engages in bullying or cyberbullying.

**“Victim”** means a pupil against whom bullying or cyberbullying has been perpetrated.

## Definition of Bullying and Cyberbullying (cont'd)

Bullying can occur on school property or a school-sponsored event, on or off school property.

or

Occurs off school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school sponsored activity or event.



## Definition of Bullying and Cyberbullying (cont'd)

The School Board must have a written policy prohibiting bullying or cyberbullying acknowledging that bullying and cyberbullying can occur both in the school setting and out of school if it interferes with a student's educational opportunities or disrupts a school day or event.

## Reporting of Bullying Incident

- Parents/Guardian of victims and perpetrators receive notice of accusation of bullying within 48 hours of the incident report.
- Bullying investigation is to be conducted within 5 school days of the reported incident (Superintendent may grant an extension of 7 school days to the investigation process).



## Reporting of Bullying Incident (cont'd)

- All substantiated incidents of bullying are to be reported to the Superintendent.
- Within limitations of the law (FERPA) remediation and/or assistance shall be provided to the parent/guardian of the perpetrator and victim within 10 school days of completion of the investigation.

## Progressive Discipline

The 2020 amendments to RSA 193:B require a school district to create “a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms.” Specifically, a district’s policy must include a graduated set of age-appropriate responses to misconduct.



## **Examples of Elementary School Graduated Disciplinary Consequences**

- Planned Ignoring – student remains in the setting but the teacher appears to ignore the misbehavior
- Time Away from Activity/Group – students observe but do not participate in the activity for a specified period of time
- Loss of Privilege – loss of a specific material or piece of equipment
- Apology – verbal or written
- Restitution/community service – repairing the harm or damage done

## **Examples of Elementary School Graduated Disciplinary Consequences (cont'd)**

- Parent contact
- Time in office – removal from classroom so that an administrator can speak with the student
- Administrator letter to parent
- Detention
- Suspension

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying****Statement of Purpose, Intent and Scope**

All pupils have the right to attend school and school-sponsored activities that are safe, secure and peaceful environments. Pupils should be protected from all forms of physical, emotional, and psychological bullying and cyberbullying.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, appearance, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

It is the intent of this policy to protect children from physical, emotional and psychological harm by addressing bullying and cyberbullying of any kind in the district/schools, and to prevent the creation of a hostile educational environment. All pupils are protected under this policy, regardless of their legal status.

This policy applies to pupils, school district employees, school volunteers, coaches, and persons who have contact with pupils in connection with school classes, activities and programs. Bullying and cyberbullying outside of school activities or off school premises is subject to this policy as set forth herein.

**I. Definitions** (RSA 193-F:3)

1. **Bullying**. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
  - (1) Physically harms a pupil or damages the pupil's property;
  - (2) Causes emotional distress to a pupil;
  - (3) Interferes with a pupil's educational opportunities;
  - (4) Creates a hostile educational environment; or
  - (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.



**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

2. Cyberbullying. Cyberbullying is defined as any conduct defined as “bullying” in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. Perpetrator. Perpetrator means a pupil who engages in bullying or cyberbullying.
5. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
6. Victim. Victim means a pupil against whom bullying or cyberbullying has been perpetrated.
7. Parent. Any reference in this policy to “parent” shall include parents or legal guardians.

**II. Bullying or Cyberbullying of a Pupil Prohibited (RSA 193-F:4,II(a))**

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying of a pupil will not be tolerated and is hereby prohibited. All staff members are required to intervene when they witness bullying occurring on school grounds or at school-sponsored events.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**III. Retaliation or False Accusations Prohibited (RSA 193-F:4,II(b))**

**False Reporting**

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

**Reprisal or Retaliation**

The District will discipline and take appropriate action against any student, teacher, school administrator, school volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

**Process To Protect Pupils From Retaliation**

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**IV. Protection of All Pupils (RSA 193-F:4,II(c))**

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

**V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4,II(d))**

The District reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

**VI. Distribution and Notice of This Policy (RSA 193-F:4,II(e))**

**Staff and Volunteers**

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.)

The Superintendent will ensure that all school employees and school volunteers receive annual training on bullying and related district policies. Annual training of staff and volunteers is required under RSA 193-F:5.

**Students**

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should:

1. Encourage their children to report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

**VII. Procedure for Reporting Bullying (RSA 193-F:4,II (f))**

At each school, the Principal or designee shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
3. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**Staff Reporting**

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and school volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or school volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

**VIII. Procedure for Internal Reporting Requirements** (RSA 193-F:4,II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

**IX. Notifying Parents of Alleged Bullying** (RSA 193-F:4,II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

**X. Waiver of Notification Requirement** (RSA 193-F:4,II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.



**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**XI. Investigative Procedures (RSA 193-F:4,II(j))**

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
  - Description of incident, including the nature of the behavior;
  - How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The identity and number of individuals who participated in bullying behavior;
  - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - The date, time and method in which parents or legal guardians of all parties involved were contacted.
6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parents involved of the granting of the extension.
7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.
8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension or expulsion. Students facing discipline will be afforded all due process required by law.

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4,II(k))**

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.



**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**XIII. Reporting of Substantiated Instances of Bullying** (RSA 193-F:4,II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

**XIV. Communication With Parents Upon Completion of Investigation** (RSA 193-F:4,II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

**XV. Appeal**

1. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
2. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

**XVI. School Officials** (RSA 193-F:4,II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. The Superintendent may establish additional procedures to facilitate the implementation of this policy.

**XVII. Capture of Audio Recordings on School Buses**

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

**PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying  
(continued)**

**XVIII. Use of Video or Audio Recordings in Student Discipline Matters**

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policy EEAA.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record.

The Superintendent is authorized to contact the District's attorney for a full legal opinion in the event of such an occurrence.

**Legal References:**

RSA 193-F:3, Pupil Safety and Violence Prevention Act  
RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed  
NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

1<sup>st</sup> Reading: December 20, 2010  
2<sup>nd</sup> Review: January 24, 2011  
3<sup>rd</sup> Review: February 7, 2011  
Adoption: February 28, 2011

**LIMITED ENGLISH PROFICIENCY INSTRUCTION**

If the District receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.
2. Student will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. ~~Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).~~ Teachers within the program are certified to teach bilingual or multilingual education.
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
  - A. Their child's level of English proficiency and how such level was assessed.
  - B. The status of their child's academic achievement.
  - C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
  - D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
  - E. Exit requirements for the program.
  - F. If the child has a disability, a statement as to how the LEP will meet objectives of the child's IEP.

**Legal Reference:**

P.L. 107-110, No Child Left Behind Act of 2001

1<sup>st</sup> Reading: January 7, 2008  
2<sup>nd</sup> Review: January 28, 2008  
Adoption: February 4, 2008  
1<sup>st</sup> Reading: October 21, 2024  
2<sup>nd</sup> Review: November 4, 2024  
Revision:



## HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents/guardians will have the right to inspect health and physical instruction materials which will be made reasonably accessible to parents/guardians ~~and others~~ to the extent practicable.

Parents and legal guardians shall be notified by e-mail, letter, website or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction ~~or program of human sexuality or human sexual education, sexual orientation, gender, gender identity, or gender expression. Such notice is not required if a school employee is responding to a question from a student during class. that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.~~ Parents/guardians who object to the use of specific course materials are referred to District Policy IGE.

~~Upon request from a parent or legal guardian, the District shall make curriculum course materials available for review at the school.~~

Parents/guardians who wish to review or inspect health and physical education materials may arrange a meeting with the Principal to review the materials.

### Opt-Out Procedure and Form

Students over eighteen years of age who do not want to participate in a particular unit of health or sex education for religious reasons or religious objections are allowed to opt out of such instruction. Likewise, parents/guardians who do not want their child to participate in a particular unit of health or sex education for religious reasons or objections are allowed to opt out of such instruction on behalf of their child.

Students over eighteen years of age who do not want to participate in a particular unit of health or sex education, or parents./guardians who do not want their child to participate in a particular unit of health or sex education, as stated above, must complete a Health and Sex Education Exemption/Objectionable Course Material Opt-Out Form notifying the Principal of their intent.

**HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION  
(continued)**

Students over eighteen years of age or parents/guardians and the Principal shall agree upon an alternative learning experience in lieu of the particular unit of study, at the students' or parents'/guardians' expense, sufficient to enable the student to meet state requirements for education in the particular subject area.

The name of the student over eighteen years of age and the name of the parents/guardians, and any specific reasons disclosed to school officials for objection to the material shall not be public information and shall be excluded from access under RSA 91-A.

Opt-Out Forms are available from either the health education teacher or the Principal.

Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

See also Merrimack School Board policy IGE, Exceptions to Use of Specific Course Materials.

**Legal References:**

RSA 186:11, IX-c & IX-e Notice to Parents/Guardian Required  
NH Code of Administrative Rules, Section Ed 306.40, Health Education Program  
NH Code of Administrative Rules, section Ed 302.41, Physical Education Program  
RSA 186:11, IX-b, Health and Sex Education  
Appendix IHAM-R, Health or Physical Education Opt-Out Form

1<sup>st</sup> Reading: September 5, 2017  
2<sup>nd</sup> Review: September 18, 2017  
3<sup>rd</sup> Review: October 2, 2017  
Adoption: October 16, 2017  
1<sup>st</sup> Reading: November 4, 2024  
2<sup>nd</sup> Review:  
Revision:

**Merrimack School Board Meeting  
Merrimack School District, SAU #26  
Merrimack Town Hall – Matthew Thornton Room  
October 21, 2024**

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**Present:** Ms. Lori Peters, Chair; Ms. Jenna Hardy, Vice-Chair; Ms. Laurie Rothhaus, Board Member; Mr. Ken Martin, Board Member; Ms. Naomi Halter, Board Member; and Mr. Finnegan Haddad, Student Representative.

Also present were Mr. Everett Olsen, Chief Educational Officer; Ms. Amy Doyle, Assistant Superintendent of Curriculum; and Mr. Matt Shevenell, Assistant Superintendent for Business.

**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. The discussions we have tonight, we hope, will always align with that mission.

**2. PUBLIC PARTICIPATION**

Mr. James Larkin, 119 Baboosic Lake Road, addressed the Board and said one thing that was missing from the mission statement was about student safety. He said over the last couple of years, he had noticed that bullies and people who threatened other people in the school had not been disciplined effectively. He said a student had told his son at lunch that he was going to bring a gun to school and shoot him. He further noted that under the guise of anonymity for the student who threatened his son, the district could not tell him what was going on. He said he was not sure how he was supposed to send his son back to school knowing that.

Chair Peters asked Mr. Larkin to please stay until the end of the meeting so that she and Chief Educational Officer Olsen could have a discussion.

Finn, a student, addressed the Board and read aloud from a prepared statement as follows:

Earlier in the afternoon, he had been elected by a coalition of Merrimack students from the Student Counsel to become the next School Board Representative for the SAU 26. In recognition of that, and with the presumption that during the next School Board session, I will be sitting amongst you all, I would like to talk about how I view this role. Since I attended my first School Board meeting about two years ago, I have worked alongside numerous members of this board and have always remained committed to my belief that throughout that time, we have been united in the common goal of improving the Merrimack School District for students, staff, and community members. He said that his primary job as a student representative was to attend school board meetings and represent the entire student body, and he would have to absolve personal feelings about any issue and focus on general student sentiment and observable effects.



Finn said that he had noticed at some School Board meetings incomplete information had been provided about what was going on at the high school. He said that currently, there was not one School Board member who actively operated in an SAU 26 building that was occupied by students. He said he felt it inherently more difficult for anyone on the School Board to have a complete picture of the effects of current policies or to be able to accurately approximate the impact of a new policy. He said it was not to suggest that the people presenting to the Board or any of the district's leadership staff do not understand how the schools run but instead to suggest that there are things that students and faculty feel more comfortable doing or saying in front of me than they would in front of the district's leadership team. He said he felt it was very important for the School Board to feel very comfortable asking him any questions.

### **3. RECOGNITIONS**

There were no recognitions.

### **4. INFORMATIONAL UPDATES**

#### **a. Superintendent Update**

Chief Educational Officer Olsen congratulated Finn on becoming the Student Representative to the School Board.

Chief Educational Officer Olsen noted that budget season was upon them. He said a revised budget process had been presented but noted the Budget Advisory Committee did not take a vote at that meeting. He added that budget meetings with the administrators had begun, and they met with the staff from the James Masticola Upper Elementary School, where they had their first listening sessions.

Chief Educational Officer Olsen said the Unified Sports participation by the students tried as hard as any other student, and he thought it was absolutely awe-inspiring. He showed a video of clips of the last season.

#### **b. Assistant Superintendent for Curriculum Update**

Assistant Superintendent of Curriculum Doyle congratulated Finn as well. She said on October 11, 2024, the district had the first of five early release days for the district. She said that in addition to some of the mandatory training done on early release days, they would focus on what the individual buildings needed. Assistant Superintendent of Curriculum Doyle, the middle and high school staff completed the mandatory training required on bullying and sexual harassment. She added that the elementary school staff met with a state expert, Dayna French, from Up River Consulting, where they worked on how to support multi-lingual learners in the classroom.

Assistant Superintendent of Curriculum Doyle stated that the next early release date would be on December 11, 2024. She also noted that the fall benchmark assessments had been completed. She said Title I selection was happening in grades 2 through 8.

#### **c. Assistant Superintendent for Business Update**

Assistant Superintendent for Business Shevenell stated that in addition to working on the budget, a meeting with the Planning & Building Committee had occurred, and they were also working on the Capital Improvement Plan.



d. School Board Update

Chair Peters commented that the next School Board meeting would be held on Monday, November 4<sup>th</sup>. She noted that November 5<sup>th</sup> was the general election and that there would be no school on that day.

e. Student Representative Update

There was no update to share.

**5. OLD BUSINESS**

a. Review of 2024 New Hampshire School Board Delegate Assembly

Chair Peters stated that she had attended the Delegate Assembly the prior Saturday, and she said she was a bit disappointed as of the 160 districts that were NHSBA members, only 52 attended.

Chair Peters said there were 30 (29 printed) resolutions as there was some computer glitch. She added that out of the 29 resolutions, most were edited, and NHSBA would email the final documents.

Chair Peters shared that budget-wise, they were \$64,000 in the black, and they would invest that money in more webinars and more opportunities for training.

Chair Peters commented that the Jaffrey/Rindge School Board was selected as the "Best School Board of the Year," and some of the initiatives they were recognized for were things that Merrimack had been doing for a long time. She added that they had a self-funded daycare program for teachers, which was something Merrimack had in the strategic plan. She also said they were trying to build a CTE school.

b. Planning & Building Committee's Recommendation

Board Member Rothhaus stated that Chief Educational Officer Olsen and she had attended the Planning & Building Committee meeting. She said that the committee voted 4 – 1 – 0 to approve the previous year's building plan for the Superintendent's office.

Assistant Superintendent for Business Shevenell explained that they discussed many options, including lease options. He said the Planning & Building Committee decided to go with a plan that was more complete.

Vice-Chair Hardy pointed out that the meetings were open to the public and were televised.

Board Member Halter said she felt having the architect at the meeting was very helpful.

155  
156 **NEW BUSINESS**  
157

158 a. Electronic Hall Pass Program

159 Mr. Chrigus Boezeman, Principal; Ms. Tracy Ruyffelaert, Literacy Coordinator; and Ms. Maggie  
160 Croteau, Health Teacher, all of Merrimack Middle School, were present to discuss the item.

161  
162 Mr. Boezeman said he felt the middle school had a solid start for the school year. He said they  
163 were currently in their first quarter of the 7<sup>th</sup>-grade world language exploratory classes where  
164 all students in 7<sup>th</sup>-grade would take a quarter of Spanish and a quarter of French to get some  
165 experience in each prior to committing to one of them in the 8<sup>th</sup>-grade.

166  
167 Mr. Boezeman shared that band and chorus students were able to have classes every day.  
168 He noted that the middle school's field hockey and the boys' soccer team were in first place as  
169 they finished the season.

170  
171 Mr. Boezeman said he felt a one-year pilot program for an Electronic Hall Pass Program would  
172 provide the following:

- 173  
174
  - Help execute the Tier I Academic Intervention Model
  - Provide valuable data and support for the Tier 2 Interventions.
  - Offer enhancements to school safety and security.  
176

177 Mr. Boezeman stated that they had a trial run of the program for about six weeks, and the  
178 feedback from the staff was generally positive.

179  
180 Mr. Boezeman explained that he felt they missed a few things with the six-week initial pilot  
181 program and that they could have identified students who needed more support when they saw  
182 there may have been some class avoidance happening. He said on Monday, Wednesday, and  
183 Friday, they would have an Academic Advisory period available to students who were in need of  
184 academic intervention. He said the electronic hall pass would assist with knowing where the  
185 students were.

186  
187 Mr. Boezeman stated that the electronic hall pass program could also help monitor instructional  
188 minutes lost.

189  
190 Ms. Ruyffelaert said she had used the E-Hall Pass, but in her role as Literacy Coordinator, she  
191 would be able to schedule students to see her, whether she read with them, or they needed to  
192 finish I-Ready. She said it would show up on the students' dashboard as well as the staff's  
193 dashboard.

194  
195 Mr. Boezeman said it would also provide another layer of security, knowing where the students  
196 were.

197  
198 Ms. Maggie Croteau, Health Teacher, addressed the Board and said she, too, found it helpful to  
199 be able to see where the students were.

200  
201 Board Member Rothhaus asked if the cost for the E-Hall Passes would be included in the  
202 proposed budget. Mr. Boezeman replied that it would. She said she felt the E-Hall Pass would  
203 impede classroom instructional time. She also said that she was not yet sure if she was in  
204 support of the program.  
205

Chair Peters stated that funding for this year did not include the cost of the E-Hall Pass Program. Mr. Boezeman replied that he was hoping to use some funds out of the Tier I Intervention line. He said the current cost would be \$1.89 per student or \$945.00.

Vice-Chair Hardy pointed out that Tier I Intervention was used for Universal Support for all Students.

**MOTION:** Board Member Martin made a motion to allow the Merrimack Middle School to use Tier I Intervention funds to pilot the E-Hall Pass Program for the 2024 – 2025 school year. Vice-Chair Hardy seconded the motion.

**Discussion:**

Board Member Rothhaus said she felt valuable teaching time would be lost if the E-Hall Pass Program were put in place.

Chair Peters said she felt the E-Hall Pass Program would be very easy to use.

**MOTION CARRIED: 4 – 1 – 0. (Nay – Board Member Rothhaus)**

b. Approval of MMS and MHS Parent/Student Handbooks

Chief Educational Officer Olsen stated that the parent/student handbooks for the Merrimack Middle School and the Merrimack High School had been edited and were ready for the School Boards' acceptance.

**MOTION:** Board Member Martin made a motion to approve the student handbooks for Merrimack Middle School and Merrimack High School, including the addition of the "Bell Schedule" at Merrimack Middle School. Board Member Halter seconded the motion.

**Discussion:**

Board Member Rothhaus requested that an agenda item be added regarding lengthening class time at the high school.

Chair Peters requested that the new "Bell Schedule" be included in the Merrimack Middle School Parent/Student Handbook.

c. October 1, 2024 – Student Enrollments

Chief Educational Officer Olsen stated that the Merrimack School District's enrollment had decreased by 124 students over the past three years (PreK – 12). He said the trend was consistent with a statewide decline in public school enrollments. He said the State of New Hampshire had the second lowest birth rate in the country at 8.8 births per 1,000 of the population. He said another contributing factor to the decrease in enrollment since 2022 was the increase of (23) students being homeschooled.

Chief Educational Officer Olsen said that he and Assistant Superintendent for Business Shevenell had looked at the enrollment projections for the 2025 – 2026 school year, and it looked like they would be down by approximately 40 to 50 students.

Chief Educational Officer Olsen stated that he would ask Urbanomics, Inc. to provide a brief presentation to the School Board at a later date.



- d. English as a Second Language (ESL) and Home Insecurity
- Assistant Superintendent of Curriculum Doyle stated that the district had obligations under both federal legislation and critical court cases to provide vulnerable populations of students with specific services as part of the public school Charter. She said the presentation would discuss students who were in need of special services, such as our multilingual learners and students experiencing homelessness.
  - English Speakers of Other Languages (ESOL)
    - The ESOL program in Merrimack endeavors to ensure that multilingual learners develop culturally and linguistically in order to become independent in academic, social, and vocational situations.
    - To accomplish this goal, students are immersed in all domains of the language, including speaking, listening, reading, and writing.
    - In addition, it is essential to support students and their families in adapting to and understanding American culture while maintaining and respecting their unique cultural heritage as well.
  - Lau Plan & Comprehensive Framework
    - To help ensure that this vision becomes a reality, we have developed the Merrimack School District's Lau Plan and other anchoring documents to serve as a comprehensive framework designed to provide culturally and linguistically diverse students with the support and resources they need to thrive academically, socially, and emotionally.
    - These documents are required by state and federal statutes, as well as district policy, and include:
      - MSD School Board Policy [IHBBA](#)
      - [MSD Lau Plan](#)
      - [MSD/NHDOE Home Language Survey](#)
      - [MSD English Language Initial Eligibility Notification Form](#)
      - [English Language Annual Parent Notification Form](#)
  - At this time, we have 126 ESOL students across the district:
    - This number includes students receiving services and monitoring status as required.
    - Our highest language incidents are Spanish (53 students) and Portuguese (28 students)
  - Student Rosters by School
    - James Mastricola Elementary School: 11 students
    - Reeds Ferry Elementary School: 29 students
    - Thorntons Ferry Elementary School: 20 students
    - James Mastricola Upper Elementary School: 25 students
    - Merrimack Middle School: 18 students
    - Merrimack High School: 24 students

- MSD ESOL Instruction & Programming
  - Instruction for our multilingual learners is guided by state and national standards.
  - The [WIDA English Language Development \(ELD\) Standards Framework](#) provides the foundation for curriculum, instruction, and assessment for multilingual learners in kindergarten through Grade 12.
- Until this school year, we had three (3) ESOL teachers for the district, and each teacher was assigned two school buildings with a split schedule of days and times.
  - This was not adequate in meeting the required periods of daily English Language Learners (ELL) instruction, which is based on WIDA levels and set by guidelines from the US Department of Education:
  - WIDA ELP Level 1.0 - 2.9: Two periods of daily instruction
  - WIDA ELP Level 3.0 or greater: One period of daily instruction
  - In response to our growing English Language Learner population, we now have five (5) ESOL teachers and one paraprofessional supporting students and classrooms.
- McKinney-Vento Definition of Homelessness
  - The term homeless means individuals who lack a fixed, regular, and adequate nighttime residence. This includes:
  - Sharing housing (“doubled up”) due to loss of housing, economic hardship, or similar circumstances.
  - Living in motels, hotels, trailer parks, or campgrounds.
  - Living in emergency or transitional shelters.
  - Living in cars, parks, abandoned buildings, public spaces, substandard housing, bus or train stations, or similar settings.
  - Inadequate/substandard means a lack of utilities, infestations, mold, or dangerous places.
  - At the end of last school year, there were 40 District students identified as homeless.
  - At the beginning of each school year, each student has to be verified and reidentified for eligibility.
  - If a family has found permanent housing that is fixed, regular, and adequate, the student is removed from the list.
  - At this time, we have confirmed 25 students who are identified as homeless.
- Required by the McKinney-Vento Homeless Assistance Act
  - Attend either the local school OR their school of origin if this is in the best interest of students.
  - The school of origin is the school the student attended when they were last permanently housed or the school in which the student was last enrolled.
  - Receive transportation to and from the school of origin.
  - Access to the same programs and services that are available to all other students, including transportation and supplemental education services.

Chief Educational Officer Olsen stated that sometimes the public did not understand that the programs were mandated, noting that sometimes programs were unfunded mandates.

Chair Peters said the "Resources" page on the school district's website had a lot of information regarding sources.

## **7. POLICIES**

- a. Third Review and Approval of Field Trip and Excursion Policy (IJOA) and Filed Trip and Excursion Procedures (IJOA-R)

**MOTION:** Vice-Chair Hardy made a motion to adopt the Review and Approval of Field Trip and Excursion Policy (IJOA) and Filed Trip and Excursion Procedures (IJOA-R), given its third review. Board Member Rothhaus seconded the motion.

**MOTION CARRIED: 5 – 0 – 0.**

- b. First Reading of Revised Limited English Proficiency Instruction Policy (IHBBA)

**MOTION:** Board Member Halter made a motion to waive the first reading of the Revised Limited English Proficiency Instruction Policy (IHBBA). Board Member Martin seconded the motion.

**MOTION CARRIED: 5 – 0 – 0.**

## **8. APPROVAL OF MINUTES**

- a. September 23, 2024 – Public Minutes

**MOTION:** Board Member Martin made a motion to accept the public minutes from the September 23, 2024, public minutes, as presented. Board Member Rothhaus seconded the motion.

**MOTION CARRIED: 4 – 0 – 1. (Nay – Vice-Chair Hardy)**

## **9. CONSENT AGENDA**

- a. Educator Nominations

- o Tara Ponder, School Nurse, James Mastricola Upper Elementary School
- o Elizabeth Sheehan, Elementary Classroom Teacher, Reeds Ferry Elementary School

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

**MOTION CARRIED: 5 – 0 – 0.**

## **10. OTHER**

- a. Committee Reports

Board Member Rothhaus commented that she attended the Planning & Building Committee meeting, during which they met with the architect and discussed the proposed 11,000 sq. ft. design. She also said they discussed asking the School Board to create an Ad Hoc Committee.



Board Member Rothhaus also said she attended the Parks & Recreation Committee meeting. She said the logo design was due on November 1<sup>st</sup>, there would be a blood drive on November 30<sup>th</sup>, Safe Babysitter would be held on November 9<sup>th</sup>, and the annual Halloween party would be on October 26<sup>th</sup>.

Board Member Rothhaus also said they did a rubrics survey of all of the parks to ascertain what the needs were.

Board Member Martin commented that a Professional Development Committee meeting (via Zoom) had occurred the prior week, although he pointed out that not enough people were in attendance for a quorum. However, they had many discussions and ended up voting via email to approve some professional development opportunities the following day.

Board Member Halter stated that she attended the Budget Advisory Committee meeting, during which they reorganized. Ms. Jen McCormack was the new Chair, and Makensie Murphy was the Vice-Chair. Board Member Halter said they reviewed the bylaws and discussed the budget process, noting that the next Budget meeting would be held on November 19<sup>th</sup> at the high school.

Chair Peters commented that she had attended a Joint Loss Prevention Committee meeting, and members were setting up their walk-throughs of the district facilities.

b. Correspondence

Chair Peters commented that she had received a number of emails regarding student welfare and staff welfare. She said she followed up with all of those by sending them to administration.

Chair Peters said she received an email from MYA (Merrimack Youth Association), which she was discussing with the administration, and the item may come before the Board at a future meeting.

c. Comments

Vice-Chair Hardy said she was very impressed with the Wit & Wisdom curriculum.

Board Member Rothhaus commented that she appreciated the video about Unified Soccer.

Board Member Rothhaus asked if the Merrimack School District's Policy on Bullying could be on the agenda for the next meeting.

Board Member Martin commented that he had attended the very first Modern Band Festival, where twelve students were accepted from New Hampshire, and out of those twelve, four were from Merrimack.

**10. PUBLIC COMMENTS ON AGENDA ITEMS**

There was no public comment.

**11. ADJOURNMENT**

**MOTION:** At approximately 8:19 p.m., Board Member Halter made a motion to adjourn. Board Member Martin seconded the motion.

**MOTION CARRIED: 5 – 0 – 0.**