Merrimack School Board Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Matthew Thornton Room
Monday, May 20, 2019

PUBLIC MEETING MINUTES

Present: Chair Barnes, Vice Chair Guagliumi, Board Members Schneider and Schoenfeld. Also in attendance were Superintendent Chiafery, Assistant Superintendent McLaughlin and Assistant Superintendent for Business Shevenell.

Excused: Board Member Nunez

Also Excused: Student Representative Puzzo

Chair Barnes thanked senior and Student Representative Chris Puzzo for his two years of service on the Merrimack School Board.

1. **Call to Order/Pledge of Allegiance**

Chair Barnes called the meeting to order at 7:00 p.m.

Chair Barnes led the Pledge of Allegiance.

2. **Public Comments**

There were no public comments.

3. **Legislative Update**

There was no legislative update.

4. **Implementation of the Math Program for Grade 7 through 12**
   (Mr. Adam Caragher, Ms. Shawna D'Amour, Ms. Cheryl Smith, Ms. Jen Lavigne,
   Ms. Lea Johnson, Mr. Ron DeLude, Ms. Erin Woods and Students)

Mr. Adam Caragher, Principal, Merrimack Middle School, addressed the Board and stated they had implemented the math curriculum using the Big Ideas Math Program. He said the program was vetted by the Merrimack Middle School staff as well as the Merrimack High School staff during the 2017–2018 school year and purchased for the 2018–2019 school

year. He said as with the Envisions Program, it was selected through objective information which was gathered using a rubric to help them determine the best fit for the Merrimack School District.

Ms. Cheryl Smith, Math Facilitator, Merrimack Middle School, said they worked in conjunction with the high school to make sure the students were studying the same topics and the middle school teachers developed a new, common, mid-term and final assessment which was administered in January and again in June.

Ms. Lea Johnson, Math Teacher, Merrimack Middle School, commented that she was enjoying getting used to the Big Ideas Program. She further commented that the program gave her more flexibility in planning her lessons. She said it was wonderful to have all of the resources downloadable as digital copies and all of the assessments were available in Microsoft Word format. Ms. Johnson said she was able to edit the assessments to customize them for her particular students and added that she had used the feature on every test. She also noted she had explored with creating online assignments and found the resource to be very user-friendly. Ms. Johnson said overall, it had been a very successful first year.

Ms. Jen Lavigne, Math Teacher, Merrimack Middle School, addressed the Board and stated that some of the same points that Ms. Johnson had highlighted as bonuses were actually obstacles for her and her the classroom. She said when trying to implement and explore some of the new online practice assignments it was difficult because students were working at different paces or they felt they were unable to show their work because they were doing something online instead of the traditional paper and pencil method. She said the program had a lot to offer and it was a great asset but she felt she needed additional training.

Ms. Lavigne also said there was a lot of information thrown at them at the August Academy and it was difficult to remember all of it.

Aubrie and Anastasia, grade 8 Algebra I students stated that their experiences with the Big Ideas Math Program had been very positive and preferred it over the Envision Program.

Alex, grade 8 Algebra I student stated that he had both positive and negative experiences with the Big Ideas Math Program but he preferred the Envision Program.

Mr. Ron DeLude, Department Chair, Merrimack High School, commented they were also using the Big Ideas Math Program at the high school. He said the Big Ideas Math Program had more internal consistencies in terms of what the students had already learned.

Mr. DeLude noted there were some features in the physical text which were very helpful for the students and the online program was identical to the physical text. He said there were objectives for each lesson at the beginning so the students knew what they were attempting to learn, the vocabulary was highlighted very well and the textbook was visually well organized. He also said at the end of each chapter there was an entire review of every section and included page numbers to reference.

Mr. DeLude said the thing that surprised him the most about the program was that he had made good use of the workbook journals and his class responded very well to them.

Ms. Erin Woods addressed the Board and said she was teaching Geometry and Algebra I using the textbook, the journal and the online features of the Big Ideas Math Program. She said she really liked the many features of the online portion of the program. She also said every three or four chapters there was STEM (science, technology, engineering and math) video which showed the math actually being applied in the fields of engineering, science, farming and other real-world examples.

Board Member Schneider pointed out that the Envision Program was being used at the lower levels and the students transitioned to the Big Ideas Math Program in middle school and high school. He asked how the Envision Program prepared the students for the Big Ideas Program.

Mr. Caragher replied there was a point in time where the students transitioned almost every year related to mathematics upon exiting the upper elementary school because there were not necessarily matching programs. He said it was very early on in the program but he felt there would be more continuity.

Board Member Schneider said he challenged the math teams at the elementary, middle and high school levels to see how effective the program was as they went through the process over the coming years. He said taxpayers looked for whether or not math was improving, if the students were retaining more and helping the students that needed to be challenged as well as the ones that may be struggling.

Assistant Superintendent McLaughlin pointed out Ms. Smith and Mr. DeLude were both on the committee that looked at the programs and asked for their input.

Mr. DeLude explained that the District Math Committee started with the elementary curriculum. He said they were looking for a curriculum that not only supported the existing curriculum but had many of the features the teachers were looking for. He further said when they started that process the Envisions Program was the program that best suited the

elementary school and it was a good, solid program. Mr. DeLude further said they did the same process for the high school and they found while the Envisions Program was a very strong elementary school program and although it tried to grow into the high school, by the time it got to the high school level it felt like it was still a very strong elementary program. He said when they looked at the Big Ideas Math Program the same way, they found it to be a very strong high school program that tried to stretch down to the elementary school level. Mr. DeLude stated that all of the books supported the same curriculum but there would be a transition and there were differences in the style of the books. He said it was his opinion that the transition was not all that jarring.

Ms. Smith added that the 7th grade used the Envision Math Program for pre-Algebra and then went into the Big Ideas Math Program in the 8th grade. She said there were some gaps that they needed to fill. She further said one of the things she wanted the department to do the following year was to look at the pre-Algebra course at the 7th grade level and determine what skills they were lacking so they could be addressed prior to taking Algebra in the 8th grade using the Big Ideas Math Program.

Vice Chair Guagliumi thanked the students and the teachers for sharing their experiences with the math programs. She said one of the things which came up was the visual aspect of the Envisions Math Program versus the Big Ideas Program. She asked if the Big Ideas Math Program was less visual than the Envisions Math Program and asked how the Big Ideas Math Program reinforced math for different styles of learners.

Ms. Woods replied that while she would have to do more digging with regard to the online aspect, there were PowerPoint slides which showed the exact examples from the textbooks. She said there were many places the students could get the same visual, by looking at a book, on paper and projected on the screen. She said she believed they could see the problems being solved step-by-step online.

Ms. Lavigne added that the Envisions Math Program tried to grasp the students with a visual to represent the topic at hand whereas the Big Ideas Math Program Algebra textbook went directly into the Algebraic sets.

Assistant Superintendent McLaughlin commented they decided a long time ago there was no program that spanned from K-12 but they had managed to go from multiple programs down to two programs.

Vice Chair Guagliumi asked if there were any key patterns with regard to the gaps due to transitioning to a new program that stood out and how they might be addressed in the upcoming school year. Mr. DeLude replied from his experience with his Algebra classes, the

students were well prepared. He further replied the most difficult part for the students was visualization; meaning an equation and a table of values was the same thing but being able to look at them in different ways.

Vice Chair Guagliumi asked if the teachers had received any feedback from the parents and if so, was there more or less feedback than in other years. Ms. Woods replied she had received very positive feedback from parents.

Assistant Superintendent McLaughlin pointed out that he had conversations with parents who had specific concerns and questions with each program. He said it was important to have a receptive ear when concerns arose.

Chair Barnes asked if the Big Ideas Math Program was "mobile friendly" as not all students had easy access to technology. Ms. Woods replied as far as she knew it was and added there was an App for the textbook. She said they could access it via their Smartphones.

Ms. Johnson added that some students had informed her that sometimes the program was not super mobile friendly and she thought the Big Ideas Math Program was working on improving that.

Chair Barnes asked what the challenge could be for students working from home and if they had a sense of how many students may not have access. She said she wanted to make sure the students who were learning outside of the classroom had the tools they needed to be equally successful. Mr. DeLude replied students had the option of using the textbook with a pencil and a piece of paper, adding that some students actually preferred doing the work that way.

5. **Report on Research for 1:1 Device Program**
   (Ms. Nancy Rose and Merrimack High School Seniors)

Ms. Nancy Rose, Director of Library Services & Technology, stated that the School Board had asked her some questions at a previous Board meeting regarding the 1:1 Device Program. She further stated that she enlisted the assistance of students Meghan Allen, Tyler Choate, Sophie Kim, Devon Mitchell, Sammy O'Neil, Andrew Pitten, Hannah Riedy, Abigail Schaefer and Nick Sherman. She said she was very grateful for all their help.

Device Types: Sophie said her focus was on looking at which types of devices would be best for different age groups as well as different subject areas. She said in general, the subject areas did not have as much of an impact. She said overall, she found tablets would be the best option for younger students but as students became older a keyboard would be

an important tool. Sophie commented that Chromebooks would be a good alternative in addition to laptops but said Chromebooks became limited and laptops had the full capability of word processing, PowerPoint, Excel and hard drive Apps that were not as easily accessed using the Chromebooks.

Ms. Rose added the Sami researched the same topic and a recurring theme through all of the student's research was no matter what device the district chose, it was crucial that participants remembered the program's success was only possible if students, parents and teachers equally collaborated to create a thriving classroom community.

Cost Benefit Analysis: Ms. Rose pointed out that Andrew Pitten and Nick Sherman, who were not able to attend the meeting, researched the subject. She reported their findings which she said was similar to what Sophie had said. Ms. Rose commented that iPads were an Apple product and a little bit more expensive, Chromebooks were cheaper and easy to manage but they had limited functionality and a full laptop had the ability to do both online and installed versions. Ms. Rose said there were some students that loved Chromebooks and others that said they wanted the Windows laptops. She further said the students did a great job of identifying the pros and cons of each device. Ms. Rose shared a quote from Andrew's paper "although educational institutions implement 1:1 initiatives through various means and have different beliefs about what they intend to obtain from these programs, the benefits of 1:1 technology initiatives generally outweigh the costs as long as program overseers have clearly defined goals and approaches that are conducive to improving educational outcomes."

Responsibilities of Schools, Teachers, Students & Families: Abby said she researched how different groups in the school community would be responsible for whatever device was used and she reported that she found it would be important for each of them to work together to make sure the computers were being taken care of and they were being used to the best of their ability. She said the main responsibility of the students would be to follow the set of rules which would be imposed to ensure the computers would not be damaged as well as to remain focused on school work while having the temptation of the internet available to them.

Abby stated the responsibility of the parent was mostly financial in nature because if the computers were damaged they would likely be the one to replace it. She also said it might be a good idea to insure the device. Abby said in addition, the parents would have to monitor their student at home.

Abby commented that librarians were crucial to the implementation of 1:1 going smoothly. She said it would be their role to encourage teachers to use the devices, set up resources for teachers and students to use and to ensure transitional ease. Abby added that

professional development would have to be offered to the teachers. She also said there was a general sense that the more enthusiastic the administration appeared, the more teachers, students and parents would buy into it.

Abby said she felt prior to the implementation of the 1:1 Device Program they should get feedback from all of the groups and perhaps launch a small pilot program.

Consideration Regarding Replacement, Recycle & Repair: Tyler said he looked at all of the variables when looking at a replacement model. He said he came up with two options:

1. Option one would be best for school districts who were committed to putting forth as many resources as necessary for the 1:1 initiative to be implemented fully and successfully.

Tyler said option one entailed setting up a proper budget, purchasing enough devices to use as substitute devices and to implement a fee for damaging a device to encourage students to take care of their device.

2. Option two would be best for school districts who were committed to creating a 1:1 program but were limited to the amount of resources they were willing to allocate to it.

Tyler said option two entailed the same thing but purchasing less substitute devices to cut down on the cost.

Ms. Rose commented that the initiative would not replace the importance of the teacher but was more of an opportunity to look at things in different ways.

Sophie added much of the work the students did was online and as the amount of online work was expanded she felt access for all students needed to be looked at.

Chair Barnes asked if there were questions or comments from members of the School Board.

Board Member Schneider stated he noticed the change in technology was happening much slower than it was ten years ago. He said in the old days you would junk something because it could not run the latest software but currently, devices became non-functional because they could not be repaired any longer. Ms. Rose replied she had noticed that a little bit but their ability to add RAM to laptops was limited by how many slots there were. She said Chromebooks were very inexpensive to buy but if a key came off it could impact the entire device. She further said if you got too fancy then the device became more expensive but

there were a lot of options. She also said if it became too inexpensive then it was like planned obsolescence and they had to find the balance. Sophie replied there was a concern with young children breaking tablets. She added she had read somewhere that investing in quality cases would lengthen the life of the tablet.

Board Member Schneider said if they did get to the point where they did 1:1 and students brought their own devices in there would be more and more laptops that were maxed versus personal computers.

Vice Chair Guagliumi asked if there were any difference in the durability of a tablet, PC or Chromebook. Ms. Rose said they tended to buy fairly rugged devices.

Chair Barnes said, for full disclosure, she did not sell to K-12 but she worked for a company that sold a ton to K-12 and did not know if Merrimack was a customer or not. She said the rugged cases for the laptops were important and Windows was taking a more prevalent role in the purchasing cycle because of some of the specialized software that could be applied and may not be available on a Chromebook. She added there were environments where Chromebooks were doing the job and there were many that had ruggedized cases and there were also third-party cases which you could add to which would take it to the next level in terms of protection. Chair Barnes said protecting the asset was important and in terms of cost, she was hearing a lot about taking E-rate funds to improve infrastructure. Chair Barnes said when it came down to 1:1, she was interested to know what Ms. Rose felt was a reasonable timeline to make a decision and then when would they request to implement it. Ms. Rose replied it would need a very thorough review and she said a small pilot program would be a good way to start.

Chair Barnes said when they built the middle school they had the best technology in the district and then they went to the high school and it was old technology. She asked what the adjustment would be if a pilot program with the best technological environment did not lead to full implementation. She said it was still in a fact-finding phase and was only sharing her thoughts.

6. **Presentation of the K-12 Physical Education Curriculum**
   (Assistant Superintendent McLaughlin, Mr. Adam Caragher, Ms. Jen Saucier,
   Mr. Rick Greenier, Ms. Alisha Barrett, Ms. Amy Larking-Perez, Ms. Sarah Clough,
   Ms. Maggie Croteau and Mr. Shawn Croteau)

Assistant Superintendent McLaughlin commended the entire team who worked on the new K-12 Physical Education Curriculum.

Mr. Adam Caragher, Principal, Merrimack Middle School, introduced Ms. Sarah Clough, Merrimack High School, Ms. Amy Larking-Perez, Merrimack High School, Ms. Jen Saucier, Thorntons Ferry Elementary School, Mr. Shawn Croteau, James Mastricola Elementary School, Mr. Rick Greenier, James Mastricola Upper Elementary School and Ms. Alisha Barrett, Merrimack Middle School.

Assistant Superintendent McLaughlin noted there were a few people who were integral members of the team who were not present, Mr. Paul Drone, Merrimack High School and Mr. Rick Urda, Merrimack High School, Mr. Joe Battista, Merrimack Middle School and Mr. Conner Lane, Reeds Ferry Elementary School. Mr. Caragher said the Health Teachers at the Merrimack Middle School were also working in tandem with Ms. Maggie Croteau and Ms. Linda Murgo.

Assistant Superintendent McLaughlin also mentioned that Ms. Dawn Kerrigan, who had since retired, was part of the process at the beginning.

Ms. Sarah Clough addressed the Board and stated it was pretty easy to hide the fact that a student was having a hard time trying to figure out a math problem but in physical education, if a student did not understand a concept, everyone else could see it and they were very mindful of that. She said their end goal as teachers were to have lifelong learners.

Assistant Superintendent McLaughlin explained that physical education was a separate content area just like every other content area in the district and had its own standards and goals. He said the intent of the presentation was to show the community as well as the School Board that when students were involved with physical education they were involved in activities that were important for themselves and they were important because they crossed disciplinary connections.

Ms. Saucier presented the Board with a PowerPoint presentation which showed what physical education currently looked like in the elementary schools.

Ms. Clough added that they worked in conjunction with the physical therapists and the occupational therapists at the elementary level to address any gross motor skills delay.

Ms. Saucier said something that was unique to the Merrimack School District was that they worked very hard to incorporate interdisciplinary units into physical education. She further said they tried to show that physical education was a powerful education and not only were the students exercising their bodies but their minds as well.

Ms. Barrett commented a few examples which could be seen as part of the Merrimack Middle School physical education program was to take the basic motor skills learned at the elementary level and apply them to gameplay.

Ms. Clough said they began reviewing the curriculum in 2014 – 2015 and it was completed in the spring of 2019. She shared that in 2017, they had the opportunity to attend the SHAPE America National Convention in Boston, MA, and they attended a variety of workshops to help enhance their knowledge with the curriculum content and the work they were pursuing.

Ms. Clough said SHAPE was a national organization which stood for the Society of Health and Physical Educators which was formerly known as AAHPERED (the American Association of Health, Physical Education, Recreation and Dance) was established in 1885. She said it was a crucial resource for them in developing the curriculum as it currently stood. She further said they incorporated the five standards that SHAPE used into the Merrimack School District curriculum.

Ms. Clough pointed out that foundational skills, knowledge and values were taught at the elementary school level and they started applying those foundational skills, knowledge and values as they progressed into middle school. She said at the high school level, students were taught more lifetime activity skills, knowledge and values and would hopefully be physically active.

Ms. Saucier stated their definition of values was "through their learning and health in physical education, students will develop a positive and responsible attitude to their own physical, mental and social & emotional well-being which would include valuing themselves and others."

Ms. Clough stated their major goal for the students was physical literacy which was the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefited the healthy development of the whole person.

Assistant Superintendent McLaughlin stated time spent teaching the students was limited. He further stated that rather than teach every specific thing, the teacher taught an activity as an instance of every other thing like it, for example, if badminton were taught, it was really an instance of every other time you saw a game that included a net or a wall. He noted they were trying to promote that way of teaching districtwide.

Ms. Clough stated they attended MAHPRED convention (Massachusetts Health and Physical Education, Recreation and Dance) which was the Massachusetts example of

the state version of SHAPE. She also stated they started working on the scope and sequence for the Health Curriculum using the UBD (Universal by Design) model and researched the CDC (Centers for Disease Control) recommendations but noted they still had a lot more work to do regarding it. She said the high school would provide the Youth Risk Behavior Survey which would become part of the development for the health curriculum. Ms. Clough shared they had also connected with a few curriculum professionals who basically created the Standards-Based Health Curriculum which would be implemented in the fall of 2019.

Ms. Saucier commented that currently health was taught beginning in 7th grade and pointed out the kindergarteners through sixth graders also needed to be taught different lessons regarding health.

Chair Barnes said the presentation showed just what the School Board had hoped to see and it followed the design of a lot of other curricula they had been presented with.

Superintendent Chiafery stated that the item would be placed on the Consent Agenda at the June 3rd School Board meeting.

7. **New School Board Policy**
   - **First Reading of Data Governance and Security Policy**
     (Superintendent Chiafery & Ms. Nancy Rose)

Superintendent Chiafery stated the policy was one of the most significant policies that the School Board would look at in the current year and it came off a House Bill and it had to be in place by the end of June.

Ms. Rose stated that the Data Governance and Security Policy was part of their compliance with HB-1612, which was an amendment to RSA:189.68 which was the RSA that focused on the state's responsibility to student data privacy.

Ms. Rose read aloud from the Merrimack School Board Policy EHAB, Data Governance and Security as summarized below:

Introduction

To accomplish the district's mission and comply with the law, the district must collect, create and store information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality and maintain the trust of the district's stakeholders. All persons who have access to the district's data are

required to follow state and feral law, district policies and procedures and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information – Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information – Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

B. Data and Privacy Governance Plan – Administrative Procedures

1. Data Governance Plan – The Superintendent, in consultation with the district's Information Security Officer (ISO) shall create a Data and Privacy Governance Plan (Data Governance Plan) to be presented to the Board. The Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30th of each year.

The Data Governance Plan shall include:

a) An inventory of all software applications, digital tools and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement and terms of use.

b) A review of all software applications, digital tools and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education.

c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use of policy for applications, digital tools and extensions used on district hardware, server(s) or through the district network(s).

d) A response plan for any breach of information.

e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

2. Policies and Administrative Procedures – The Superintendent, in consultation with the ISO, is directed to review, modify and recommend policies and create administrative procedures, where necessary, relative to collecting, securing and correctly disposing of district data (including, but not limited to Confidential and Critical Data/Information and as other necessary to implement this policy and the Data Governance Plan).

C. Information Security Officer

The Director of Information Technology and Library Media Services is hereby designated at the district's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the district's security policies and administrative procedures applicable to digital and other electronic data and suggesting changes to these policies, the Data Governance Plan and procedures to better protect the confidentiality and security of district data. The ISO will work with both district and building level administrators and data managers to advocate for resources, including training, to best secure the district's data.

The Assistant Superintendent for Business is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship

All district employees, volunteers and agents are responsible for accurately collecting, maintaining and securing district data including, but not limited to, Confidential and/or Critical Data/Information.

E. Data Managers

All district administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the district's data inventory. The data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the district and that confidential and critical information

is modified only by authorized employees. The data manager will assist the ISO in enforcing district policies and procedures regarding data management.

F. Confidential and Critical Information

The district will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The district will provide access to confidential information to appropriately trained district employees and volunteers only when the district determines that such access is necessary for the performance of their duties.   The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district.

District employees, contractors and agents will notify the ISO or designee immediately if there is a reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all require legal notices and prevent future incidents. When necessary, the Superintendent, ISO, or designee is authorized to secure resources to assist the district in promptly and appropriately addressing a security breach.

Likewise, the district will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible.   Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All district staff, volunteers, contractor and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications

District staff members are encouraged to research and utilize online services or application to engage students and further the district's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information until the ISO approves the vendor and the software or service used. Before approving the use or purchase on any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on district technology resources. The retention schedule should comply with, and be incorporated into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R, including but not limited to, provisions relating to Litigation and Right-to-Know holds as described in Policy EHB.

J. Consequences

Employees who fail to follow the law or district policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking the discipline of an employee's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful

actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Legal References

15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)
20 U.S.C. §1232g * Family Educational Rights and Privacy Act (FERPA)
20 U.S.C. §1232h * Protection of Pupil Rights Amendment (PPRA)
20 U.S.C. §1400-§1417 * Individuals with Disabilities Education Act (IDEA)
20 U.S.C. §7926 * Elementary and Secondary Education Act (ESSA)
RSA 189:65 * Definitions
RSA 186:66 * Student Information Protection and Privacy
RSA 189:67 * Limits on Disclosure of Information
RSA 189:68 * Student Privacy
RSA 189:68-a * Student Online Personal Information
RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach

Superintendent Chiafery asked the Board to review the document and contact her with any questions or comments which could be addressed at the June 3, 2019, meeting.

8. **Last Day of School (Date/Time)**
   (Superintendent Chiafery)

Superintendent Chiafery announced that the last day of school would be Tuesday, June 18th and it would be a half day.

9. **Revised School Board Policy**
   - Second Review of Early Admission to Kindergarten and Grade One
     (Superintendent Chiafery)

Superintendent Chiafery noted that the Revised School Board Policy would be on the consent agenda at the June 3, 2019, meeting.

10. **Approval of School Board Minutes for May 6, 2019**
    (Chair Barnes)

Chair Barnes asked if there were members of the Board who had any edits or questions.

Vice Chair Guagliumi made a motion (seconded by Board Member Schneider) to approve the May 6, 2019, minutes.

The motion passed 4-0-0.

11. **Consent Agenda**
    (Assistant Superintendent McLaughlin)

Educator Resignations

- Mr. Robert Hemmer, Technology Education Teacher, Merrimack Middle School

Educator Retirements

- Ms. Dana Reeves, Special Education Teacher, Merrimack Middle School

Board Member Schneider made a motion (seconded by Board Member Schoenfeld) to accept the consent agenda as presented.

The motion passed 4-0-0.

12. **Other**

a) Correspondence

Chair Barnes stated she had received correspondence from Student Representative Chris Puzzo and read it aloud as summarized below:

As my term on the School Board as Student Representative comes to end, I wanted to say thank you. It was a wonderful experience that I will always remember. I have learned about School Board procedures, budgets, town voting and the general running of a meeting. I greatly appreciate how everyone made me feel important and valued.

b) Comments

There were no comments.

13. **New Business**

There was no new business.

14. **Committee Reports**

Board Member Schneider stated at the last monthly SERESC (Southeastern Regional Education Service Center) Board of Directors meeting they discussed putting an offer out to fill the position of Program Director. He also said all three of the one-year member Board of Director's had decided not to re-up and they were looking to fill those seats.

Chair Barnes stated on Tuesday, May 14th, the Grater Woods Sub-Committee met and their July meeting would be held at the outdoor classroom which had been redone by an Eagle Scout. She further said at the September meeting they would work on revising the Stewardship Plan.

Chair Barnes said as part of the New Hampshire School Board's Association, Assistant Superintendent McLaughlin and she attended and participated in the "New Chairs Discussion" and she pointed out there were a lot of good ideas shared.

Chair Barnes also said the regular Board meeting was the following week and she shared it was the first year they had a subscription model for seminars and as a Board, they paid a flat fee instead of paying by the event. She pointed out that attendance at some of the events had almost tripled.

Chair Barnes commented that she also attended the Parks & Recreation meeting and the summer camps were filling up quickly. She said there were accepting applications for swim instructors, archery instructors and nature instructors and to contact the Director of Parks & Recreation if anyone was interested in them.

Chair Barnes also said there would be three "Movies in the Park" which were as follows:

- July 5th – Ralph Breaks the Internet at 8:30 p.m. at Abbie Griffin Park (Free hotdogs!)

- July 21st – Mary Poppins Returns at 8:15 p.m. at Abbie Griffin Park (Free ice cream!)

- August 6th – the Incredibles Two at the American Legion Field to be held in conjunction with the Merrimack Police Department's National Night Out which would start at 6:30 p.m.

Chair Barnes stated the Summer Concert Series would begin on June 19th.

Chair Barnes mentioned that she was unable to attend the last Healthcare Cost Containment Committee as she had to travel for work and the next meeting would be held on the first Wednesday in June.

15. **Public Comments on Agenda Items**

There were no public comments.

16. **Manifest**

The Board signed the manifest.

17. **Adjournment**

At 9:52 p.m. Vice Chair Guagliumi moved (seconded by Board Member Schneider) to go into non-public session pursuant to RSA 91-A:3, II (a)(b)(c).

The motion passed 4-0-0 by a roll call vote.

At 10:22 p.m. Board Member Schneider moved (seconded by Vice Chair Guagliumi) to adjourn the public meeting.