

**Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
November 18, 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

PUBLIC MEETING

- | | | |
|-----------|--|---|
| 6:00 p.m. | 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE | Lori Peters |
| | 2. PUBLIC PARTICIPATION | Lori Peters |
| 6:15 p.m. | 3. RECOGNITIONS <ul style="list-style-type: none">● NH High School Short Film Festival Competition | Lori Peters
Lori Peters |
| 6:25 p.m. | 4. INFORMATIONAL UPDATES <ul style="list-style-type: none">a. Superintendent Updateb. Assistant Superintendent for Curriculum Updatec. Assistant Superintendent for Business Updated. School Board Updatee. Student Representative Update | Lori Peters |
| 6:35 p.m. | 5. OLD BUSINESS <ul style="list-style-type: none">a. Gallup Survey Schoolcard Report for 2024 | Lori Peters
Amanda Doyle |
| 6:45 p.m. | 6. NEW BUSINESS <ul style="list-style-type: none">a. Connected Arts Network Survey Requestb. Student Services Parent Surveyc. Vote on Ad Hoc Committee to Planning and Building Committeed. Other | Lori Peters
Amanda Doyle
Everett Olsen
Lori Peters |
| 7:30 p.m. | 7. POLICIES <ul style="list-style-type: none">a. Approval of Revised Limited English Proficiency Policy (IHBBA) | Lori Peters
Everett Olsen |
| 7:35 p.m. | 8. APPROVAL OF MINUTES <ul style="list-style-type: none">a. November 4, 2024 Public and Non-Public Minutes | Lori Peters |
| | 9. CONSENT AGENDA | Amanda Doyle |
| 7:40 p.m. | 10. OTHER <ul style="list-style-type: none">a. Committee Reportsb. Correspondencec. Comments | Lori Peters |
| 7:50 p.m. | 11. PUBLIC COMMENTS ON AGENDA ITEMS | Lori Peters |
| 8:05 p.m. | 12. ADJOURN | |

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

MERRIMACK SCHOOL DISTRICT
School Administrative Unit #26
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Merrimack, New Hampshire 03054
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AMANDA S. DOYLE
Assistant Superintendent for Curriculum

EVERETT V. OLSEN, Jr.
Chief Educational Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

To: Lori Peters, Chair
Jenna Hardy, Vice Chair
Naomi Halter

Ken Martin
Laurie Rothhaus
Finnegan Haddad, Student Representative

From: Amanda S. Doyle



Date: November 18, 2024

Subject: Merrimack Middle and High School Student 2024 Gallup Poll Results

In May of 2023, I provided a memo to the Board regarding an invitation for the Merrimack School District to participate in a three-year longitudinal study (2023, 2024, and 2025) of student engagement, hope, entrepreneurship and financial literacy, and career-connected learning as measured by the New Hampshire Student Gallup Poll. Recall that our partners at the New Hampshire Learning Initiative (NHLI), in collaboration with Gallup, and a state-wide work-based advisory group, worked together to create a NH specific, 24 item, web-based, anonymous, and voluntary, academic survey that seeks to capture students' involvement in and enthusiasm for school, as well as their ideas and energy for the future based on their school experience.

In May of 2024, Merrimack students in Grades 7-12 were provided a second of three opportunities to participate in the Poll and the district has received an overall scorecard based on group data. The results for Merrimack Middle School and Merrimack High School are included with this memo.

As suggested by the experts at Clifton Strengths, who manage the Gallup Student Poll and its database, we will unpack this data at the building and district levels and focus our efforts on our lowest scores, as well as those areas that represent the biggest gap between our school results and the Gallup Student Poll Database.

I welcome your questions, concerns, or points of clarification regarding this data and assessment measure.

Gallup Student Poll

Engaged Today — Ready for Tomorrow

Merrimack High School

2024 SCORECARD

INTRODUCTION

This Gallup Student Poll - provided by the New Hampshire Learning Initiative - is a 24-question survey that measures engagement, hope, entrepreneurship and financial literacy, and career-connected learning of students in 5th through 12th grade.



Engagement: The involvement in and enthusiasm for school.



Hope: The ideas and energy students have for the future.



Entrepreneurship and Financial Literacy



Career-Connected Learning

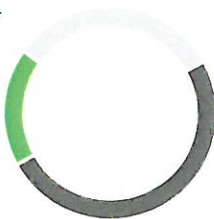


Engagement

The Involvement in and Enthusiasm for School

ENGAGEMENT INDEX*

N=115



- 18% Engaged
- 32% Not Engaged
- 50% Actively Disengaged

ENGAGEMENT GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	3.36	3.32	3.46	3.48
At this school, I get to do what I do best every day.	2.98	2.87	3.16	3.16
My teachers make me feel my schoolwork is important.	3.32	3.15	3.46	3.47
I feel safe in this school.	3.53	3.56	3.36	3.49
I have fun at school.	2.80	2.83	3.04	3.00
I have a best friend at school.	4.20	4.24	4.31	4.34
In the last seven days, someone has told me I have done good work at school.	3.09	2.76	3.26	3.27
In the last seven days, I have learned something interesting at school.	3.23	3.27	3.29	3.29
The adults at my school care about me.	3.36	3.48	3.50	3.54
I have at least one teacher who makes me excited about the future.	3.74	3.75	3.76	3.72

GRANDMEAN BY GRADE	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	-	-	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
At this school, I get to do what I do best every day.	116	10	26	37	20	7
My teachers make me feel my schoolwork is important.	120	8	23	28	31	11
I feel safe in this school.	121	5	7	32	37	18
I have fun at school.	122	13	26	33	20	7
I have a best friend at school.	119	4	3	13	24	55
In the last seven days, someone has told me I have done good work at school.	119	33	15	13	22	18
In the last seven days, I have learned something interesting at school.	120	11	21	20	28	21
The adults at my school care about me.	118	7	12	28	33	20
I have at least one teacher who makes me excited about the future.	117	9	11	14	26	39

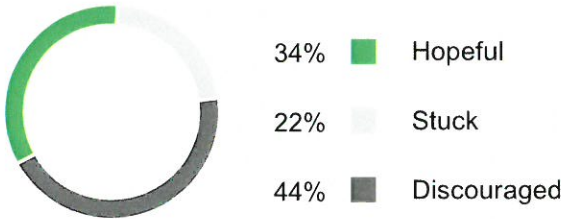
*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.
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Hope

The Ideas and Energy Students Have for the Future

HOPE INDEX*
N=118



HOPE GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	3.94	3.92	3.96	3.97
I know I will graduate from high school.	4.60	4.44	4.46	4.47
I have a great future ahead of me.	3.97	3.93	4.03	4.04
I can think of many ways to get good grades.	3.83	3.72	3.83	3.82
I have many goals.	3.79	3.81	3.80	3.84
I can find many ways around problems.	3.71	3.75	3.65	3.64
I know I will find a good job in the future.	3.76	3.80	3.95	3.94

GRANDMEAN BY GRADE	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	-	-	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	121	3	4	5	21	67
I have a great future ahead of me.	118	8	3	19	29	42
I can think of many ways to get good grades.	121	6	13	17	32	32
I have many goals.	122	5	7	25	28	35
I can find many ways around problems.	118	3	8	25	38	25
I know I will find a good job in the future.	115	6	11	17	29	37

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Entrepreneurship and Financial Literacy

ENTREPRENEURSHIP AND FINANCIAL LITERACY

N=123

ENTREPRENEURSHIP AND FINANCIAL LITERACY GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	2.21	2.15	2.48	2.49
I am learning how to start and run a business in school.	1.97	1.90	2.31	2.34
I am learning how to save and spend money in school.	2.44	2.40	2.65	2.64

GRANDMEAN BY GRADE								
	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	-	-	1.79	2.42	2.60	1.82

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree		Strongly Agree		
I am learning how to start and run a business in school.	110	50	25	15	5	5
I am learning how to save and spend money in school.	119	40	14	18	20	8

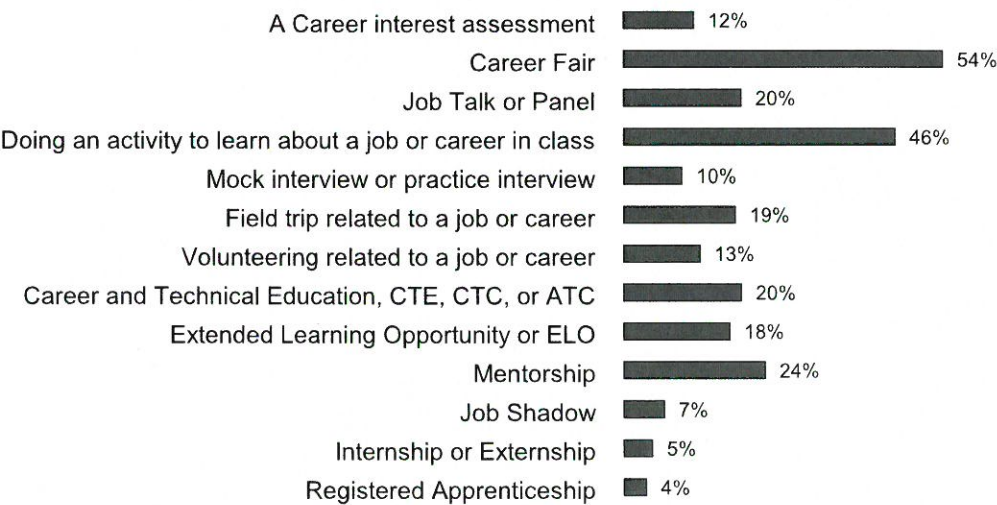


Career-Connected Learning

CAREER-CONNECTED LEARNING
N=123

CAREER-CONNECTED LEARNING	Your School		NHLE Participants	
	PAST	CURRENT	PAST	CURRENT
My school offers many Career-Connected Learning opportunities.	2.99	3.10	3.43	3.48
I would like to participate in more Career-Connected Learning opportunities at my school.	3.65	3.91	3.59	3.62
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	2.52	2.55	2.97	3.02
While at school this year, I learned about a job or career that I had not heard of before.	2.74	2.72	3.10	3.11
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	2.93	2.95	3.20	3.23
The job or career activities at my school include the types of jobs and careers I'm interested in.	2.74	2.76	3.01	3.08

Have you ever participated in the following Career-Connected Learning opportunities through your school?



ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
My school offers many Career-Connected Learning opportunities.	112	8	21	34	29	9
I would like to participate in more Career-Connected Learning opportunities at my school.	121	6	2	17	44	31
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	105	25	23	31	14	7
While at school this year, I learned about a job or career that I had not heard of before.	120	25	24	15	26	10
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	121	14	20	31	26	8
The job or career activities at my school include the types of jobs and careers I'm interested in.	115	23	15	36	18	9

– No data available. A minimum n size of 10 is required for full results.
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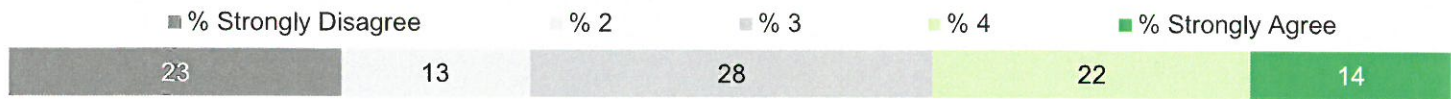
ITEMS BY GRADE

	Your School							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT BY GRADE	-	-	-	-	-	-	-	-
At this school, I get to do what I do best every day.	-	-	-	-	2.92	2.70	3.18	2.48
My teachers make me feel my schoolwork is important.	-	-	-	-	3.19	3.04	3.47	2.67
I feel safe in this school.	-	-	-	-	3.74	3.38	3.56	3.43
I have fun at school.	-	-	-	-	3.09	2.79	2.56	2.76
I have a best friend at school.	-	-	-	-	4.22	4.50	4.15	4.14
In the last seven days, someone has told me I have done good work at school.	-	-	-	-	2.78	2.83	2.94	2.38
In the last seven days, I have learned something interesting at school.	-	-	-	-	3.48	2.96	3.53	2.81
The adults at my school care about me.	-	-	-	-	3.58	3.21	3.76	3.19
I have at least one teacher who makes me excited about the future.	-	-	-	-	3.68	3.30	4.03	3.95
HOPE BY GRADE	-	-	-	-	-	-	-	-
I know I will graduate from high school.	-	-	-	-	4.52	4.32	4.42	4.43
I have a great future ahead of me.	-	-	-	-	4.07	3.58	3.97	4.00
I can think of many ways to get good grades.	-	-	-	-	3.93	3.44	3.88	3.38
I have many goals.	-	-	-	-	3.98	3.64	3.68	3.90
I can find many ways around problems.	-	-	-	-	3.88	3.58	3.64	3.86
I know I will find a good job in the future.	-	-	-	-	4.13	3.41	3.78	3.62
ENTREPRENEURSHIP AND FINANCIAL LITERACY BY GRADE	-	-	-	-	1.79	2.42	2.60	1.82
I am learning how to start and run a business in school.	-	-	-	-	1.67	1.83	2.44	1.53
I am learning how to save and spend money in school.	-	-	-	-	1.90	3.00	2.76	2.10
CAREER-CONNECTED LEARNING BY GRADE								
My school offers many Career-Connected Learning opportunities.	-	-	-	-	3.47	2.96	3.19	2.45
I would like to participate in more Career-Connected Learning opportunities at my school.	-	-	-	-	3.85	4.04	4.00	3.71
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	-	-	-	2.76	2.61	2.63	1.94
While at school this year, I learned about a job or career that I had not heard of before.	-	-	-	-	2.95	2.33	2.94	2.33
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	-	-	-	3.12	2.80	3.06	2.62
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	-	-	-	3.13	2.43	2.76	2.37

SELF-REPORTED ITEMS

These items are used for statistical purposes only.

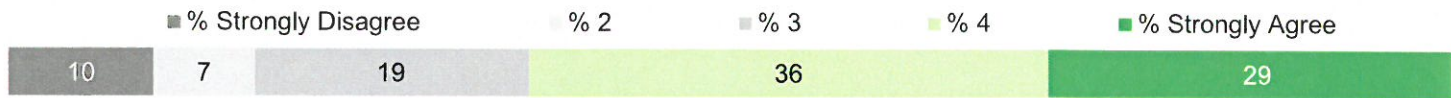
I HAVE A MENTOR WHO ENCOURAGES MY DEVELOPMENT.



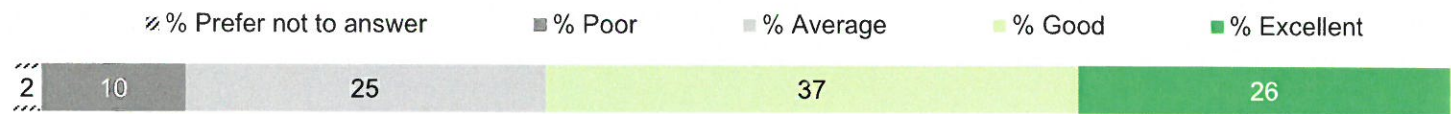
I AM INVOLVED IN AT LEAST ONE ACTIVITY, SUCH AS A CLUB, MUSIC, SPORTS, OR VOLUNTEERING.



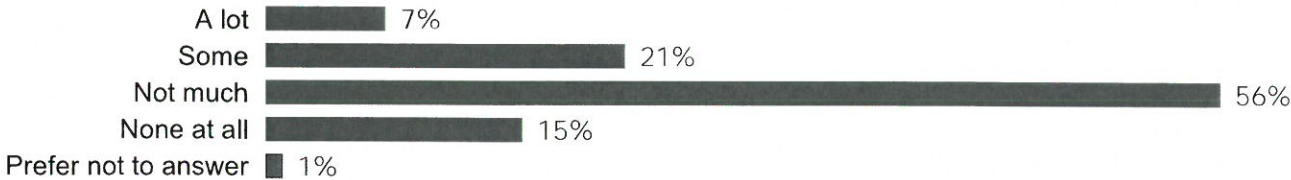
COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR?



Appendix

NEW HAMPSHIRE GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The online New Hampshire Gallup Student Poll is completed by a convenience sample of schools and districts. Gallup does not randomly select schools participating in the annual New Hampshire Gallup Student Poll. Schools and districts receive a scorecard with school or district-specific data. Participation rates vary by school. The New Hampshire Gallup Student Poll is conducted during a designated survey period and available during school hours Monday through Friday only. The New Hampshire Gallup Student Poll is administered to students in 5th through 12th grade. The New Hampshire Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

Data are not statistically weighted to reflect the New Hampshire student population and results are not generalizable beyond the participating students, schools, or districts.

Gallup Student Poll

Engaged Today — Ready for Tomorrow

Merrimack Middle School

2024 SCORECARD

INTRODUCTION

This Gallup Student Poll - provided by the New Hampshire Learning Initiative - is a 24-question survey that measures engagement, hope, entrepreneurship and financial literacy, and career-connected learning of students in 5th through 12th grade.



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Hope: The ideas and energy students have for the future.



Entrepreneurship and Financial Literacy



Career-Connected Learning

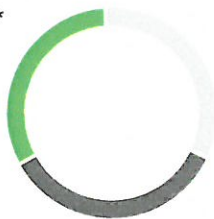


Engagement

The Involvement in and Enthusiasm for School

ENGAGEMENT INDEX*

N=317



- 32% Engaged
- 33% Not Engaged
- 35% Actively Disengaged

ENGAGEMENT GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	3.45	3.57	3.46	3.48
At this school, I get to do what I do best every day.	3.06	3.17	3.16	3.16
My teachers make me feel my schoolwork is important.	3.47	3.52	3.46	3.47
I feel safe in this school.	3.79	3.98	3.36	3.49
I have fun at school.	3.12	3.08	3.04	3.00
I have a best friend at school.	4.56	4.55	4.31	4.34
In the last seven days, someone has told me I have done good work at school.	2.86	3.21	3.26	3.27
In the last seven days, I have learned something interesting at school.	3.12	3.31	3.29	3.29
The adults at my school care about me.	3.49	3.66	3.50	3.54
I have at least one teacher who makes me excited about the future.	3.65	3.58	3.76	3.72

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	3.58	3.56	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree		Strongly Agree		
At this school, I get to do what I do best every day.	318	7	17	34	34	7
My teachers make me feel my schoolwork is important.	324	6	11	27	37	19
I feel safe in this school.	325	3	4	20	37	36
I have fun at school.	324	15	17	27	26	15
I have a best friend at school.	328	1	4	6	17	72
In the last seven days, someone has told me I have done good work at school.	308	20	15	17	21	27
In the last seven days, I have learned something interesting at school.	324	15	11	20	33	20
The adults at my school care about me.	315	6	12	19	36	27
I have at least one teacher who makes me excited about the future.	311	13	11	17	26	34

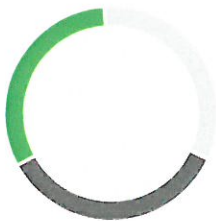
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Hope

The Ideas and Energy Students Have for the Future

HOPE INDEX*
N=314



- 32% Hopeful
- 33% Stuck
- 35% Discouraged

HOPE GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	3.91	4.07	3.96	3.97
I know I will graduate from high school.	4.41	4.49	4.46	4.47
I have a great future ahead of me.	3.97	4.14	4.03	4.04
I can think of many ways to get good grades.	3.76	3.95	3.83	3.82
I have many goals.	3.84	3.89	3.80	3.84
I can find many ways around problems.	3.62	3.71	3.65	3.64
I know I will find a good job in the future.	3.90	4.12	3.95	3.94

GRANDMEAN BY GRADE								
	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	4.08	4.06	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree		Strongly Agree		
I know I will graduate from high school.	322	2	2	7	21	67
I have a great future ahead of me.	311	2	2	18	36	42
I can think of many ways to get good grades.	321	1	9	20	34	36
I have many goals.	323	3	10	20	28	38
I can find many ways around problems.	325	2	9	27	39	23
I know I will find a good job in the future.	309	1	4	18	35	42

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Entrepreneurship and Financial Literacy

ENTREPRENEURSHIP AND FINANCIAL LITERACY

N=330

ENTREPRENEURSHIP AND FINANCIAL LITERACY GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	2.68	2.76	2.48	2.49
I am learning how to start and run a business in school.	2.22	2.35	2.31	2.34
I am learning how to save and spend money in school.	3.13	3.16	2.65	2.64

GRANDMEAN BY GRADE								
	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	3.06	2.53	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree		Strongly Agree		
I am learning how to start and run a business in school.	315	28	29	28	11	4
I am learning how to save and spend money in school.	328	13	17	22	38	10

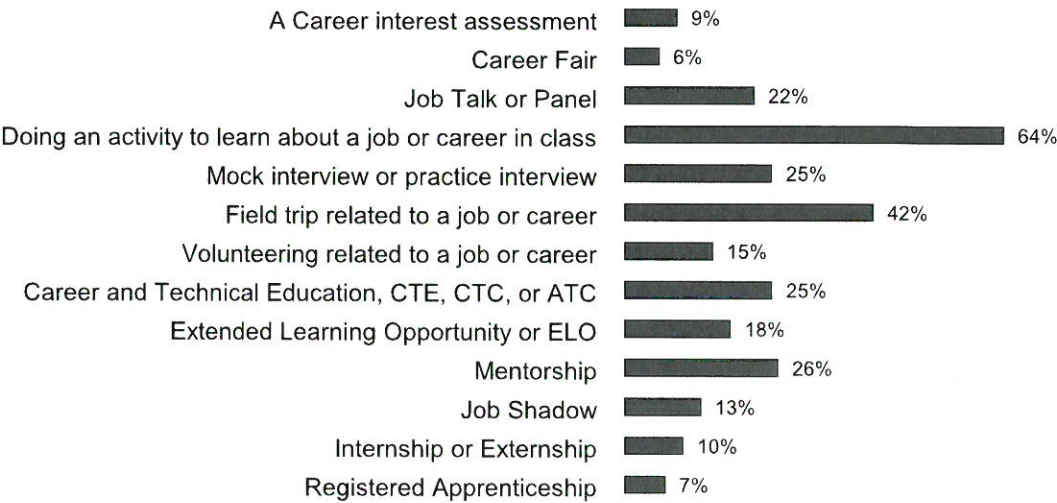


Career-Connected Learning

CAREER-CONNECTED LEARNING
N=330

CAREER-CONNECTED LEARNING	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
My school offers many Career-Connected Learning opportunities.	2.71	2.73	3.43	3.48
I would like to participate in more Career-Connected Learning opportunities at my school.	3.57	3.56	3.59	3.62
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	2.69	2.68	2.97	3.02
While at school this year, I learned about a job or career that I had not heard of before.	2.89	2.86	3.10	3.11
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	2.96	3.08	3.20	3.23
The job or career activities at my school include the types of jobs and careers I'm interested in.	2.56	2.64	3.01	3.08

Have you ever participated in the following Career-Connected Learning opportunities through your school?



ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
My school offers many Career-Connected Learning opportunities.	291	17	23	33	24	3
I would like to participate in more Career-Connected Learning opportunities at my school.	309	6	10	28	38	19
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	288	18	25	35	16	6
While at school this year, I learned about a job or career that I had not heard of before.	305	18	25	18	32	8
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	311	11	17	35	28	10
The job or career activities at my school include the types of jobs and careers I'm interested in.	289	17	22	43	15	3

– No data available. A minimum n size of 10 is required for full results.
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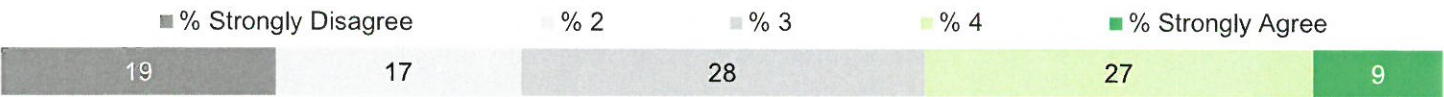
ITEMS BY GRADE

	Your School							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT BY GRADE	-	-	3.58	3.56	-	-	-	-
At this school, I get to do what I do best every day.	-	-	3.21	3.13	-	-	-	-
My teachers make me feel my schoolwork is important.	-	-	3.46	3.57	-	-	-	-
I feel safe in this school.	-	-	3.97	3.98	-	-	-	-
I have fun at school.	-	-	2.93	3.20	-	-	-	-
I have a best friend at school.	-	-	4.69	4.44	-	-	-	-
In the last seven days, someone has told me I have done good work at school.	-	-	3.27	3.16	-	-	-	-
In the last seven days, I have learned something interesting at school.	-	-	3.42	3.23	-	-	-	-
The adults at my school care about me.	-	-	3.63	3.68	-	-	-	-
I have at least one teacher who makes me excited about the future.	-	-	3.49	3.64	-	-	-	-
HOPE BY GRADE	-	-	4.08	4.06	-	-	-	-
I know I will graduate from high school.	-	-	4.41	4.55	-	-	-	-
I have a great future ahead of me.	-	-	4.14	4.14	-	-	-	-
I can think of many ways to get good grades.	-	-	3.90	3.99	-	-	-	-
I have many goals.	-	-	3.94	3.85	-	-	-	-
I can find many ways around problems.	-	-	3.72	3.71	-	-	-	-
I know I will find a good job in the future.	-	-	4.24	4.03	-	-	-	-
ENTREPRENEURSHIP AND FINANCIAL LITERACY BY GRADE	-	-	3.06	2.53	-	-	-	-
I am learning how to start and run a business in school.	-	-	2.58	2.18	-	-	-	-
I am learning how to save and spend money in school.	-	-	3.54	2.87	-	-	-	-
CAREER-CONNECTED LEARNING BY GRADE								
My school offers many Career-Connected Learning opportunities.	-	-	2.67	2.77	-	-	-	-
I would like to participate in more Career-Connected Learning opportunities at my school.	-	-	3.73	3.43	-	-	-	-
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	-	2.50	2.81	-	-	-	-
While at school this year, I learned about a job or career that I had not heard of before.	-	-	2.81	2.89	-	-	-	-
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	-	2.94	3.19	-	-	-	-
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	-	2.49	2.75	-	-	-	-

SELF-REPORTED ITEMS

These items are used for statistical purposes only.

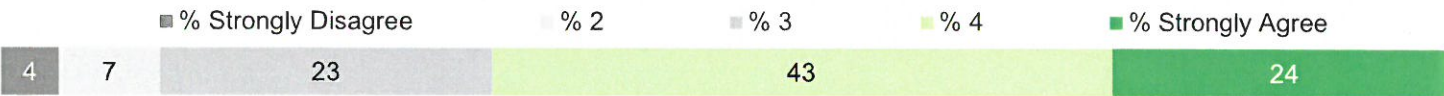
I HAVE A MENTOR WHO ENCOURAGES MY DEVELOPMENT.



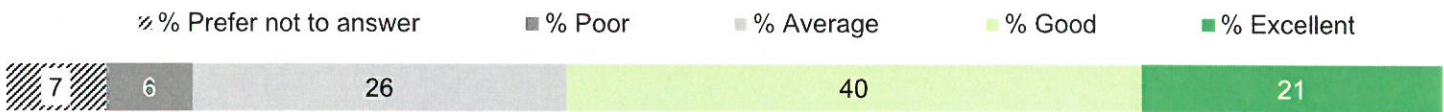
I AM INVOLVED IN AT LEAST ONE ACTIVITY, SUCH AS A CLUB, MUSIC, SPORTS, OR VOLUNTEERING.



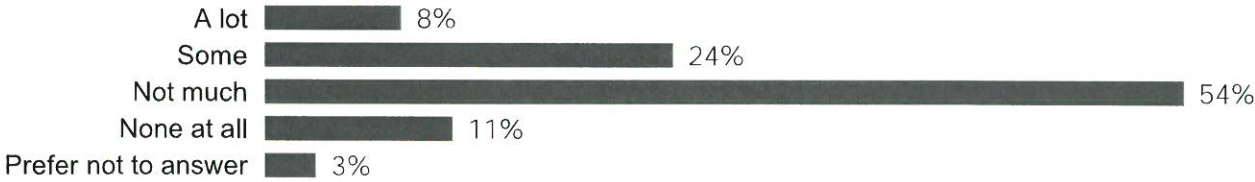
COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR?



Appendix

NEW HAMPSHIRE GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The online New Hampshire Gallup Student Poll is completed by a convenience sample of schools and districts. Gallup does not randomly select schools participating in the annual New Hampshire Gallup Student Poll. Schools and districts receive a scorecard with school or district-specific data. Participation rates vary by school. The New Hampshire Gallup Student Poll is conducted during a designated survey period and available during school hours Monday through Friday only. The New Hampshire Gallup Student Poll is administered to students in 5th through 12th grade. The New Hampshire Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

Data are not statistically weighted to reflect the New Hampshire student population and results are not generalizable beyond the participating students, schools, or districts.

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

AMANDA S. DOYLE
Assistant Superintendent for Curriculum

EVERETT V. OLSEN, Jr.
Chief Educational Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

To: Lori Peters, Chair
Jenna Hardy, Vice Chair
Naomi Halter

Ken Martin
Laurie Rothhaus
Finnegan Haddad, Student Representative

From: Amanda S. Doyle 

Date: November 18, 2024

Subject: Connected Arts Network Survey Request

The National Art Education Association, in partnership with the Educational Theater Association, the National Association for Music Education, the National Dance Education Organization, and the NYC Department of Education's Arts Office launched the Connected Arts Networks (CAN). CAN is a five-year grant initiative to create nationwide virtual Professional Learning Communities with educators in visual arts, music, theatre, dance, and media arts.

Last year, Thorntons Ferry School Art Teacher, Kate Viands, applied and was accepted into this program. She meets monthly with 12 other art teachers from across the country and the group is starting to develop action research plans. As part of this research, Ms. Viands is seeking the Board's support and approval to conduct an anonymous, voluntary, non-academic survey about art class to one first grade class and one fourth grade class at TFS.

Attached is the letter that Ms. Viands would like to send to the parents of the respective first and fourth grade classes, which includes links to the Connected Arts Network website, the surveys, and what the aggregate data will look like. Ms. Viands will email these to parents in a format where they can digitally sign permission for their students to participate in the survey.

Pursuant to District Policy ILD, non-academic surveys conducted for "other agencies" require the recommendation of the Superintendent and approval of the School Board as to content and purpose, and the results must be shared with the School Board. As required by Policy ILD, as well as RSA 186:11 IX-d, should you approve this request, the survey will be available to parents, both at the school and on the school or district website 10 days prior to administration.

November **, 2024

Dear Parents/Guardians,

I am pleased to invite your child to participate in an upcoming arts survey that explores social and emotional learning within their art classes. This anonymous survey is part of a professional learning community through the U.S. Department of Education and the Connected Arts Network (CAN) ([link](#)).

The survey ([4th grade link](#)) ([first grade link](#)), which will take about five minutes during Art Class, will help me adapt my teaching to meet the diverse needs of our students. All data will remain anonymous, and no individual information will be shared. Aggregated results will be shared with CAN and the U.S. Department of Education to support a nationwide initiative. You can view a sample of aggregated results here ([link](#)).

Participation in this survey is entirely voluntary. If you would like your child to participate, please complete and return the attached form to your child's teacher by **(weekday), November ******.

In April, I will administer the same survey as follow-up to evaluate the impact of any instructional adjustments on students' connections in the art room.

Thank you for supporting a vibrant and enriching arts education for all students. If you have any questions please feel free to contact me at kate.viands@sau26.org.

Thank you,

Kate Viands, MA, MAT

Art Educator, TFS

I would like my student _____ to participate in the arts survey.

Parent/Guardian name: _____

Signature: _____ Date: _____

CAN SEL Survey for students in K-3rd grades and students participating in Alternate Assessment

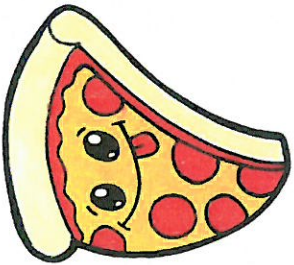
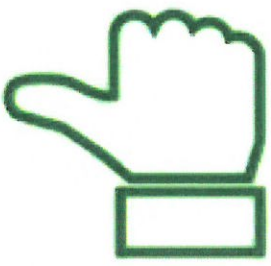
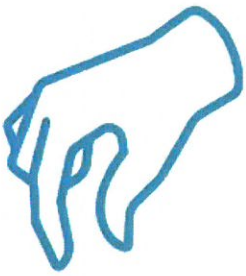

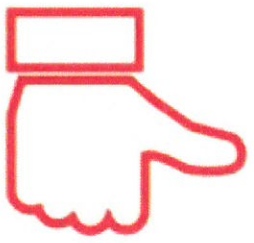
A special thank you to Kirsten Rorke and the NYCPS District 75 Community for modifying the Connected Arts Networks (CAN) SEL survey and creating this slide deck.




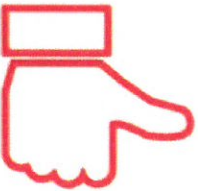
Tips For Use:

- Choose four students to complete the survey pre-CAN unit and post-CAN unit. If you wish, you can have more students in your class complete the survey.
- You may change the imagery and customize the question stems with your art form. Do not change the question stems or response options.
- Print one deck in color and practice using the pizza example on Slide 2.
- Ask the student one question at a time, followed by saying and pointing to each answer option, and then ask the student to touch, point, or eye-gaze towards their choice.
- Alternatively, you can print a copy for each student and ask them to circle their response.
- Jot down the student's answers for each question.
- Pre-CAN Unit: After collecting your data, reflect on it. What do you notice? What changes might you need to make to your plan?
- Post-CAN Unit: After collecting your data, reflect on it. What does this reveal about the impact the your unit and what you tried?

CAN Student Survey: Practice Question


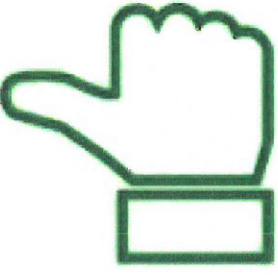
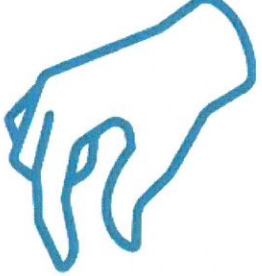

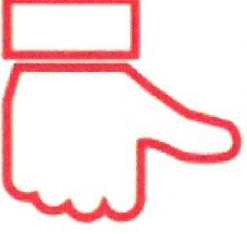
Circle, touch, point, or show your answer for how you feel about pizza.

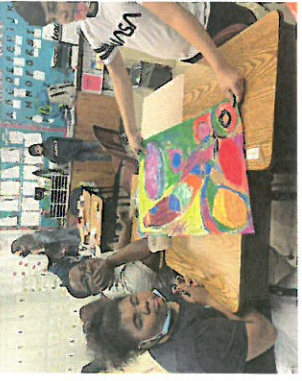
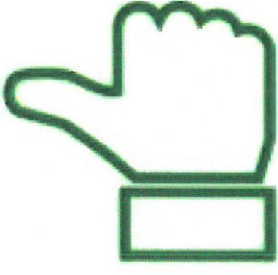


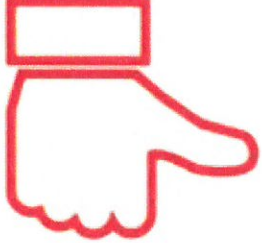
I like pizza. 	YES! Very much! 	Yes, sometimes. 	Not very much. 	No, not at all! 
--	--	---	---	--

Circle, touch, or point	Circle, touch, or point	Circle, touch, or point	Circle, touch, or point
If you really like pizza, circle this: 	If you like pizza sometimes, circle this: 	If you don't really like pizza, circle this: 	If you don't like pizza at all, circle this: 

CAN Student Survey

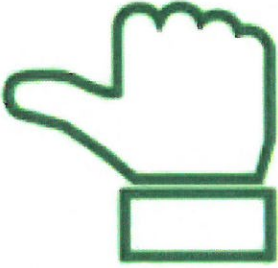
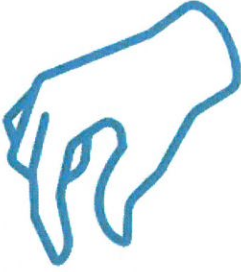

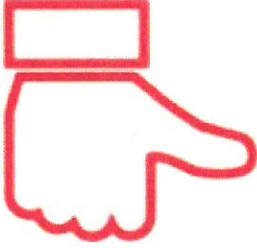
Circle, touch or point to how you feel.

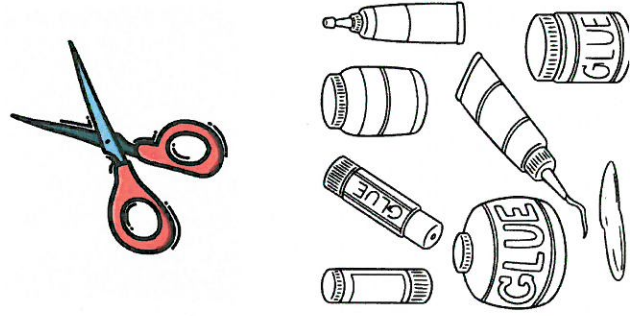
I like art class. 	YES! Very much! 	Yes, sometimes. 	Not very much. 	No, not at all! 
--	--	---	---	--

I get to make my own choices when making art. 	YES! Very much! 	Yes, sometimes. 	Not very much. 	No, not at all! 
--	--	---	---	--

CAN Student Survey


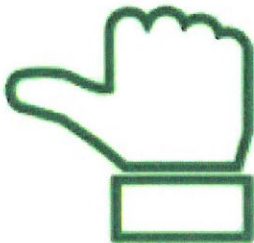
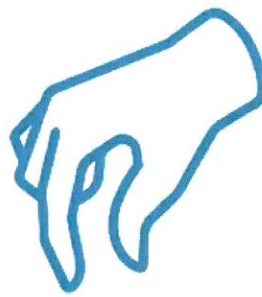

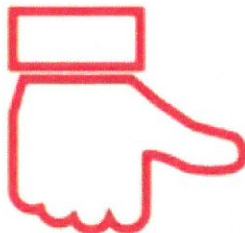
Circle, touch, point, or show your answer.

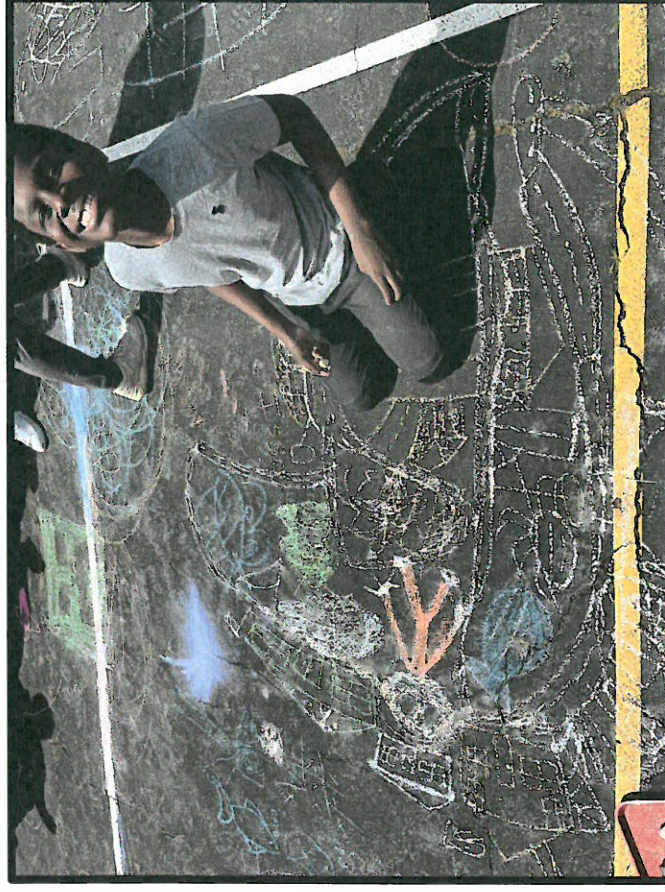
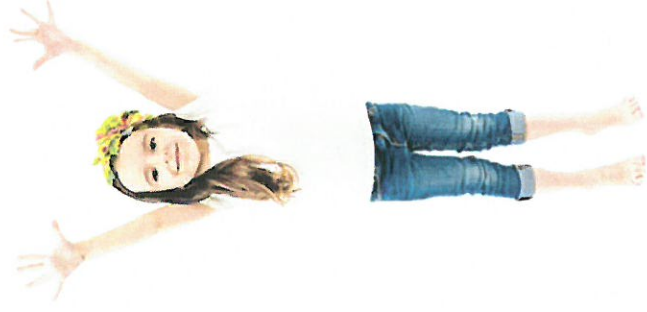
<p>People listen when I share my thoughts about my art work. My ideas and voice matters.</p>	<p>YES! Very much!</p> 	<p>Yes, sometimes.</p> 	<p>Not very much.</p> 	<p>No, not at all!</p> 
--	--	---	---	--



CAN Student Survey

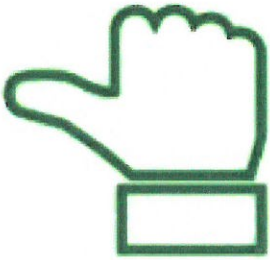
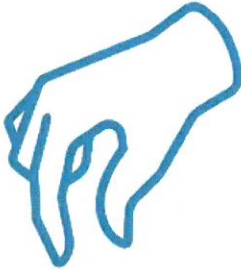

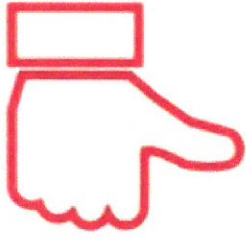
Circle, touch, point, or show your answer.

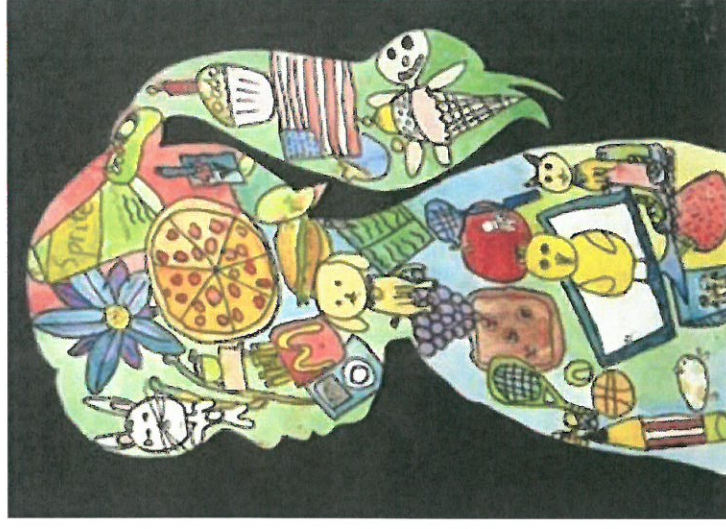
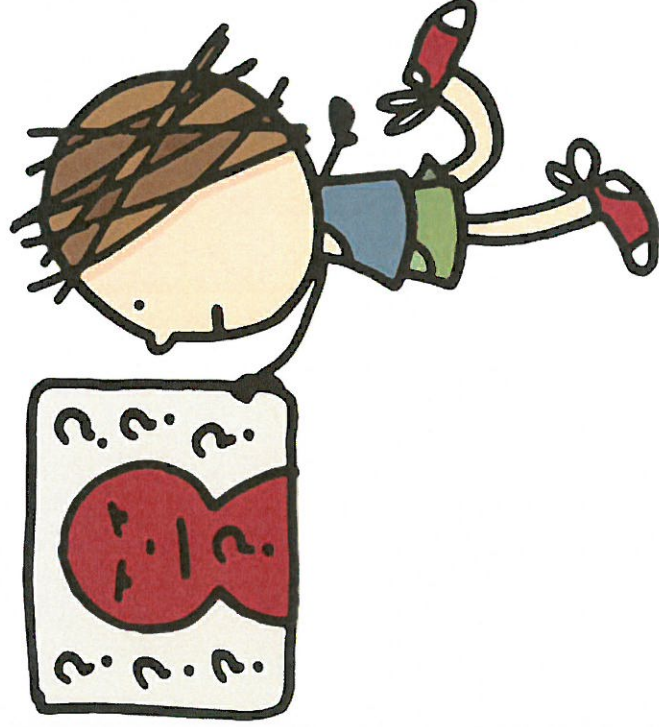
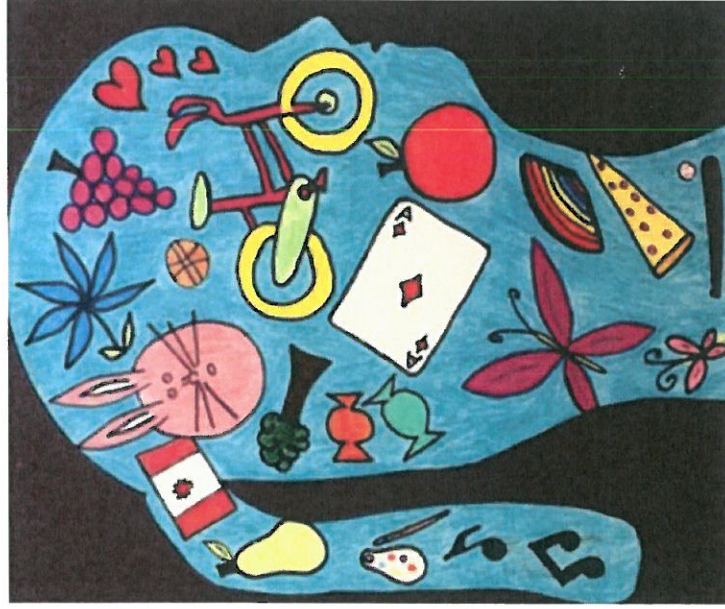
<p>I can be myself in art class.</p> 	<p>YES! Very much!</p> 	<p>Yes, sometimes.</p> 	<p>Not very much.</p> 	<p>No, not at all!</p> 
--	--	---	---	--



CAN Student Survey

Circle, touch, point, or show your answer.

<p>Art helps me know more about myself and others.</p>	<p>YES! Very much!</p>	<p>Yes, sometimes.</p>	<p>Not very much.</p>	<p>No, not at all!</p>
				



Student Arts Survey

Please mark how true each of the following statements about making art is for you. There are no right or wrong answers to this survey, and it will not affect your grades. Please be honest. We will keep your answers private. You can skip any question you would like. Thank you for your help!

Check the box ☒ that best describes how you feel.

	YES! Very much!	Yes, a little	No, not too much	NO! Not at all!
Art is an important part of my school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get excited when I know it is time for Art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I'm working on my art], I have my own ideas about what to do next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make my own choices about my artwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have goals for my artwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my feelings through my art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my thoughts and ideas through my art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am always learning more about myself when I make art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to share ideas with my classmates while creating art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check the box ☒ that best describes how you feel.

	YES! Very much!	Yes, a little	No, not too much	NO! Not at all!
I feel like I belong when I'm in art class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking at other people's artwork, has helped me to understand them better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I can be myself in art class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can relate to the artists we learn about in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel respected in art class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family members feel welcomed at art exhibits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write anything else that you have not had a chance to say yet about art class.

Thank you very much!

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

AMANDA S. DOYLE
Assistant Superintendent for Curriculum

EVERETT V. OLSEN, Jr.
Chief Education Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

October 25, 2024

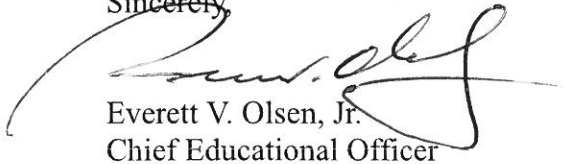
To Our Parents of Children Who Receive Special Education Services:

The Merrimack School District seeks to improve communications, both to and from parents of students who receive special education services. Specifically our goals are to:

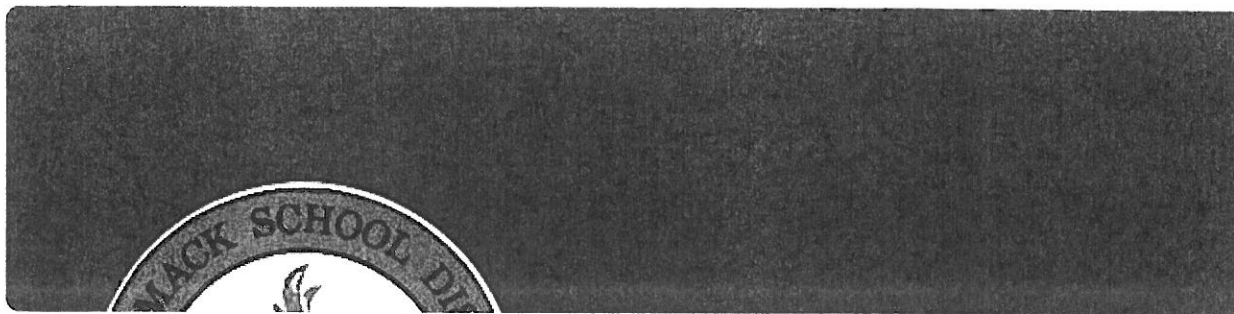
- Review a network of parents of children receiving special education services.
- Provide a forum to share information.
- Plan and implement training on the rights of students and their parents under state and federal special education laws.
- Provide information to the Merrimack community that will enhance the understanding of the importance of equity and inclusion with respect to our students with disabilities.

We have developed a survey that as a parent or caregiver of a student receiving special education services, we hope you will complete and return to us. Your responses will help us develop opportunities and resources with the shared goal of supporting the growth of our students who receive special education services. Thank you for your thoughtful input via this survey.

Sincerely,



Everett V. Olsen, Jr.
Chief Educational Officer



Parent Engagement Survey

The Merrimack School District seeks to improve communications, both to and from parents of students who receive special education services. Specifically our goals are to:

- Review a network of parents of children receiving special education services.
- Provide a forum to share information.
- Plan and implement training on the rights of students and their parents under state and federal special education laws.
- Provide information to the Merrimack community that will enhance the understanding of the importance of equity and inclusion with respect to our students with disabilities.

We have developed a survey that as a parent or caregiver of a student receiving special education services, we hope you will complete and return to us. Your responses will help us develop opportunities and resources with the shared goal of supporting the growth of our students who receive special education services.

Thank you for your thoughtful input via this survey.

sandra.swanson@sau26.org Switch account

Not shared

* Indicates required question

When you think about how your child's special education team communicates with you about your child's progress, which statement most accurately describes how you feel? *

☐ The team over-communicates

- ☐ The communication from the team is “just right”
- ☐ The communication from the team is “okay” but I feel like they could provide more updates/information
- ☐ There is rarely/never communication from the team unless I ask for an update
- ☐ There is rarely/never communication from the team even when I ask for an update

What is your preferred time for engagement opportunities (e.g. parent conversations, learning opportunities, presentations, etc.)? *

- ☐ Morning
- ☐ Early Afternoon
- ☐ Late Afternoon
- ☐ Evening

Are there specific topics that you would like to see addressed? (e.g. IEP process, executive functioning, ways to support your child at home, etc.)? *

How knowledgeable are you of the special education process? *

- ☐ Not knowledgeable enough
- ☐ Some knowledge
- ☐ I possess enough knowledge

What information sessions listed below would you be interested in attending? Please check all that apply. *

- ☐ Meetings with the Director of Student Services
- ☐ Parent Information Center (PIC)
- ☐ National Alliance on Mental Illness (NAMI)
- ☐ Executive Skills
- ☐ Social-Emotional Learning
- ☐ Child Development
- ☐ Behavior Management and Self Regulation
- ☐ Partnering with Related Services
- ☐ Mindfulness and Supporting Anxiety and Worry
- ☐ Special Education Topics
- ☐ How to Engage with School and Community Resources
- ☐ Child and Youth and Mental Health
- ☐ Other:

Would you prefer to attend informational sessions in-person or on-line via Zoom? *

- ☐ In-Person
- ☐ Zoom

Please provide us with any comments that you wish to make. *

Submit

Clear form

Never submit passwords through Google Forms.

This form was created inside of Merrimack School District. [Report Abuse](#)

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

1st Reading: January 7, 2008
2nd Review: January 28, 2008
Adoption: February 4, 2008
1st Reading: October 21, 2024
2nd Review: November 4, 2024
Revision: November 18, 2024

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

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

There was no public participation.

3. RECOGNITIONS

There were none.

4. INFORMATIONAL UPDATES

a. Superintendent Update

Chief Educational Officer Olsen congratulated Finn on becoming the Student Representative to the School Board. The School Board collectively welcomed Finn to his new position.

Chief Educational Officer Olsen noted that there would be no school the following day because of the election.

Chief Educational Officer Olsen said two students at the high school had put together a video presentation on "Halloween Etiquette" as part of a statewide competition and Trey Nichols and Carter Willams came in second place.

b. Assistant Superintendent for Curriculum Update

Assistant Superintendent of Curriculum Doyle shared that the legal team would be onsite to review a comprehensive training regarding 504. She said school counselors, nurses, special education teachers, and administrators would take part in the training. She said they continued their relationship with Dr. Kalise Wornum of KW Diversity and during the month of October she had met with the staff from Thorntons Ferry Elementary School and Merrimack Middle School.

Assistant Superintendent of Curriculum Doyle said the new McKinney-Vento liaison, Jocelyne Pinsonneault, had been meeting with each school community to provide the required training.

c. Assistant Superintendent for Business Update

Assistant Superintendent for Business Shevenell stated that budget season was in full swing. He said the goal was to get the budget to the School Board the week after Thanksgiving.

d. School Board Update

Chair Peters encouraged the public to get out and vote the following day.

Chair Peters noted that she had taken part in the webinar regarding School Boards and School Committees. She said she learned as part of best practices, that every committee that represented the district should have a School Board member be a part of the committee and have a vote.

Chair Peters noted that she would be serving on the Bus Stop Committee in Board Member Halter's place.

e. Student Representative Update

Student Representative Haddad stated that the previous Tuesday they had a cultural exchange with students from South Korea, they had a Volleyball Team Teacher Appreciation Night celebration, the boys football team won the last game against Bishop Guertin and would advance to the playoffs, there was a pumpkin and gourd decorating contest, and there was a senior breakfast where the students wore Halloween costumes.

Student Representative Haddad shared that the senior class mattress fundraiser raised just over \$14,000.

5. OLD BUSINESS

There was none.

6. NEW BUSINESS

- a. Board's Response to James Masticola Elementary School Parent Concern and
- c. Bullying Law Discussion

Chair Peters stated that the Board would address both items a and c in the same discussion.

Chief Educational Officer Olsen reviewed the threat assessment process as summarized below:

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.
- Evaluate the Statement or Action
- Interview the Victim
- Interview the Perpetrator(s)
- 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?
- Possible Responses after Evaluation
 - 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

Chief Educational Officer Olsen noted that the district had done a lot of work to make the schools safe, however, he also noted that common sense also needed to be taken into account.

Board Member Martin commented that every child needed to be able to learn from their mistakes and it was very important to keep things in context.

Chair Peters said the district relied on not only the administration but law enforcement when there was a credible threat.

Vice-Chair Hardy commented that every incident was taken seriously, and those students were sent to the administration as well as the School Resource Officer.

Chief Educational Officer Olsen reviewed RSA 193-F "Understanding the New Hampshire Bullying Law.

153
154 Definition of Bullying and Cyberbullying:
155

156 "Bullying" means a single significant incident, or a pattern of incidents involving a written, verbal,
157 or electronic communication, or a physical act or gesture, or any combination thereof, directed
158 at another pupil which:
159

- 160 1. Physically harms a pupil or damages the pupil's property
- 161 2. Causes emotional distress to a pupil
- 162 3. Interferes with a pupil's educational opportunities
- 163 4. Creates a hostile educational environment
- 164 5. Substantially disrupts the orderly operation of the school
- 165

166 "Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or
167 perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with
168 another person and based on the person's characteristics, behaviors, or beliefs.
169

- 170 1. "Cyberbullying means conduct defined above ("Bullying") undertaken
171 through the use of electronic devices, including but not limited to:
172
 - 173 • Telephones Pagers, Cellular Phones, and e-Mails
 - 174 • Computers, Instant Messages, Websites, and Text Messages
- 175

176 Reporting of Bullying Incident:
177

- 178 1. Parents/Guardian of victims and perpetrators receive notice of
179 accusation of bullying within 48 hours of the incident report.
180
- 181 2. Bullying investigation is to be conducted within 5 school days of
182 the reported incident (Superintendent may grant an extension of 7
183 school days to the investigation process).
184

185 b. Budget Meeting Dates
186

187 The Board collectively changed multiple meeting dates and Chief Educational Officer Olsen
188 stated that a new schedule with the changes would be sent to the School Board.
189

190 d. Health and Dental Insurance Revisit Rates 2025 – 2026
191

192 Assistant Superintendent for Business Shevenell stated that the 2025 – 2026 rates would
193 increase by 9.9% for the middle tier plan, the top tier plan would no longer be available, and the
194 lower cost plan would increase by 14%. He said that would increase the operating budget by
195 \$1.4 million.
196

197 e. Deliberative Session Dates (between March 1st and March 8th)
198

199 Chair Peters announced that the date of Deliberative Session would be Tuesday, March 4, 2025,
200 with a snow date of Thursday, March 6, 2025. She added that the meeting would begin at 7:00 p.m.
201

202
203 **7. POLICIES**
204

- 205 a. Second Review of Revised Limited English Proficiency Policy (IHBBA)
206

207 Chief Educational Officer Olsen stated that the district had not received any public comment
208 regarding policy (IHBAA).
209

- 210 b. First Reading of Revised Health Education and Exemption from Instruction
211 Policy (IHAM)
212

213 **MOTION:** Vice-Chair Hardy made a motion to adopt the Review and Approval of Field Trip and
214 Excursion Policy (IJOA) and Filed Trip and Excursion Procedures (IJOA-R), given its third review.
215 Board Member Rothhaus seconded the motion.
216

217 **MOTION CARRIED: 5 – 0 – 0.**
218

219 **8. APPROVAL OF MINUTES**
220

- 221 a. October 21, 2024 – Public and Non-Public Minutes
222

223 **MOTION:** Vice-Chair Hardy made a motion to accept the public and non-public minutes from
224 the October 21, 2024, meeting, as presented. Board Member Martin seconded the motion.
225

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

228 **9. CONSENT AGENDA**
229

- 230 a. Teacher Nominations
231
232 o George Kalipolites, Special Education Teacher, Merrimack High School
233
234 o Annabel Oleson, Social Studies Teacher, Merrimack High School
235

236 **MOTION:** Board Member Martin made a motion to accept the Consent Agenda as presented.
237 Board Member Rothhaus seconded the motion.
238

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

241 **10. OTHER**
242

- 243 a. Committee Reports
244

245 There were none.
246

- 247 b. Correspondence
248

249 Board Member Rothhaus, Board Member Martin, and Chair Peters commented that they had all
250 received multiple pieces of correspondence and forwarded them to the appropriate departments/
251 people.
252

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c. Comments

Board Member Rothhaus said she was happy to hear that there had been some training through Project Safeguard regarding bullying.

10. PUBLIC COMMENTS ON AGENDA ITEMS

Mr. James Larkin, 119 Baboosic Lake Road, addressed the Board and said he had decided to pull his kids from the Merrimack School District based on conversations he had with administration over the past few weeks regarding his child being bullied. He said he felt the district’s policy on bullying was vague and not adequate.

11. ADJOURNMENT

MOTION: At approximately 7:11 p.m., Board Member Martin made a motion to adjourn. Board Member Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

2024-2025 School Board Assignments

In-District Committee Assignments (* Denotes District Officer; Denotes Active Engagement)

Assignment	2023-2024	2024-2025
▪School Board Chair*	Ken Martin	Lori Peters
▪School Board Vice Chair*	Laurie Rothhaus	Jenna Hardy
▪Budget Committee	Naomi Halter	Naomi Halter
▪Alternate	Jenna Hardy	Ken Martin
▪ NH School Boards Association (NHSBA) Delegate	Ken Martin	Lori Peters
▪Alternate	Lori Peters	Ken Martin
▪Curriculum/Instruction/Technology (CIT) Committee (2 members)	Jenna Hardy Ken Martin	Jenna Hardy Ken Martin
▪School Bus Stop Committee	Naomi Halter	Lori Peters
▪ Professional Development Committee	Ken Martin	Ken Martin
▪Alternate	Lori Peters	Lori Peters
▪ Planning & Building Committee	Laurie Rothhaus	Laurie Rothhaus
▪ Wellness Policy Implementation Committee - Last active 2019	Lori Peters	Lori Peters*
▪ Healthcare Cost Containment Committee	Ken Martin	Ken Martin
▪ District Parent Group - Last active 2018	Jenna Hardy	Jenna Hardy*
▪ Alternate	Ken Martin	Ken Martin*
▪ Communications Committee (2 members) - Last active 2018	Jenna Hardy Ken Martin	Lori Peters* Jenna Hardy*
▪ Policy Committee (2 members)	Naomi Halter Lori Peters	Lori Peters Naomi Halter
Superintendent Search (3 members)	Lori Peters Laurie Rothhaus Jenna Hardy (rotation)	Currently Inactive
▪ Athletic Advisory Committee (2 members) - New 2023	Jenna Hardy Laurie Rothhaus	Jenna Hardy Laurie Rothhaus
▪Joint Loss Management Committee - New 2023	Melissa Fazlic Lori Peters	Melissa Fazlic Lori Peters
Collective Bargaining:		
▪ Merrimack Teachers Association #1 (MTA)	Laurie Rothhaus	Currently Inactive
▪ Merrimack Teachers Association #2 (MTA)	Lori Peters	Currently Inactive
Merrimack Education Support Staff Association (MESSA) #1	Laurie Rothhaus	Currently Inactive
Merrimack Education Support Staff Association (MESSA) #2	Lori Peters	Currently Inactive
Advise and Confer #1	Jenna Hardy	Jenna Hardy
Advise and Confer #2	Naomi Halter	Naomi Halter

Out-of-District Committee Assignments

Assignment	2023-2024	2024-2025
▪Grater Woods Subcommittee (SB Rep Position)	Matt Shevenell	Matt Shevenell
▪Town Center Committee	Matt Shevenell	Matt Shevenell
▪Parks & Recreation	Naomi Halter	Laurie Rothhaus
▪Alternate	Laurie Rothhaus	Naomi Halter

MERRIMACK SCHOOL DISTRICT MONTHLY ENROLLMENTS 2024-2025

November 4, 2024

November 4, 2024	PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	ODP	HSS	TOTALS
MES	20	65	57	77	85	71	375														375
RFS	48	92	116	84	86	78	504														504
TFS	39	81	92	102	99	91	504														504
MUES								264	274	538											538
MMS												239	240								479
MHS														257	256	265	273	1051			1051
PR-12 Total																			22		22
Student Services ODP**																					
Home Study (HSS)																				144	144
Total	107	238	265	263	270	240	1383	264	274	538	239	240	479	257	256	265	273	1051	22	144	3617

**Out-of-District Placement

MONTHLY ENROLLMENTS 2023-2024

Month	*PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	ODP	HSS	TOTALS
September 9, 2024	104	239	267	267	266	239	1382	263	274	537	238	246	484	262	261	271	284	1078	20	139	3640
October 1, 2024	105	239	266	265	269	239	1383	261	272	533	237	242	479	258	257	268	273	1056	20	139	3610
October 7, 2024	106	238	266	265	269	239	1383	261	273	534	238	240	478	257	257	267	274	1055	20	139	3609
November 4, 2024	107	238	265	263	270	240	1383	264	274	538	239	240	479	257	256	265	273	1051	22	144	3617

BUS SUSPENSIONS FOR THE MONTH OF OCTOBER

	MHSMMS	JMUES	MES	RFS	TFS
Fighting	1				
Vandalism					
Disrespect/Disruption		6	2	3	5
Unsafe Behavior					
Other					
TOTAL	0	1	6	2	3
					5