

**Merrimack School District/SAU 26**

**School Board Meeting**

**Preliminary Agenda**

**December 11, 2023**

**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
- Negotiations

**PUBLIC MEETING**

**6:00 p.m. 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**

Ken Martin

**6:05 p.m. 2. PUBLIC PARTICIPATION**

Ken Martin

**6:10 p.m. 3. RECOGNITIONS**

Ken Martin

- All-State Jazz Festival Auditions
- All-State Music Festival Auditions
- Girls' Soccer Team Championship
- Girls' Cross-Country Championship

**6:50 p.m. 4. INFORMATIONAL UPDATES**

Ken Martin

- a. Superintendent Update
- b. Assistant Superintendent for Curriculum Update
- c. Assistant Superintendent for Business Update
- d. School Board Update
- e. Student Representative Update

**7:05 p.m. 5. OLD BUSINESS**

Ken Martin

- a. Update on the Proposed New Central Office Building
- b. Board's Response to the Proposed New Central Office

**7:20 p.m. 6. NEW BUSINESS**

Ken Martin

- a. House Resolution Requesting More Robust Climate Education in NH
- b. Guaranteed Maximum Rate for Health Insurance
- c. Deliberative Session Dates (between March 2-9)
- d. Overview of Proposed 2023-2024 School District Budget
- e. Other

Representative Wendy Thomas  
Matt Shevenell  
Everett Olsen  
Everett Olsen

**8:15 p.m. 7. POLICIES**

Ken Martin

- a. Second Review of Evaluation Requirements for Children with Specific Learning Disabilities (IHBAA)
- b. Second Review of Special Education Evaluations (IHBAB)
- c. Second Review of Evaluation Requirements for Children with Developmental Delays (IHBDA)
- d. First Reading of Revised Admission of Tuition and Non-Resident Students (JFAB)
- e. Third Review of Revised Use of Physical Restraint/Seclusion (JKAA)

**8:30 p.m. 8. APPROVAL OF MINUTES**

Ken Martin

- a. November 6, 2023 Public and Non-Public Minutes

**8:35 p.m. 9. CONSENT AGENDA**

Amanda Doyle

- a. Educator Resignation
- b. High School Principal Role Description
- c. School Principal Role Description
- d. Assistant Principal Role Description

**8:40 p.m. 10. OTHER**

Ken Martin

- a. Committee Reports
- b. Correspondence
- c. Comments

**8:50 p.m. 11. PUBLIC COMMENTS ON AGENDA ITEMS**

Ken Martin

**9:15 p.m. 12. ADJOURN**

Ken Martin

December 4, 2023

## New Hampshire Jazz All-State Festival Auditions

**Trey Grant**, Honors Jazz Band, Lead Trumpet

**Julia Hodsdon**, Honors Jazz Choir, Soprano Voice

**Hikari McDowell**, Honors Jazz Band, First Alto Saxophone and Tenor Saxophone

**Adelina Camerlin**, Jazz Choir, Alto Voice

**Shealyn Sarcia**, Jazz Choir, Soprano

**Rachel Yasevich**, Jazz Choir, Soprano Voice

## New Hampshire All-State Music Festival Auditions

**Jenny Epstein**, Concert Band, Alto Saxophone

**Vivian Halvorson**, Concert Band, Clarinet

**Katie Inamorati**, Concert Band, Snare Drum

**Sam Martin**, Concert Band, French Horn

**Hikari McDowell**, Concert Band, Tenor Saxophone - **TOP SCORE**

**Dave Sharma**, Concert Band, Baritone Saxophone - **TOP SCORE**

**Trey Grant**, Orchestra, Trumpet

**Chase Rheault**, Orchestra, Timpani – **TOP SCORE IN ALL 3 PERCUSSIONS**

**Owen Sabens**, Orchestra, Bassoon – **TOP SCORE**

**Ella Guzman**, Trebel Choir, Soprano Voice

**Susan Riggi**, Trebel Choir, Soprano Voice

**Shealyn Sarcia**, Trebel Choir, Soprano Voice

**Adelina Camerlin**, Mixed Choir, Alto Voice

**Emmy Hartwell**, Mixed Choir, Alto Voice

**Julie Hodsdon**, Mixed Choir, Soprano Voice

**Erin Murray**, Mixed Choir, Alto Vice

**Ben Pittman**, Mixed Choir, Bass Voice

**Colin Plumb**, Mixed Choir, Tenor Voice

**Tristan Plumb**, Mixed Choir Tenor Voice

**Simon Yasevich**, Mixed Choir, Tenor Voice

**Ronald (RJ) Beck**, Vocal Teacher

**Brendan McWalter**, Instrumental Teacher

# **Tri-County League Division 1 Girls' Soccer Championship**

Gabriela Bielecki  
Lauren Brodsky  
Lyla Carls  
Madelyn Columbus  
Anna Davidson  
Sophia Dubuc  
Jetta Haslam  
Honor Helminen  
Hailey Holbrook  
Guiliana Jimenez  
Cassandra Jimeno  
Aundra Kovacs  
Elise Lipinski  
Alexandria Martin  
Emily Pelletier  
Avery Rigoli  
Riley Taylor  
Hailey Trainor

Brian Holbrook, Coach  
Alberto Jimeno, Coach

## **Middle School Division 1 Girls' Cross-Country Champion**

Zoe Coler (Zoe made Merrimack Middle School history with this achievement)

Susan Heimberg, Coach  
Jill Smith, Coach

# CLIMATE LITERACY IN MERRIMACK

350NH YOUTH TEAM





# WHAT IS CLIMATE LITERACY?





## WHAT IS CLIMATE LITERACY?

- “An understanding of your influence on climate and climate's influence on you and society.”
  - Understands earth's climate system
  - Knows how to assess scientifically credible climate information
  - Communicates about climate change in a meaningful way
  - Can teach how to make informed and responsible decisions regarding actions that may affect climate
- Addresses the social, economic, political, and scientific aspects of climate change



## WHY IS IT NECESSARY?

- Teaches students how to make eco-conscious decisions
  - One study found that college students reduced their carbon footprint by 2.86 tons of CO2 per year after taking a year-long global climate change class
- Creates hope with uplifting news and stories
  - Reduces climate anxiety and promotes participation in environmental efforts
- Informs students of climate justice
  - Increases awareness of the disproportionate impacts on marginalized communities
- Builds the workforce
  - Provides examples of popular jobs in the field
  - Prepares students for these positions



“

In the U.S., “...more than 86 percent of teachers and 84 percent of parents support climate change education in schools.”

-NPR





# FUTURE EDUCATIONAL SYSTEM

Prioritizing climate literacy





# POTENTIAL PATHS FORWARD

- **We will connect school districts with resources and curriculum that effectively addresses all components of climate literacy**
- Provide climate literacy professional development for teachers
- Pursue grants and funding specifically for climate literacy
- There is a well-established network of environmental education organizations across the state who can offer their full support
- **School districts can coordinate distribution of these resources and require that students are receiving the climate literacy education they deserve**





“

“Today’s students are tomorrow’s consumers, workers, and voters. Increasingly, they’re going to be faced with the need to make decisions about issues related to climate change.”

- Glenn Branch, National Center  
for Science Education







**THANKS!**

Let's discuss!



Updated 12-6-2023

**Merrimack School Board  
2024-2025 Budget Meetings**

<b>Date</b>	<b>Location</b>	<b>Start Time</b>	<b>Agenda</b>
<b>Monday, 12/4/23</b>	Matthew Thornton Room	6:00 p.m.	Meeting canceled
<b>Monday, 12/11/23</b>	Matthew Thornton Room	6:00 p.m.	<u>School Board Special Meeting</u> Budget Presented to School Board, (December 4 agenda)
<b>Monday, 12/18/23</b>	Matthew Thornton Room	6:00 p.m.	<u>School Board Meeting</u> Food Service, MES, RFS, TFS, JMUES, MMS, MHS
<b>Tuesday, 1/2/24</b>	Memorial Room	6:00 p.m.	<u>School Board Meeting</u> Maintenance, Technology/Library Services, Student Services, Student Wellness, District
<b>Monday, 1/8/24</b>	Matthew Thornton Room	6:00 p.m.	<u>School Board Special Meeting</u> - Additional Sessions with Departments, if needed - Work Session and Warrant Article Discussion
<b>Tuesday, 1/16/24</b>	Memorial Room	6:00 p.m.	<u>School Board Meeting</u> Snow Date, if needed.

**Budget Committee  
2024-2025 Budget Meetings**

<b>Date</b>	<b>Location</b>	<b>Start Time</b>	<b>Agenda</b>
<b>Tuesday, 12/12/2023</b>	MHS Cafeteria	7:00 p.m.	Administrative Budget Message, School Board Budget Message, Filing Vacancy, Materials Needed/Wanted for 24-25 Budget Creation
<b>Wednesday, 1/3/2024</b> (1/4/2024 Snow Date)	MHS Cafeteria	7:00 p.m.	MHS, Technology, Library Services
<b>Wednesday, 1/9/2024</b> (1/11/2024 Snow Date)	MHS Cafeteria	7:00 p.m.	MMS, Student Services
<b>Wednesday, 1/17/2024</b> (1/18/24 Snow Date)	MHS Cafeteria	7:00 p.m.	JMUES, Maintenance
<b>Tuesday, 1/30/2024</b> (snow date 2/1/2024)	MHS Cafeteria	7:00 p.m.	Food Services, MES, RFS, TFS, District
<b>Tuesday, 2/6/2024</b> (snow date 2/8/2024)	MHS Cafeteria	7:00 p.m.	Warrant Article Review, Work Session on Operating Budget
<b>Tuesday, 2/13/2024</b> (snow date 2/20/2024) Last date for hearing	MHS Cafeteria	7:00 p.m.	Last Date for Petitioned Warrant Articles Public Hearing: Budget & Monied Warrant Articles Final Recommendations

Merrimack School District Budget Committee  
2024-2025  
Meeting Schedule  
Merrimack High School Cafeteria  
7 PM

**Tuesday, December 12, 2023**

Administrative Budget Message – Superintendent Bill Olson  
School Board Budget Message – Ken Martin, Chair  
Filling Vacancy  
Materials Needed/Wanted for FY 2024-25 Budget Creation

**Wednesday, January 3, 2024**

Snow (if needed): Thursday, January 4, 2024

Department Budget Reviews  
Merrimack High School  
Technology  
Library Services

**Tuesday, January 9, 2024**

Snow (if needed): Thursday, January 11, 2024

Department Budget Reviews  
Merrimack Middle School  
Student Services

**Wednesday, January 17, 2024**

Snow (if needed): Thursday, January 18, 2024

Department Budget Reviews  
Mastricola Upper Elementary School  
Maintenance

**Tuesday, January 30, 2024**

Snow (if needed): Thursday, February 1, 2024

Department Budget Reviews  
Food Services  
Mastricola, Reeds Ferry, and Thorntons Ferry Elementary  
District Wide

**Tuesday, February 6, 2024**

Snow (if needed): Thursday, February 8, 2024

Warrant Article Review  
Work Session on Operating Budget

**Tuesday, February 13, 2024**

Snow (if needed): Tuesday, February 20, 2024

7:00 PM – Petitioned Warrant (if any) Review  
7:30 PM – Public Hearing  
After Hearing – Final Actions & Recommendations

**March, 2024**

The Committee will meet immediately after Deliberative Session, exact date TBD.

**NOTES:**

- \* Last date for submission of Petition Warrant Articles: February 13, 2024
- \* Last date to hold Public Hearing on Proposed Budget: February 20, 2024
- \* Candidate Filing Period: February 21 – March 1, 2024

# Fiscal 2025 Budget Development Overview



Merrimack School District

# Complexity of School Budgeting

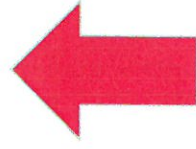
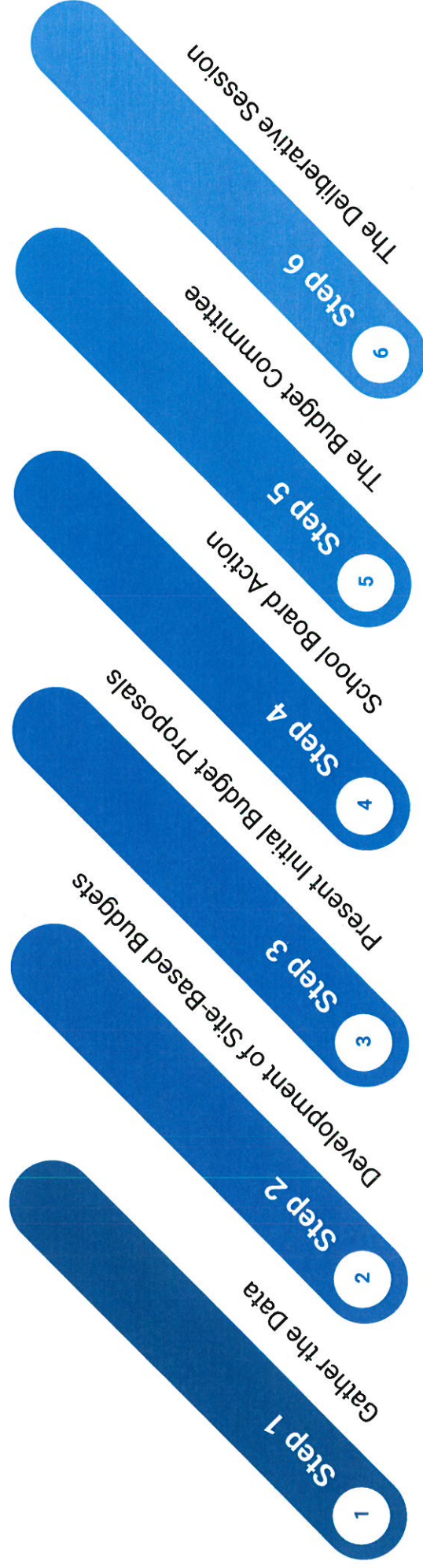
A School District Budget Represents:

*“The quantification of developing the means and the capacity to facilitate human development, with respect for each student’s particular style and rate of learning, as well as an appreciation for the varied interests, aspirations, capacities, obstacles, temperaments, and backgrounds that serve as a framework within each child...”*

Thomas Armstrong, 2006



# Merrimack School District Budget Process



We are starting Step 3!

# 2024-2025 Budget Meetings

DATE	LOCATION
October 16th	MES
October 17th	RFS
October 18th	TFS
October 24th	MMS
October 25th	MHS
October 30th	JMUES
November 2nd	Technology & Library Student Services & Wellness
November 8th	Food Service Maintenance

# Supports of a Quality School System



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

# Focusing on the Needs of Students, Staff, & the Community

## 2023-2024 Budget Priorities

- School Safety
- Implement a research based reading program
- Filling teacher and support staff positions
- Eliminating the Brentwood building
- Analysis of current programs and sources for possible savings and reallocate to meet emerging priorities
- Capital reserve fund
- Performing Arts Center
- Extended Learning Opportunities

## 2023-2024 School Board Goals

1. Create an engaged, inclusive, and collaborative district culture built on mutual trust and respect.
2. Create multiple pathways to graduation
3. Improve our learning outcomes by ensuring our instruction is responsive to the varied needs of our student population.
4. Have facilities and equipment that are safe, secure, clean, healthy, current, and appropriate for meeting the educational needs of students and staff.
5. Create dynamic relationship between the school district and community through clear and consistent communication.



# Focusing on the Needs of Students, Staff, & the Community

2024-2025

Budget Priorities

- MESSA Contract
- Ensuring safe & secure facilities
- Hiring & retaining staff
- Research-based literacy program

2024-2025

District Administration Budget Priorities

- Reading Interventionist at JMUES
- SEL Specialist at JMUES
- District-wide BCBA
- Assistant Director of Student Services
- Technology infrastructure
- High quality professional learning for all staff
- Progress monitoring tools and assessments

# Curriculum, Instruction, Assessment Priorities

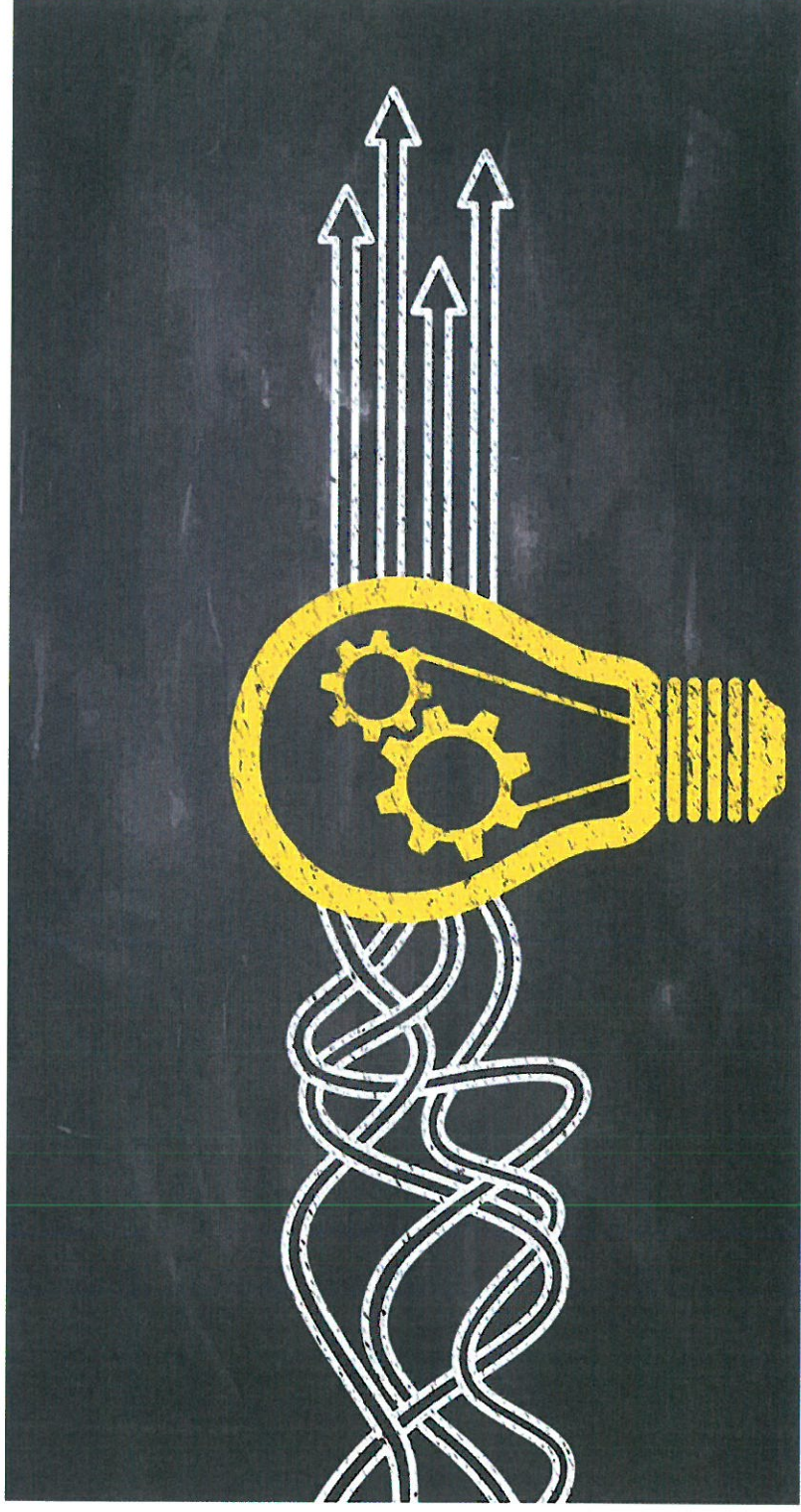
- Continue with implementation of a structured approach to teaching literacy in Kindergarten through Grade 6
  - Purchase of *Wit & Wisdom*
- Continue use of *iReady* in Kindergarten through Grade 8
- Expand use of PSATs at MHS
- Possible additional screening tool, *AimsWeb*, to support tiered interventions
- High quality professional development for all staff
- Fairly compensate mentors and facilitators in our Torchbearers Program

# Facility Priorities

- New Central Office
- Roof at JMUES
- Building Security
- Playgrounds



# Questions & Next Steps





**USE OF PHYSICAL RESTRAINT/SECLUSION****Introduction**

The Merrimack School District authorizes **trained** staff members to use physical restraints and seclusion in limited situations. In addition, it is expected that school staff **will be trained in and** implement positive and constructive methods to de-escalate potentially dangerous situations, prior to any use of physical restraint or seclusion.

**A. Prevention Strategies**

To the extent possible, the Merrimack School District will collaborate with the parent/guardian to identify appropriate and effective techniques for supporting positive student behavior. This shall include all strategies identified in any formal plan such as an Individual Education Plan (IEP), 504 Accommodation Plan or other Behavior Intervention Plan. Additionally, the parent/guardian will be asked to share relevant information with school personnel. The parent and/or the district may request and/or conduct assessments for students who may cause potentially dangerous situations.

Ultimately, it is the responsibility of the District to provide for the safety of all students. The general welfare and safety of both the student and others must be considered at all times. In dangerous situations where the student can cause serious, probable and imminent bodily harm to himself/herself or others, restraint or seclusion may be used. The Merrimack School District will provide the parent/guardian with a copy of the Policy and Procedures for the Use of Physical Restraint and Seclusion.

**B. Definitions (RSA 126-U:1)**

1. "Child" means a person who has not reached the age of 18 years and who is not under adult criminal prosecution or sentence of actual incarceration resulting therefrom, either due to having reached the age of 17 years or due to the completion of proceedings for transfer to the adult criminal justice system under RSA 169-B:24, RSA 169-B:25, or RSA 169-B:26. "Child" also includes a person in actual attendance at a school who is less than 22 years of age and who has not received a high school diploma.
2. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school district staff members, contractors, or otherwise under the control or direction of the Merrimack School District.
  - a. "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
  - b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
  - c. "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.



## USE OF PHYSICAL RESTRAINT/SECLUSION

3. "Restraint" shall not include the following:
- a. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
  - b. The temporary holding of the hand, wrist, arm, shoulder, or back for the purposes of encouraging a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
  - c. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
  - d. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
  - e. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.
4. "Serious Injury" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second- or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.
5. "Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier; **or from which the child reasonably believes they are not free to leave; or the involuntary confinement of a child to a room or area separate from their peers, with one or more adults who are using their physical presence to prevent egress.** The term does not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such a separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place **or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention.** A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied. **Seclusion shall never be used explicitly or implicitly as punishment or discipline for behavior of a child.**



## USE OF PHYSICAL RESTRAINT/SECLUSION

A school will designate a “co-regulator” to monitor the student who is being secluded and who will assist the student with regulating behavior and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the child at regular intervals not to exceed 30 minutes between any one interval. The co-regulator should be (in priority order):

- A trusted adult selected by child
- A clinician/counselor trained in trauma informed practices
- A staff member known to have a positive relationship with the child
- A staff member who was not involved in the incident leading to seclusion

The co-regulator will check the child at regular 30-minute intervals.

6. “Co-Regulator” means an adult who is designated by the school to monitor the student being secluded and who will assist the student with regulating behavior.
7. “Intentional Physical Contact” means contact by a school employee with a child, in response to a child’s aggression, misconduct, or disruptive behavior, and includes, but is not limited to blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a child demonstrating disruptive or assaultive behaviors.
  - a. Intentional physical contact does not include escorting a child from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location, unless the child is actively combative, assaultive, or self-injurious while being escorted.
  - b. Intentional physical contact does not include actions such as separating children from each other, directing a child to stand, or otherwise physically preparing a child to be escorted.
  - c. Intentional physical contact does not include incidental or minor contact, such as for the purpose of gaining a misbehaving child’s attention.
  - d. Intentional physical contact does not include the use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
  - e. Intentional physical contact does not include an incident of restraint or seclusion.

**C. Physical Restraint May Only Be Used In Emergency Situations Only When The Following Conditions Exist (RSA 126-U:5):**

1. Physical restraint shall only be used to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified under this section may be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create

**USE OF PHYSICAL RESTRAINT/SECLUSION**

a substantial risk of serious bodily harm to the child or others. Physical restraint will be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.

2. Restraint shall never be used explicitly or implicitly as punishment for the behavior of a child.
3. The use of restraint is limited to physical restraint and mechanical restraint (when necessary for the safe transport of pupils as described in Section K of this policy).
4. Staff authorized to utilize restraint will be trained in the Nonviolent Crisis Intervention Program (CPI) and/or its equivalent as determined by the Superintendent of Schools or his/her designee. A team approach should be used, when possible, in situations that involve restraint. Untrained staff are prohibited from utilizing restraint and are limited to physically intervening by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available.

**D. Authorization and Monitoring of Extended Restraint (RSA 126-U:11)**

1. A child in restraint shall be continuously and directly observed by school personnel trained in the safe use of restraint.
2. Restraint shall not be imposed for longer than is necessary to protect the child or others from the substantial and imminent risk of serious bodily harm.
3. No period of restraint of a child may exceed 15 minutes without the approval of the Principal or supervisory employee designated by the Principal to provide such approval.
4. No period of restraint of a child may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the child is conducted by the Principal or a supervisory employee designated by the Principal who is trained to conduct such assessments. The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by RSA 126-U. Such assessments will be repeated at least every 30 minutes during the period of restraint. Each such assessment will be documented in writing and such records will be retained by the facility or school as part of the written notification required in RSA 126-U:7, III and *Section I* of this Policy.

**E. Prohibition of Dangerous Restraint Techniques (RSA 126-U:4)**

Use or threatened use of the following restraint and behavior control techniques is prohibited:

1. Any physical restraint or containment technique that:
  - a. obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;



**USE OF PHYSICAL RESTRAINT/SECLUSION**

- b. places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
  - c. obstructs the circulation of blood;
  - d. involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
  - e. endangers a child's life or significantly exacerbates a child's medical condition.
2. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
3. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
4. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.
5. Prone restraint which occurs when a child is intentionally placed face-down and the child's physical movement is limited.

**F. Limitation on the Use of Seclusion (RSA 126-U:5-a)**

1. Seclusion may not be used as a form of punishment or discipline. It may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or to others and may only continue until that danger has dissipated.
2. Seclusion shall only be used by trained personnel after other approaches to control the behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
3. Seclusion will not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

**G. Conditions of Seclusion (RSA 126-U: 5-b)**

1. When permitted, seclusion may only be imposed in rooms which:
  - a. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
  - b. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
  - c. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.

## USE OF PHYSICAL RESTRAINT/SECLUSION

- d. Are free of any object that poses a danger to the children being placed in the rooms.
  - e. Have doors which are either not equipped with locks, or are equipped with devices that automatically disengage the lock in case of an emergency. For the purpose of this subparagraph, an “emergency” includes, but is not limited to:
    - I. The need to provide direct and immediate medical attention to a child;
    - II. Fire;
    - III. The need to remove the child to a safe location during a building lockdown; or
    - IV. Other critical situations that may require immediate removal of a child from a seclusion to a safe location.
  - f. Are equipped with unbreakable observation windows or equivalent devices to allow safe, direct, and uninterrupted observation of every part of the room.
2. Each use of seclusion will be directly and continuously visually and auditorily monitored by **at least two people, one of whom is a person** trained in the safe use of seclusion.

**H. Training**

The Superintendent, Director of Special Services and Principals in the Merrimack School District will confer on an annual basis to designate specific personnel to be trained in the use of physical restraint procedures and seclusion procedures. Staff will be trained in the Nonviolent Crisis Intervention Program (CPI) and/or its equivalent as determined by the Superintendent of Schools or his/her designee.

**I. Reporting Requirements and Parental Notification (RSA 126-U:7)**

Appropriate personnel will use the following protocol after each use of restraint or seclusion:

1. The staff member involved should verbally notify the Principal or his/her designee as soon as possible.
2. Unless prohibited by a court order, the Principal or his/her designee will **verbally notify the parent/guardian and guardian ad litem as soon as practicable, and in no event later than the time of the return of the child to the parent or guardian or the end of the business day, whichever is earlier.** Notification will be made in a manner calculated to give the parent/guardian actual notice of the incident at the earliest practicable time.
3. The staff member(s) who used the physical restraint or seclusion will have the opportunity to meet with his/her supervisors after the incident. The purpose of the meeting is to have the staff process the incident, assess precipitating factors that led to the physical restraint or seclusion and look at what could have been done to prevent the restraint or seclusion. The supervisor will provide support to the staff member and determine when the staff member(s) shall return to his/her duties.



## USE OF PHYSICAL RESTRAINT/SECLUSION

4. The Superintendent is authorized to develop a reporting form or other documents necessary to satisfy these reporting requirements. A Merrimack School District employee who uses physical restraint or seclusion, or if the employee is unavailable, an administrator/supervisor of such employee, shall within **5 business** days after the occurrence, submit a written Merrimack School District Restraint or Seclusion report **using a form developed by the NH Department of Education and the NH Department of Health and Human Services, and** containing the following information to the Principal or his/her designee, and the Superintendent:
- (a) The date, time, and duration of the use of restraint or seclusion.
  - (b) A description of the actions of the child before, during, and after the occurrence.
  - (c) A description of any other relevant events preceding the use of physical restraint or seclusion, including the justification for initiating the use of physical restraint or seclusion.
  - (d) The names of the persons involved in the occurrence.
  - (e) A description of the actions of the faculty or school employees involved before, during, and after the occurrence.
  - (f) A description of any interventions used prior to the use of the physical restraint or seclusion.
  - (g) A description of the seclusion or physical restraint used, including any technique/hold used and the reason the technique/hold was necessary.
  - (h) A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the use of physical restraint or seclusion.
  - (i) A description of any property damage associated with the occurrence.
  - (j) A description of actions taken to address the emotional needs of the child during and following the physical restraint or seclusion incident.
  - (k) A description of future actions to be taken to address the child's problem behaviors.
  - (l) The name and position of the employee completing the report.
  - (m) The anticipated date of the final report.
5. Unless prohibited by court order, the Principal or designee will, **within 2 business** days of receipt of the notification required in the above paragraph, send by first class mail to the child's parent/guardian and the guardian ad litem the information contained in the notification/report. Each notification/report prepared under this section will be retained by the school for review in accordance with rules adopted under RSA 541-A by the State Board of Education and the Department of Health and Human Services. A copy of reports and communications will be placed in the student's file.
6. Whenever a school employee has intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior, a representative of the school will make reasonable efforts to promptly notify the parent/guardian. Such notification will be made no later than the time of the return of the child to the parent or guardian or the end of the business day, whichever is earlier. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.

## USE OF PHYSICAL RESTRAINT/SECLUSION

## a. Notification of intentional physical contact is not required:

- I. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. However, if the child is actively combative, assaultive, or self-injurious while being escorted, the intentional physical contact notice requirements shall apply.
- II. When actions are taken such as separating children from each other, including a child to stand, or otherwise physically preparing a child to be escorted.
- III. When the contact with the child is incidental or minor, such as for the purposes of gaining a misbehaving child's attention. However, blocking a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child will be subject to the intentional physical contact notice requirements.
- IV. When an incident constitutes restraint or seclusion and is subject to the notification requirements set forth above.

## b. When notification is required, the school shall, within 5 business days of the occurrence, prepare a written description of the incident. The written description shall include at least the following information:

- I. The date and time of the incident
- II. A brief description of the actions of the child before, during and after the occurrence
- III. The names of the persons involved in the occurrence
- IV. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence
- V. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.

**J. Serious Injury or Death during Incidents of Restraint or Seclusion (RSA 126-U:10, II)**

1. In cases involving serious injury or death to a child subject to restraint or seclusion in a school, the Superintendent or designee will, in addition to the provisions of RSA 126-U:7 (described in *Section K* of this policy), notify the commissioner of the department of education, the attorney general, and the Disabilities Rights Center, the state's federally designated protection and advocacy agency for individuals with disabilities. Such notice to these entities will include the written notification required in RSA 126-U:7,II within five business days.

**K. Transportation (RSA 126-U:12)**

1. The school district will not use mechanical restraints during the transportation of children unless case specific circumstances dictate that such methods are necessary.



**USE OF PHYSICAL RESTRAINT/SECLUSION**

2. Whenever a child is transported to a location outside the school, the Principal or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the child in a manner which:
  - a) Prevents physical and psychological trauma;
  - b) Respects the privacy of the child; and
  - c) Represents the least restrictive means necessary for the safety of the child.
3. Whenever a child is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints; such documentation shall be treated as a notification of restraint under Section J of this policy.

**L. Special Education Students (RSA 126-U:14)**

Upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion. A parent or guardian of a child with a disability may request such a review at any time following an instance of restraint or seclusion. Such request shall be granted if there have been multiple instances of restraint or seclusion since the last review.

**M. School Resource Officers and Emergency Responders**

The School Resource officer is considered a contractor of the school district and the Physical Restraint, Intentional Physical Contact and Seclusion provisions apply. Documentation and notification requirements of this policy shall be consistent with the district policy and procedure. However, nothing in this policy, prohibits the School Resource Officer (SRO), or other emergency responders, from utilizing restraint, including mechanical restraint, when deemed necessary by the officer to complete the necessary functions of the duties assigned to them by their Employment Agency. Moreover, nothing in this policy prohibits the SRO from using restraint when it is consistent with the law.

**N. Annual Review Process**

1. The Merrimack School Board will annually review its written policy and procedures regarding the use of restraint and seclusion.
2. The Superintendent of Schools or his/her designee is authorized to establish procedures and create forms for managing the behavior of children. Such procedures and shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures and forms necessary to implement this policy and/or any other legal requirements.

**USE OF PHYSICAL RESTRAINT/SECLUSION**

- a. The Superintendent of Schools or his/her designee shall ensure that all relevant personnel are aware of the District Use of Physical Restraint/ Seclusion Policy and Procedures.
- b. Principals will annually identify staff members who serve as school-wide resources to serve on a committee to assist in ensuring proper administration of physical restraint and/or seclusion. The database is maintained by CPI trainers in each building.
- c. Committee shall review at a minimum, the following components related to the use of restraint. These include an analysis of the following components:
  - I. Incident reports;
  - II. Procedures used during physical restraint, including the proper administration of specific district approved physical restraint techniques;
  - III. Preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of physical restraint;
  - IV. Documentation and follow up of interventions made to eliminate the need for future use of physical restraint;
  - V. Injuries incurred during a physical restraint;
  - VI. Notification procedures;
  - VII. Staff training needs;
  - VIII. Specific patterns related to staff or student incidents; and
  - IX. Environmental considerations, including physical space, student seating arrangements, and noise levels.
3. Upon review of the data, the committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools.
4. Further, the Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the district's policy of physical restraint and seclusion.

**O. Duty To Report Violation (Ed 1202.01(e))**

When a school employee has reason to believe that the action of another constituted a violation of the restraint and seclusion law and misconduct, or suspected misconduct, pursuant to ED 510, the employee must report this incident to the Principal or Superintendent's designee within 24 hours of the suspected misconduct.

The Superintendent of Schools shall develop a procedure and ensure that all employees are aware of, and understand, their duty to report suspected violations of the restraint and seclusion law. In situations where it is determined that no violations occurred, documentation, including the evidence used to make the determination, must remain on file at the Superintendent's Office.



**USE OF PHYSICAL RESTRAINT/SECLUSION**

No school nor any employee, contractor, consultant nor volunteer thereof, shall subject any individual to harassment or retaliation for filing, in good faith, a report under RSA 126-U, Ed 1200, and/or this policy.

**Legal References:**

- RSA 126-U, Limiting the Use of Child Restraint Practices
- Title LXII Criminal Code, Chapter 627:6
- NH Department of Education Administrative Rule, Ed 1200 Restraint and Seclusion for Children
- NH Department of Education Administrative Rule, Ed 510 Code of Conduct

1<sup>st</sup> Reading: June 1, 2015

2<sup>nd</sup> Review: June 15, 2015

3<sup>rd</sup> Review: July 13, 2015

Adoption: August 17, 2015

1<sup>st</sup> Reading: October 3, 2022

2<sup>nd</sup> Review: October 17, 2022

3<sup>rd</sup> Review: November 7, 2022

Revised: November 7, 2022

1<sup>st</sup> Reading: September 18, 2023

2<sup>nd</sup> Review: October 2, 2023

3<sup>rd</sup> Review: December 4, 2023

Revision:

**Merrimack School Board Meeting  
Merrimack School District, SAU #26  
Merrimack Town Hall – Matthew Thornton Room  
November 6, 2023**

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**5:30 p.m. – Non-Public Session pursuant to RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Room**

- Staff Welfare

**Present:** Chair Ken Martin, Vice-Chair Laurie Rothhaus, Board Member Lori Peters, and Board Member Naomi Halter. Also present were Chief Educational Officer Everett Olsen, Assistant Superintendent for Business Matt Shevenell, Assistant Superintendent of Curriculum Amy, Assistant Superintendent of Curriculum Doyle, and Student Representative Shaun Evidente.

**Not Present:**

Board Member Jenna Hardy (Excused)

**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE**

Chair Martin called the meeting to order at 6:00 p.m. and led the Pledge of Allegiance.

**2. PUBLIC PARTICIPATION**

There was none.

**3. RECOGNITIONS**

Chief Educational Officer Olsen congratulated those students who were accepted into the "Jazz All-State Festival".

**4. INFORMATIONAL UPDATES**

a. Superintendent Update

Chief Educational Officer Olsen stated that they had a program review of the Elementary and Secondary Education Act of 1965.

Chief Educational Officer Olsen noted that there would be an early release day on the following Thursday. He thanked all of the Veterans for their service in honor of Veteran's Day.

Chief Educational Officer Olsen shared that they had an excellent first Strategic Plan Committee meeting and another meeting would be held on the following Wednesday evening from 5:30 p.m. to 7:30 p.m. in the library at the Merrimack High School. He said the 2024-2025 budget listening sessions with the staff had been completed.

Chief Educational Officer Olsen said the district had been very active in school safety training and thanked Detective William Vandersyde from the Merrimack Police Department for coordinating the activities.



Chief Educational Officer Olsen also thanked the students from the Technical Education students at the Merrimack Middle School as they had completed their “dragster races.” He added that the Drama Club at the Merrimack Middle School would hold a production of “The Bugs” which would be performed on November 17<sup>th</sup> and 18<sup>th</sup>.

Chief Educational Officer Olsen said there were approximately 100 attendees at the Title 1 open house at the James Mastricola Elementary School. He also said the Creative Cooking class at the high school would be cooking and donating 100 loaves of pumpkin bread to the Saint James Food Pantry for their Thanksgiving baskets.

Chief Educational Officer Olsen said the students at the middle school had also organized a card drive for students to thank Veterans and active service members. He said the cards would be sent to the “Thanks a Million” organization.

Chief Educational Officer Olsen said the James Mastricola Elementary School, as a whole, had participated in an exercise that aligned with the Responsive Classroom program where students and staff talked about expectations for appropriate behavior in support of each other.

Chief Educational Officer Olsen said that the Quiz Bowl team from Merrimack High School had competed for a place in the statewide tournament, and the team won the tournament and would move on to the statewide tournament. He also said the Merrimack Middle School’s girls’ soccer team had won the Tri-County Association Championship. He said Zoe Coler, a 7<sup>th</sup> grade student won the New Hampshire Middle School Cross-Country Championship, noting that it was the first time that a female athlete had won the race from the Merrimack Middle School, and Melanie Bedard, a high school student, had qualified for the third year to compete in the New Hampshire Cross-Country Meet of Champions.

Chief Educational Officer Olsen read aloud a letter from Ms. Rebecca Lessard, a 3rd-grade teacher at the Thorntons Ferry Elementary School, as summarized below:

*“I wanted to share how AMAZING the Mystery Science lessons have been for my students. I’ve had 100% engagement for each and every lesson completed, and our conversations have been so rich and thoughtful. Each lesson contains thoughtful talking points and allows for students to demonstrate their learning in different ways. At our team meetings, our whole team has shared similar experiences. This was an excellent purchase, and the commitment that our district made to help ensure consistency of teaching and learning across the elementary schools. It doesn’t get any better than that.”*

b. Assistant Superintendent of Curriculum Doyle Update

Assistant Superintendent of Curriculum Doyle said they had an onsite visit from the Department of Education (DOE) earlier that day. She said they came to look through all of their federal title grants. She said they already had a report from the DOE, and they were looking forward to responding to the report.

Assistant Superintendent of Curriculum Doyle commented that the i-Ready webinar was a big success, with over 125 people registering for the webinar.

Assistant Superintendent of Curriculum Doyle congratulated Ms. Sara Parrotto, Director of Wellness, for successfully securing a second round of funding under the “Promising New Futures” grant for the district, and she noted the funds would go mostly to the middle school to work on restorative practices.

Assistant Superintendent of Curriculum Doyle said there would be an early release the following Thursday when staff would be completing a mix of mandatory and recommended training on a variety of health topics.

c. Assistant Superintendent for Business Shevenell

Assistant Superintendent for Business Shevenell said the proposed budgets from the individual schools were coming in following meetings and discussions.

Assistant Superintendent for Business Shevenell said the fire department would perform a walk-through at the high school for inspection purposes. He said they would also inspect the central office and special services. He added that he would share the results of the inspection with the Board when he received them. He thanked Fire Marshal John Manuele and wished him well in his retirement.

d. School Board Update

Chair Martin also acknowledged and thanked all the Veterans.

e. Student Representative Update

Student Representative Evidente shared that the students recently won an event called "Battle of the Bowls".

Student Representative Evidente said the new schedule at the high school rendered him having to have the last lunch, and it was quite horrendous.

## **5. OLD BUSINESS**

a. Central Office Building Discussion

Mr. Rich Hendricks, Chair of the Planning & Building Committee, was present to participate in the discussion. He said other members of the committee included Shayne Albuquerque, Michael Alukonis, Tim Groff, Finlay Rothhaus, and Vice-Chair Gage Perry. He shared how the Planning & Building Committee would like to see how the Central Office Building might be proposed. He said the Planning & Building Committee had given the School Board a firm recommendation to pursue the new building at its September 25th meeting and to have it voted on in April of 2024.

Mr. Hendricks said the current building was not safe, appropriate security, the ability to have confidential conversations, and a lack of meeting space. He noted the new building would have meeting space and would be made available to the public. He said the safety of the employees could no longer be ignored. He also noted that the conversation regarding the new building had been going on since 2010.

Mr. Hendricks explained that the project was placed on the ballot in April of 2013, and because the project would require a bond, it required a 60% approval, and it only got 52%. He said it was never put on the ballot again. He added that the proposed project had remained on the capital improvement plan for many years and had always been put off.

Mr. Hendricks explained that the Planning & Building Committee would like to try to help the School Board present the proposed project to the voters. He said after the vote in 2013; it was the committee's feeling that too much was expected of the committee to give



159 presentations to the public regarding why the new building was needed. He said they would  
160 like to start by creating some videos showing the voters the condition of the building.  
161

162 Board Member Peters said she agreed that the onus should not be placed on the Planning  
163 & Building Committee, but both the committee and the School Board should be involved.  
164 She said the School Board was committed to the proposed project.  
165

166 Mr. Hendricks stated that the building was not ADA compliant and there was a severe  
167 problem with mold in the student services building.  
168

169 Vice-Chair Rothhaus noted that many, if not all, of the same issues discussed at this meeting  
170 were discussed ten years prior. She also said that the number one concern was safety; she  
171 noted there was only one egress from the basement. Vice-Chair Rothhaus said she felt it  
172 was beyond the time that the issue needed to be discussed with the public, and the School  
173 Board was 100% in favor of the project and more than willing to work with the Planning &  
174 Building Committee.  
175

176 Chief Educational Officer Olsen said they wanted a safe, functional, and useful building. He  
177 added that one of the things that the taxpayer needed to remember was that they had debt  
178 service and debt retirement associated with the middle school that was expiring so they  
179 could fit the cost of the principal and interest associated with the proposed building within,  
180 and perhaps less, than the current appropriations so there would be no incremental increase  
181 beyond that.  
182

183 Board Member Peters stated that: **“this will not raise your tax bill from what the**  
184 **taxpayers were already paying.”** Assistant Superintendent for Business Shevenell replied  
185 that was absolutely correct.  
186

## 187 **6. NEW BUSINESS**

- 188
- 189 a. Two Memos of Understanding between the Merrimack School District  
190 and the Merrimack Teacher’s Association  
191

- 192 o Long-Term Substitute Positions with Certified Staff  
193

194 Board Member Peters said prior to the contract negotiation for the MTA; they recognized  
195 that the shortage of substitute teachers due to COVID-19 needed to be addressed. She  
196 said they had teachers covering classes without extra pay, so they had decided to pay  
197 \$40.00 per class for those types of situations. She also stated that the concern was that  
198 when they had long-term substitutes, they had certified teachers who were taking on more  
199 than just covering a class for a day but were taking on the lesson prep, grading, etc. Board  
200 Member Peters said in this situation, it was decided that they deserved 1/5 of their daily rate  
201 of pay. She said the Memorandum of Understanding would include language that stated  
202 that if it was more than 15 consecutive school days, they would be issued a Notice of Special  
203 Agreement and would receive additional compensation.  
204

205 **MOTION:** Board Member Peters made a motion to accept the Memorandum of Agreement  
206 for the Merrimack Teacher’s Association regarding the substitute pay. Board Member Halter  
207 seconded the motion.  
208

209 **MOTION CARRIED: 4 – 0 – 0.**  
210  
211  
212

○ Certain Retirement Incentives for Eligible Teachers

Vice-Chair Rothhaus said there would be a formal application process for teachers who were going to apply for the retirement incentive. She noted that they would have to do it by November 15<sup>th</sup>.

**MOTION:** Board Member Peters made a motion to approve the Memorandum of Agreement for the Merrimack Teacher's Association regarding retirement incentives for eligible teachers. Board Member Halter seconded the motion.

**MOTION CARRIED: 4 – 0 – 0.**

b. School Board 2024 – 2025 Budget Meeting Dates

Chief Educational Officer Olsen said the School Board had the meeting dates included in their packets. He said the meetings would begin on December 4, 2023, and would end with the Deliberative Session in March.

c. Security Action for Education (SAFE) Grant Application for 2023

Assistant Superintendent for Business Shevenell said the above was an application for safety and security measures that the district could apply for provided by the Department of Education. He said the district had applied for \$388,000. He also said it would likely take a couple of months to find out if the award would be what they applied for.

Assistant Superintendent of Curriculum Doyle said there were three job descriptions for the Board to review and noted that she would ask them to vote on them at a future meeting.

d. Review of Principal Job Description

e. Review of Assistant Principal Job Description

Vice-Chair Rothhaus commented that she did not feel a minimum of three years working as a certified teacher was enough experience. She further commented that she felt it could take up to ten years before one fully grew and understood the art and science of teaching.

Chair Martin agreed that the minimum number of years as a certified teacher for the Assistant Principal job description should be five years.

f. Review of Principal Job Description (High School Only)

g. Grade Level Reorganization Study

Chief Educational Officer Olsen said about 1 ½ years prior, he had presented the Board with a report on residential development. He said at the time, they were looking at the construction of approximately 70 housing units in the James Mastricola district, 161 in the Thorntons Ferry district, and 110 in the Reeds Ferry district. He further said that those developments would continue to have an impact on the enrollment number. Chief Educational Officer Olsen said at present, both Thorntons Ferry and Reeds Ferry were stressed in terms of the number of students in relation to the available space, so they would have to look at some alternatives to ensure that every student had the appropriate amount of space. He said he was not talking about redistricting, but he was looking at putting a study committee to look at the possibility of some grade-level reorganization. He also said



it would allow students to stay in their current school districts but perhaps reconfigure what grades existed in the respective elementary and middle schools. He said they would present a report to the School Board by the end of the year but pointed out that any action would not be in effect until the 2025 – 2026 school year.

Vice-Chair Rothhaus commented that she felt it was an excellent idea that was transparent, and research-based.

h. Update on the Strategic Plan

Chief Educational Officer Olsen said they had recently held their first Strategic Plan Committee meeting, where they had a very lively conversation. He added that Mr. Mark Dolan of the New Hampshire School Board's Association had done an excellent job at facilitating the meeting.

i. Fiscal Impact of Residential Development

Chief Educational Officer Olsen said he had been contacted a few weeks ago by a company that was based both in Portsmouth, NH and in New York. He said the company's name was Urbanomics, Inc. He added that the State of New Hampshire had contracted with Urbanomics, Inc. to do a study of the fiscal impact of various types of residential developments on school and municipal budgets. He said it would also help the district understand the impact on enrollments. Chief Educational Officer Olsen said he agreed to participate in the study along with 20 to 25 other communities in NH.

## **7. POLICIES**

Chief Educational Officer Olsen explained that he had reviewed the below policies with Ms. Sarah Reinhardt, the Director of Student Services. He also said he felt they were all very important and necessary. He noted that all three policies would ensure that the district was in compliance with all IDEA (Individuals with Disabilities Education Act) and the New Hampshire Special Education Standards.

- a. First Reading of Evaluation Requirements for Children with Specific Learning Disabilities (IHBA)
- b. First Reading of Special Education Evaluations (IHBAB)
- c. First Reading of Evaluation Requirements for Children with Developmental Delays (IHBDA)

**MOTION:** Board Member Peters made a motion to waive the first reading of the above three stated policies. Board Member Halter seconded the motion.

**MOTION CARRIED: 4 – 0 – 0.**

## **8. APPROVAL OF MINUTES**

- a. October 16, 2023, Public and Non-Public Minutes

**MOTION:** Vice-Chair Rothhaus made a motion to approve the public and non-public minutes of October 16, 2023, as presented. Board Member Peters seconded the motion.

**MOTION CARRIED: 3 – 0 – 1. (Abstained – Board Member Halter)**

- b. October 23, 2023, Non-Public Minutes

**MOTION:** Chair Martin made a motion to approve the October 23, 2023, non-public minutes, as presented. Vice-Chair Rothhaus seconded the motion.

**MOTION CARRIED: 4 – 0 – 0.**

**9. CONSENT AGENDA**

a. Educator Resignation

- Ms. Kimberly Morgan, 7th-grade Science Teacher, Merrimack Middle School

**10. OTHER**

a. Committee Reports

Vice-Chair Rothhaus said she had attended the Planning & Building Committee meeting where Assistant Superintendent for Business Shevenell provided them with a tour of the current SAU building. She said they also had a planning session on how to go about rolling out the new building. She also said the School Board had immense confidence in the Planning & Building Committee.

Board Member Halter commented that she attended a Budget Committee meeting on October 17<sup>th</sup>, where they discussed the budget schedule and process.

Board Member Halter also commented that she had attended a Parks & Recreation Committee meeting where they discussed their budget process, and the slides at Kid's Kove had been fixed. She also said the afterschool kids' program at Naticook for Thorntons Ferry Elementary students was being extended to the students at the James Mastricola Elementary School.

Chair Martin commented that he attended the Curriculum, Instruction, & Assessment Committee meeting, where they discussed curriculum updates and what the needs were.

Chair Martin also commented that a Professional Development Committee meeting would be held the following Wednesday.

b. Correspondence

Chair Martin said that he received emails from some people concerning teachers and students, and he sent them up the appropriate chain of command.

Vice-Chair Rothhaus said she had received two pieces of correspondence, which she forwarded to the Assistant Superintendent for Business Shevenell. She also said the other one was from Ed Garrity, who graduated from Merrimack High School in 1980, and he was a national speaker and author. She said he had sent her a copy of his new book, which was about inspiration, leadership, and finding your way in the world. She said the book was titled "*Shine Your Light.*"

c. Comments

Board Member Peters thanked all Veterans who had served and who were currently serving in the armed forces.

**11. PUBLIC COMMENTS ON AGENDA ITEMS**



365 There were none.

366

367 **12. ADJOURNMENT**

368 **MOTION:** At approximately 7:30 p.m., Board Member Halter made a motion to adjourn.  
369 Vice-Chair Rothhaus seconded the motion.

370

371 **MOTION CARRIED: 4 – 0 – 0.**

372



## **Merrimack School District**

### **High School Principal**

#### **Role Description**



**TITLE:** High School Principal

**REPORTS TO:** Superintendent of Schools

#### **QUALIFICATIONS:**

- Current New Hampshire Principal certification
- Master's degree in related field
- Certificate of Advanced Graduate Studies Preferred
- Minimum of 5 years' experience working as a certified educator
- Prior experience in educational leadership, preferably as a high school principal or assistant principal
- Strong leadership, organization, and communication skills

#### **SUPERVISES AND EVALUATES:**

- All Staff of the Merrimack High School, including Assistant Principals, Director of Extended Learning Opportunities, and Athletic Director.

**JOB GOAL:** The High School Principal is responsible for providing visionary leadership, effective management, and educational excellence. They will oversee the daily operations of the school, ensure a positive and inclusive learning environment, and promote student achievement. The High School Principal will collaborate with staff, students, parents, and the community to foster a culture of continuous improvement and student success.

#### **RESPONSIBILITIES:**

- Ed 300 Standards of a School Principal:
  - The school principal shall promote the success of all students consistent with a vision for learning that is shared and supported by the community, school board, and superintendent of schools by:
    - Facilitating the development, articulation, implementation, and stewardship of best practices for pupils in elementary and secondary education
    - Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
    - Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment



- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; and
  - Having the knowledge and skills to promote the success of all students by understanding the larger political, social, economic, legal, and cultural contexts
  - The school principal shall evaluate and make recommendations to the superintendent concerning candidates for teaching and support staff positions within the school in accordance with local school board policy, or as directed by the superintendent
  - The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent
  - The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education
- Oversee the day-to-day operations of the high school, including budget management
  - Lead curriculum development and implementation efforts to promote high academic standards
  - Support professional development opportunities for high school staff to enhance teaching and learning
  - Collaborate with the Director of Wellness and Director of School Counseling to provide social-emotional support for high school students
  - Build and maintain positive relationships with parents, guardians, and the local community
  - Facilitate communication between the high school, parents, and the broader community
  - Encourage community involvement and support for high school programs and initiatives
  - Collaborate with district leaders to align high school goals with district objectives
  - Ensure administrator coverage for home athletic events, in collaboration with the Athletic Director
  - Ensure the safety and security of high school students and staff
  - Assist in developing and implementing emergency response plans and safety protocols
  - Address any safety concerns promptly and effectively

**TERMS OF EMPLOYMENT:** Position is a full time, year-round, salaried position. Benefits outlined in Advise and Confer Agreement.

**Physical Activity Requirements:**

Lift up to 10 lb.	N	R	O	F	C
Lift 11 to 25 lb.	N	R	O	F	C
Lift 26 to 50 lb.	N	R	O	F	C
Lift over 50 lb.	N	R	O	F	C
Carry up to 10 lb.	N	R	O	F	C
Carry 11 to 25 lb.	N	R	O	F	C
Carry 26 to 50 lb.	N	R	O	F	C

Carry over 50 lb.	N	R	O	F	C
Twisting	N	R	O	F	C
Bending	N	R	O	F	C
Crawling	N	R	O	F	C
Squatting	N	R	O	F	C
Kneeling	N	R	O	F	C
Crouching	N	R	O	F	C
Climbing	N	R	O	F	C
Balancing	N	R	O	F	C

#### **Work Surface(s)**

Reach above shoulder height	N	R	O	F	C
Reach at shoulder height	N	R	O	F	C
Reach below shoulder height	N	R	O	F	C
Push/Pull	N	R	O	F	C

#### **Hand Manipulation**

Grasping	N	R	O	F	C
Handling	N	R	O	F	C
Fingering	N	R	O	F	C
Torquing	N	R	O	F	C

#### **Controls and Equipment:**

Use of typical office/classroom equipment.

#### **During a typical day, employee may be required to:**

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
Sit	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8
Stand	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8
Walk	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8

#### **Cognitive/Sensory Requirements:**

Talking:	Necessary for communicating with others
Hearing:	Necessary for taking instruction/direction from others
Sight:	Necessary for doing job effectively
Taste/Smell:	Smelling required to detect odors, such as natural gas, electrical smoke, etc.

#### **Summary of Occupational Exposures:**

Exposure to typical building-related hazards and materials.  
Exposure to outdoor exposures

\*Source: CHAPTER Ed 300: ADMINISTRATION OF MINIMUM STANDARDS IN PUBLIC SCHOOLS



[Ed 300 \(state.nh.us\)](http://state.nh.us)



## Merrimack School District

### School Principal

### Role Description



**TITLE:** School Principal

**REPORTS TO:** Superintendent of Schools

#### **QUALIFICATIONS:**

- Current New Hampshire Principal certification
- Master's degree in related field
- Certificate of Advanced Graduate Studies Preferred
- Minimum of 5 years' experience working as a certified educator
- Prior experience in educational leadership, preferably as a school principal or assistant principal
- Strong leadership, organization, and communication skills

#### **SUPERVISES AND EVALUATES:**

- Staff of the assigned school, including Assistant Principal

**JOB GOAL:** The School Principal is responsible for providing visionary leadership, effective management, and educational excellence. They will oversee the daily operations of the school, ensure a positive and inclusive learning environment, and promote student achievement. The School Principal will collaborate with staff, students, parents, and the community to foster a culture of continuous improvement and student success.

#### **RESPONSIBILITIES:**

- Ed 300 Standards of a School Principal:
  - The school principal shall promote the success of all students consistent with a vision for learning that is shared and supported by the community, school board, and superintendent of schools by:
    - Facilitating the development, articulation, implementation, and stewardship of best practices for pupils in elementary and secondary education
    - Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
    - Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment
    - Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; and

- Having the knowledge and skills to promote the success of all students by understanding the larger political, social, economic, legal, and cultural contexts
  - The school principal shall evaluate and make recommendations to the superintendent concerning candidates for teaching and support staff positions within the school in accordance with local school board policy, or as directed by the superintendent
  - The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent
  - The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education
- Oversee the day-to-day operations of the school, including budget management
  - Lead curriculum development and implementation efforts to promote high academic standards
  - Support professional development opportunities for school staff to enhance teaching and learning
  - Collaborate with the Director of Wellness to provide social-emotional support for students
  - Build and maintain positive relationships with parents, guardians, and the local community
  - Facilitate communication between the school, parents, and the broader community
  - Encourage community involvement and support for school programs and initiatives
  - Collaborate with district leaders to align school goals with district objectives
  - Ensure administrator coverage for school sponsored events
  - Ensure the safety and security of school students and staff
  - Assist in developing and implementing emergency response plans and safety protocols
  - Address any safety concerns promptly and effectively

**TERMS OF EMPLOYMENT:** Position is a full time, year-round, salaried position. Benefits outlined in Advise and Confer Agreement.

**Physical Activity Requirements:**

Lift up to 10 lb.	N	R	O	F	C
Lift 11 to 25 lb.	N	R	O	F	C
Lift 26 to 50 lb.	N	R	O	F	C
Lift over 50 lb.	N	R	O	F	C
Carry up to 10 lb.	N	R	O	F	C
Carry 11 to 25 lb.	N	R	O	F	C
Carry 26 to 50 lb.	N	R	O	F	C
Carry over 50 lb.	N	R	O	F	C
Twisting	N	R	O	F	C
Bending	N	R	O	F	C
Crawling	N	R	O	F	C



Squatting	N	R	O	F	C
Kneeling	N	R	O	F	C
Crouching	N	R	O	F	C
Climbing	N	R	O	F	C
Balancing	N	R	O	F	C

#### **Work Surface(s)**

Reach above shoulder height	N	R	O	F	C
Reach at shoulder height	N	R	O	F	C
Reach below shoulder height	N	R	O	F	C
Push/Pull	N	R	O	F	C

#### **Hand Manipulation**

Grasping	N	R	O	F	C
Handling	N	R	O	F	C
Fingering	N	R	O	F	C
Torquing	N	R	O	F	C

#### **Controls and Equipment:**

Use of typical office/classroom equipment.

#### **During a typical day, employee may be required to:**

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
Sit	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8
Stand	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8
Walk	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8

#### **Cognitive/Sensory Requirements:**

Talking: Necessary for communicating with others  
Hearing: Necessary for taking instruction/direction from others  
Sight: Necessary for doing job effectively  
Taste/Smell: Smelling required to detect odors, such as natural gas, electrical smoke, etc.

#### **Summary of Occupational Exposures:**

Exposure to typical building-related hazards and materials.  
Exposure to outdoor exposures

\*Source: CHAPTER Ed 300: ADMINISTRATION OF MINIMUM STANDARDS IN PUBLIC SCHOOLS

[Ed 300 \(state.nh.us\)](http://state.nh.us)



## Merrimack School District

### Assistant Principal

### Role Description



**TITLE:** Assistant Principal

**REPORTS TO:** Building Principal

#### **QUALIFICATIONS:**

- Master's degree in Education, Educational Leadership, or a related field
- New Hampshire Associate Principal or Principal Certification or eligible for certification
- Minimum of three years working as a certified educator
- Strong interpersonal, communication, and problem-solving skills
- Knowledge of educational laws and regulations in the state of New Hampshire
- Ability to work collaboratively and effectively with a diverse group of stakeholders

#### **SUPERVISES AND EVALUATES:**

- Assigned Staff

**JOB GOAL:** The Assistant Principal will collaborate closely with the principal, teachers, and staff to create a safe, inclusive, and academically enriching environment. The Assistant Principal will be responsible for various duties, helping to ensure the success of our students and the school community.

#### **RESPONSIBILITIES:**

- Adapted from Ed 506.08 Standards of an Associate Principal:
  - Collaborate with the Principal to develop and implement school-wide educational goals and policies
  - Provide instructional leadership by supporting teachers in curriculum development and instructional strategies
  - Foster a positive and inclusive learning environment where all students can thrive academically and socially
  - Assist in the development of programs to meet the diverse needs of students
  - Enforce school rules and disciplinary policies consistently and fairly
  - Work with teachers, parents, and students to address behavior issues and develop appropriate interventions
  - Promote a positive and respectful school culture by modeling expected behavior and values

- Assist in the day-to-day management of the school, including scheduling, supervision, and coordination of activities
- Assist in the recruitment, evaluation, and professional development of staff
- Participate in budget planning and financial management to support the school's goals
- Maintain accurate student records and oversee standardized testing processes
- Collaborate with parents and community organizations to strengthen partnerships that support student learning and well-being
- Represent the school at meetings and events within the community
- Assist in the development and implementation of safety protocols and emergency response plans
- Ensure a safe and secure environment for students, staff, and visitors
- Assists the Principal, teachers, and other instructional staff in coordinating and improving the instructional program of assigned grade level(s) to the benefit of every student; assists the principal with daily school administrative functions, including but not limited to the enforcement of student discipline policies and procedures; supervises and coordinates the work of assigned personnel, ensuring adherence to school and District policies, regulations, and goals
- Participate in the planning of after school events, as well as attendance at such events
- Collaborate with district leaders to align school goals with district objectives
- Perform other related duties as assigned by the School Principal, Superintendent, or Assistant Superintendent(s)

**TERMS OF EMPLOYMENT:** Position is a full time, year-round, salaried position. Benefits outlined in Advise and Confer Agreement.

**Physical Activity Requirements:**

Lift up to 10 lb.	N	R	O	F	C
Lift 11 to 25 lb.	N	R	O	F	C
Lift 26 to 50 lb.	N	R	O	F	C
Lift over 50 lb.	N	R	O	F	C
Carry up to 10 lb.	N	R	O	F	C
Carry 11 to 25 lb.	N	R	O	F	C
Carry 26 to 50 lb.	N	R	O	F	C
Carry over 50 lb.	N	R	O	F	C
Twisting	N	R	O	F	C
Bending	N	R	O	F	C
Crawling	N	R	O	F	C
Squatting	N	R	O	F	C
Kneeling	N	R	O	F	C
Crouching	N	R	O	F	C
Climbing	N	R	O	F	C
Balancing	N	R	O	F	C

**Work Surface(s)**



Reach above shoulder height	N	R	O	F	C
Reach at shoulder height	N	R	O	F	C
Reach below shoulder height	N	R	O	F	C
Push/Pull	N	R	O	F	C

#### **Hand Manipulation**

Grasping	N	R	O	F	C
Handling	N	R	O	F	C
Fingering	N	R	O	F	C
Torquing	N	R	O	F	C

#### **Controls and Equipment:**

Use of typical office/classroom equipment.

#### **During a typical day, employee may be required to:**

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
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#### **Cognitive/Sensory Requirements:**

Talking:	Necessary for communicating with others
Hearing:	Necessary for taking instruction/direction from others
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Taste/Smell:	Smelling required to detect odors, such as natural gas, electrical smoke, etc.

#### **Summary of Occupational Exposures:**

Exposure to typical building-related hazards and materials.  
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