

**Merrimack School District/SAU 26**  
**School Board Meeting**  
**Preliminary Agenda**  
**November 7, 2022**  
**Merrimack Town Hall – Matthew Thornton Room**

**6:00 p.m. NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Training Classroom**

- Student Welfare
- Staff Welfare
- Legal

**PUBLIC MEETING**

**7:00 p.m. 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**

Laurie Rothhaus

**7:05 p.m. 2. PUBLIC PARTICIPATION**

Lori Peters

**3. RECOGNITIONS**

Lori Peters

**7:15 p.m. 4. INFORMATIONAL UPDATES**

Lori Peters

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

**7:25 p.m. 5. OLD BUSINESS**

Lori Peters

**7:25 p.m. 6. NEW BUSINESS**

Lori Peters

- a. Preliminary Discussion of FY24 School Board Priorities
- b. 2023-2024 Budget Meeting Dates and Timeline
- c. Establish a Meeting Date with the Budget Committee
- d. Parent/Student Handbook Update
- e. Homework Discussion
- f. Other

Everett Olsen

Everett Olsen

Lori Peters

Everett Olsen

Amy Doyle

**8:10 p.m. 7. POLICIES**

Lori Peters

- a. 1<sup>st</sup> Reading of Pupil Safety and Bullying (JICK)
- b. 3<sup>rd</sup> Review of Use of Physical Restraint/Seclusion (JKAA)
- c. 3<sup>rd</sup> Review of Public Participation at Board Meetings (BEDH)
- d. 3<sup>rd</sup> Review of Student Records and Access (JRA)

**8:20 p.m. 8. APPROVAL OF MINUTES**

Lori Peters

- a. October 3, 2022 Public Minutes
- b. October 17, 2022 Public and Non-Public Minutes

**8:25 p.m. 9. CONSENT AGENDA**

Amanda Doyle

- a. Educator Nominations

**8:30 p.m. 10. OTHER**

Lori Peters

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

**8:40 p.m. 11. PUBLIC COMMENTS ON AGENDA ITEMS**

Lori Peters

**8:50 p.m. 12. ADJOURN to Non-Public Session if needed**

Lori Peters

**8:55 p.m. 13. NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Classroom**

- Staff Welfare
- Legal

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

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

**AMANDA S. DOYLE**  
*Assistant Superintendent for Curriculum*

**EVERETT V. OLSEN, Jr.**  
Chief Educational Officer

**MATTHEW D. SHEVENELL**  
*Assistant Superintendent for Business*

**To:** Laurie Rothhaus  
Lori Peters  
Jenna Hardy

Naomi Halter  
Ken Martin  
Kaitlyn Vadney

**From:** Everett V. Olsen, Jr.

**Date:** November 3, 2022



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**Subject: Budget Discussions**

On Monday evening I believe it is important to begin our discussion of the needs of the school district that will impact the 2023-2024 budget. We should also establish a date and time to have the joint School Board/Budget Committee meeting.

In anticipation of these discussions, I have prepared a few slides that are intended to provide focus to our discussion(s). I look forward to discussing these slides with you on Monday evening.

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

2022-2023	2022-2023	2023-2024
<b>BUDGET PRIORITIES</b> <ul style="list-style-type: none"> <li>• Social Emotional Learning</li> <li>• Competitive pay and benefits</li> <li>• Graduation rates and student support</li> <li>• Technology</li> <li>• Capital Improvement Plan</li> <li>• Facilities</li> </ul>	<b>SCHOOL BOARD GOALS</b> <ul style="list-style-type: none"> <li>• Create an engaged, inclusive, and collaborative district culture built on mutual trust and respect</li> <li>• Alternative pathways to graduation</li> <li>• Improve our learning outcomes by ensuring our instruction is responsive to the varied needs of our student population</li> <li>• Have facilities and equipment that are safe, secure, clean, healthy, current, and appropriate for meeting the educational needs of students and staff</li> <li>• Ongoing review of existing policies to ensure they are compliant and in alignment with district practices</li> </ul>	<b>BUDGET PRIORITIES</b> <ul style="list-style-type: none"> <li>• To be determined</li> </ul>

# District Administration's Preliminary FY 2024 Budget Priorities

*(to be further shaped by input from school board, budget committee, staff, students, and community)*

Alternative Pathways / Extended Learning Opportunities (ELO) Director

Alternative pathways staff, materials, supplies

Curriculum updates/revisions

Centralized registration process (Registrar)

Student Interventionist/Counselor at MMS and MHS

Technology replacement

Elementary Reading/Math Specialist

Behavioral/Emotional Disabilities (ED) Consultant

Work on Competencies

Progress Monitoring Tools and Assessments





# Supports of a Quality School System



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

COMMUNITY

SCHOOL BOARD

BUDGET COMMITTEE

## 2022-2023 Budget Message

In reviewing the board member's budget priorities for the 2022-2023 fiscal year, there are several themes and key items for consideration in developing the budget. As we all know the world, our community; and our district have faced many challenges over these last couple of years. We'd appreciate keeping the budget as close to level-funded as possible as we know many people in our community have been affected financially in these last couple of years.

Budgeting that supports our students and their learning always should be a top priority. We should continue to look for ways to improve the educational product that we deliver. Please note the following themes/areas of focus:

1. Social Emotional Learning – We've made this a focus in recent years and garnered respect from others in the state. Especially given what we know about the current state of social emotional health, we should continue to support and develop associated systems for students and staff.
2. Competitive Pay and Benefits – This needs to be evaluated for district staff including teachers, subs, administration to make sure we are competitive in our geographic area. We want to continue to focus on recruiting the best and brightest for our district and need to make sure we are competitive with our offerings. We should also consider the value of bringing on additional "floater" subs on a full-time basis as we've previously done. We should also be mindful of teacher/student ratios as well.
3. Graduation Rates and Student Support – We need to develop and improve systems to raise our graduation rates and to support student success. For example, in addition to proactive focus during the school year, we should also have a plan for summer

programming to fill all learning gaps particularly at critical grade levels like 4<sup>th</sup> and 7<sup>th</sup>.

4. Technology - We should continue to focus and maintain the 1:1 device. We will need to budget for replacement and associated equipment and also evaluate any technology that we use to ensure that it's the most appropriate for current times and that we are getting full value from these investments.
5. Capital Improvement Plan – We should continue to focus on these projects to ensure that we maintain our facilities and avoid “kicking the can” on important items. The CIP is laid out so that we can help keep the tax rate stable and so we are proactive and not reactive to our facility needs.
6. Facilities:
  - a. Ventilation – This is important to continue of the path of improving ventilation so that our learners and staff are able to work in a healthy environment.
  - b. Cleaning - We need to incorporate some of the COVID-19 standards of cleaning and sanitization as the new standard to minimize overall student illness.

We'd also appreciate as much information in budget line items as reasonably possible. We'd like to thank the district administration and district employees in advance for the work you all will and have already put into this important and valuable process.



Disseminated to Board on 11-7-2022

**Merrimack School Board  
2023-2024 Budget Meetings**

<b>Date</b>	<b>Location</b>	<b>Start Time</b>	<b>Agenda</b>
Monday, 12/19/2022	Matthew Thornton Rm	7:00 p.m.	<u>School Board Meeting</u> MES, RFS, TFS, JMUES, FS
Tuesday, 1/3/2023	Matthew Thornton or MHS Caf	7:00 p.m.	<u>School Board Meeting</u> Technology/Library/Media, Maintenance, MMS
Wednesday, 1/4/2023 (tentative)	Memorial, Matthew Thornton or MHS cafeteria	7:00 p.m.	<u>School Board Budget Hearing</u> Student Services, MHS, District
Tuesday, 1/10/2023 (tentative)	Matthew Thornton Rm	7:00 p.m.	<u>School Board Budget Discussion</u> Work Session and Warrant Article Discussion
Thursday, 1/12/2023 (tentative)	Memorial Room, Matthew Thornton or MHS Caf	7:00 p.m.	<u>School Board Budget Discussion</u> Work Session/Review of Budget

**Budget Committee  
2022-2023 Budget Meetings**

<b>Date</b>	<b>Location</b>	<b>Start Time</b>	<b>Agenda</b>
<b>September 20, 2022</b>	NHMA Virtual Training		End of Year Budget Review Training for New Members
<b>Tuesday, 1/24/2023</b> (snow date: 1/26/2023)	MHS Cafeteria	7:00 p.m.	<u>Budget Committee Department Budget Reviews</u> MES, RFS, TFS, JMUES, MMS, MHS
<b>Tuesday, 1/31/2023</b> (snow date 2/2/2023)	MHS Cafeteria	7:00 p.m.	<u>Budget Committee Department Budget Reviews</u> Food Service, Student Services, Technology/Library Media, Maintenance, District-wide
<b>Tuesday, 2/7/2023</b> (snow date 2/9/2023)	MHS Cafeteria	7:00 p.m.	<u>Budget Committee Meeting</u> Warrant Articles Work Session on Operating Budget
<b>Thursday, 2/16/2023 or 2/21/2023</b> (snow date 2/21/2023) Last date for hearing	MHS Cafeteria	7:00 p.m.	Last Date for Petitioned Warrant Articles Public Hearing: Budget & Monied Warrant Articles Final Recommendations



## 2023-2024 Budget Timeline

<b>Date</b>	<b>Description</b>	<b>Governing Body</b>
September 20, 2022 NHMA virtual workshop	End of Year Budget Review, Training for New Members	BudCom
Monday, December 6	Administration to Deliver the Budget to Board	
Tuesday, February 7	Last Date for Submission of Petitioned Warrant Articles Public Hearing: Budget & Monied Warrant Articles Final Recommendations	Board/BudCom
Tuesday, February 7	Last day for negotiated cost items to be finalized	Board/BudCom
Thursday, February 16	Budget Hearing	BudCom
Tuesday, February 21	Last day for budget committee to deliver budget and warrant article recommendations to the governing body for posting	BudCom
Monday, February 27	Last day to post warrant, budget and default budget (schools and towns)	Board
Saturday, March 4 through Saturday, March 11 (inclusive)	First Session – Deliberative	Board
Tuesday, April 11	Second Session – Voting by Ballot	Board

**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING****Statement of Purpose, Intent and Scope**

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

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

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

This policy applies to pupils, school district employees, school volunteers, coaches, and persons who have contact with pupils in connection with school classes, activities, and programs. **However, only a pupil may be a perpetrator of bullying under this policy and RSA 193-F; allegations of bullying by staff shall be treated separately as a personnel matter.** Bullying and cyberbullying outside of school activities or off school premises is subject to this policy as set forth herein.

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

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

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

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**

3. Electronic Devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. Perpetrator. Perpetrator means a pupil who engages in bullying or cyberbullying.
5. School Property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
6. Victim. Victim means a pupil against whom bullying or cyberbullying has been perpetrated.
7. Parent. Any reference in this policy to “parent” shall include parents or legal guardians.

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

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

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

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

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

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

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

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



**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING****Reprisal or Retaliation**

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

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

**Process to Protect Pupils for Retaliation**

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

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

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

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

**V. Disciplinary Consequences for Violations of this Policy (RSA 193-F:4 II(d))**

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



**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**

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

**VI. Distribution and Notice of This Policy (RSA 193-F:4, IIe)****Staff and Volunteers**

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

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

**Students**

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, **District website**, etc.). Students will participate in an annual education program which **will** set out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers. **This training will be provided in age-appropriate language.**

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

**Parents**

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

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



**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**Additional Notice and School District Programs

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

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

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

Student Reporting

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

Staff Reporting

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



**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING****VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))**

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

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

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

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

The Superintendent may, within a 48-hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing. **The granting of this waiver shall not negate the responsibility of the school to adhere to the remainder of this policy.**

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

1. Upon receipt of a report of bullying the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a part to the complaint, then the Superintendent shall direct another District employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will be alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printer copies of emails, text messages, website pages, or other similar electronic communications. **Pursuant to RSA 189:70, any production of student communications must be voluntary.**



**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**

4. ~~A maximum of 10 school days shall be the limit for the completion of the investigation procedural steps.~~ Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
  - Description of incident, including the nature of the behavior;
  - How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The identity and number of individuals who participated in bullying behavior;
  - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - The date, time and method in which parents or legal guardians of all parties involved were contacted.
5. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parents involved of the granting of the extension.
6. Whether a particular action or incident constitutes a violation of the policy shall require a determination based on all facts and surrounding circumstances and, ~~if the report is found to be substantiated, the Principal shall include provide a written final report to the Superintendent, which will recommend remedial steps necessary to stop the bullying and a written final report to the Principal.~~
7. Students who are found to have violated this policy may face discipline in accordance with other applicable Board policies, ~~including Board Policy JICD~~, up to and including suspension or expulsion. Students facing discipline will be afforded all due process required by law.

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

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

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



**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**

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

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

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

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

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

**XIII. Reporting of Substantiated Instances of Bullying (RSA 193-F4, II(1))**

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

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

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

**PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING****XV. Appeal**

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

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

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

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

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

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

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

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. The Superintendent is authorized to contact the District's attorney for a full legal opinion in the event of such an occurrence.

**Legal References:**

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

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

1<sup>st</sup> Reading: November 7, 2022  
2<sup>nd</sup> Review:  
Revised:



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

The Merrimack School District authorizes staff members to use physical restraints and seclusion in limited situations. In addition, it is expected that school staff will 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) amended 09/30/2014)**

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**  
**(continued)**

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. 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. 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.



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
**(continued)**

6. "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 ~~non-compliant 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 the use of force by a person to defend himself or herself or a third person from what the staff member reasonably believes to be the imminent use of unlawful force by a child, when the staff member 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. 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 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.



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
**(continued)**

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 ~~L~~ K of this policy).
4. ~~Restraint shall only be used when all other positive interventions have failed, or the level of immediate risk prohibits exhausting other means.~~ 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 ~~is~~ **are** prohibited from utilizing restraint and ~~is~~ **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~~ **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~~ **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 ~~J~~ **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;
  - 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;



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
(continued)

- 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.

**F. Risks of Restraint**

1. ~~All physical restraints involve some risk. This may include injury, including in rare instances, death to the person being restrained and/or to staff. Restraint-related position asphyxiation or other physical injuries can occur. For this reason, it is essential that staff is trained in appropriate techniques that minimize the possibilities of risk.~~
2. ~~There is also the risk of psychological impact in using restraints. An individual's past experience with abuse or the fear involved with being restrained may cause unanticipated responses. Staff should be aware that for some students the use of physical restraint might have the unintended consequence of acting as a positive reinforcer for their behavior.~~
3. ~~In addition, employees of the Merrimack School District should be conscious of individual perceptions, experiences and cultural orientation and recognize that for some students any touching may be unwelcome and misinterpreted despite good intentions. In these situations, touching the student may evoke an extreme and intense response and make the use of restraint more dangerous for both student and staff. (RSA126-U:10 & RSA126-U:12)~~

**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 ~~a the~~ child or to others, and may only continue until that danger has dissipated.
2. Seclusion shall only be used ~~as a last resort~~ by trained personnel after other ~~attempts~~ ~~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.



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
**(continued)**

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.
  - 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 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.



USE OF PHYSICAL RESTRAINT/SECLUSION  
(continued)

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

Appropriate personnel will use the following protocol after each ~~incident~~ 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 ~~no 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) ~~involved with the~~ **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.
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 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.



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
**(continued)**

- (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(s) and position of the employee completing the report.
  - (m) The anticipated date of the final report.
5. Unless prohibited by court order, the **Superintendent 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. ~~School Review Following the Use of Restraint or Seclusion. 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 and such request shall be granted if there have been multiple instances of restraint or seclusion since the last review.~~
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.**
- 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.



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
**(continued)**

- 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 JK~~ 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.
- 2. Whenever a child is transported to a location outside the school, the ~~Superintendent~~ 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.



**USE OF PHYSICAL RESTRAINT/SECLUSION**  
**(continued)**

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. and 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.
  - 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.

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:

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## PUBLIC PARTICIPATION AT BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

### Rules of Order

1. The Board will provide a maximum of 30 minutes to hear public comments at the beginning of each regular Board meeting. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment period for specific agenda items with a time limit for public comment specified on the pertinent agenda.
2. All speakers need to be residents of Merrimack, NH.
3. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
4. Public comments will not be accepted via email.
5. The Chair will recognize speakers on a first come basis.
6. In order to comply with the minute requirements of RSA 91-A:2,II speakers shall clearly identify themselves by name and address for the record.

### Optional Provisions – select one of the italicized paragraphs below

- ~~7. Members of the public shall limit comments only to those items appearing on the current agenda. The Board will not entertain comments on items that do not appear on the agenda. The only exception shall be comments which address matters discussed by the Board at its last public meeting which were not on that meeting's agenda but were discussed by the Board under "New Business". Requests to address the Board on specific matters (i.e. a request to have a matter placed on an agenda) should be presented to the Superintendent no~~

~~less than fourteen days prior to the next Board meeting, and must set forth the specifics of the subject to be addressed. The determination whether to place the matter on the agenda will be made consistent with Board Policy **BEDB**.~~

**OR**

7. Except as otherwise provided in this policy, members of the public may ~~after~~ offer comments on agenda items or upon any other matter of public concern directly relating to the District's school policies, programs and operations. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees (other than the Superintendent) or individual students be directed to the Superintendent in accord with the complaint/grievance resolution processes set forth in School Board Policies **KE and/or KEB**. Complaints regarding the Superintendent may be made either during public comment, or directed to the School Board Chair as described in Board Policy **KEB**.
8. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.
9. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges.

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending consideration by the full Board.

With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

#### **Legal References:**

RSA 91-A:2, Meetings Open to Public  
RSA 91-A:3, Non-Public Sessions  
U.S. Const., 1<sup>st</sup> Amendment

#### **District Policy History:**

1 <sup>st</sup> Reading:	October 1, 2007	1 <sup>st</sup> Reading:	October 3, 2022
2 <sup>nd</sup> Review:	October 15, 2007	2 <sup>nd</sup> Review:	October 17, 2022
3 <sup>rd</sup> Review:	November 5, 2007	3 <sup>rd</sup> Review:	November 7, 2022
Adoption:	November 19, 2007	Revised:	



## STUDENT RECORDS AND ACCESS

**General Statement.** It is the policy of the School Board that all school ~~district personnel~~ **officials (as defined below)** will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school ~~district personnel~~ **officials** will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations. **The Superintendent and/or his designee is authorized to make procedures to implement this policy.**

**Education Record.** For the purposes of this policy and in accordance with FERPA, the term “educational record” **is defined means** as all records, files, documents, and other materials containing information directly related to a student and **are** maintained by the school district, or by such other agents as may be acting for the school district. Such records include, but are not limited to, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. **Educational records do not include the records listed in 34 C.F.R. §99.3 and 20 U.S.C. 1232g(a)(4).**

**Eligible Student.** For the purposes of this policy and in accordance with FERPA, the term “eligible student” means a student who has reached 18 years of age or is attending an institution of postsecondary education.

**Directory Information.** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term “directory information” means:

- Students’ name, address, **e-mail**, telephone number, **and** date and place of birth ~~dates of enrollment;~~
- ~~Parents’/guardians’ name and address~~
- ~~Major field of study~~
- Students’ grade level, enrollment status and dates of attendance
- Students’ photograph
- Students’ participation in recognized school activities and sports
- **Weight and height of members of athletic teams**
- Students’ ~~diplomas certificates degrees,~~ awards and honors received
- **The most recent previous educational agency or institution attended by students.**

The District may release or disclose student directory information without prior consent of the student’s parents/**guardians** or eligible students. Within the first three weeks of each school year, the District will provide notice to parents/**guardians** or eligible students that the District may publish directory information without their prior consent, **along with the categories of information which it has designated as directory information.** Parents/**guardians** or eligible students will be given until ~~[date to be determined by the Superintendent]~~ **September 30** to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/**guardian** or eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.



## STUDENT RECORDS AND ACCESS

(continued)

**Personally Identifiable Information.** “Personally identifiable information” is defined as ~~data or information which makes the subject of a record known, including~~ a student’s name; ~~a student’s or student’s~~ their family’s address; the name of the student’s parent/~~guardian~~ or other family members; a personal identifier such as a student’s Social Security number, ~~student number, or biometric record; other indirect identifiers, such as~~ the student’s date of birth, place of birth, or mother’s maiden name; ~~or~~ other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

**Annual Notification/Rights of Parents/Guardians and Eligible Students.** Within the first ~~three~~ weeks of each school year (~~Superintendent to determine; NHSBA recommends three or four~~), the District will publish notice to parents/~~guardian~~ and eligible students of their rights under State and Federal law and this policy. The District will send home with each student a notice listing these rights ~~as part of the Parent-Student Handbook~~. The notice will include:

1. The rights of parents/~~guardians~~ or eligible students to inspect the review the student’s education records, ~~and the process for doing such~~;
2. The intent of the District to limit the disclosure of information in a student’s record, except: (a) by the prior written consent of the parent/~~guardian~~ or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student’s parents/~~guardians~~ or an eligible student to seek to correct parts of the student’s educational records which he/she believes to be inaccurate, misleading, or in violation of student rights, ~~and the process for doing such, which, this~~ includes a ~~right to a~~ hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent’s/~~guardian’s~~ or eligible student’s request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; ~~and~~
5. ~~The procedure that a student’s parents/guardians or an eligible student should follow to obtain copies of this policy.~~ A specification of the criteria of who constitutes a school official and what constitutes a legitimate educational interest. As described more fully below, the District does not require prior consent to disclose educational records to another school official who has a legitimate educational interest in that information.

**Procedure to Inspect Education Records.** Parents/~~guardians or eligible students~~ may inspect and review education records ~~which they are entitled to~~ of their children, consistent with the provisions of FERPA. Eligible students may inspect and review their own records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.



## STUDENT RECORDS AND ACCESS

(continued)

In accord with RSA 91-A:5, student records are exempt from disclosure under the Right-to-Know Law and access to student records will be governed by FERPA and state law.

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents/guardians and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

Parents/guardians or eligible students should submit to the school principal a written request that identifies as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents/guardians or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The principal will make the needed arrangements as soon as possible and notify the parent/guardian or eligible student of the time and place where the records may be inspected. This procedure must be completed within 30 14 days or earlier after the principal's receipt of the request for access.

~~If for any valid reason such as working hours, distance between record location sites or health, a parent/guardian or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent/guardian or eligible student to obtain copies of the records.~~

When records contain information about students other than a parent's/guardian's child or the eligible student, the parent/guardian or eligible students may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed.

**Fees for Copying Records.** There shall be a no charge to search for or retrieve education records of a student. The School District shall provide copies of education records to parents/eligible students upon request, subject to reasonable limitations. The cost of producing copies of the record to parents/eligible student will be (10 to 25) cents per page copied, plus postage. Parents/eligible students who are unable to pay such fees will not be denied access to education records.

**Procedures To Seek ~~To~~ Correction of Education Records.** Parents/guardians of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. To establish an orderly process to review and correct the education records, ~~for a requester~~ the following ~~processes~~ procedures are established.



## STUDENT RECORDS AND ACCESS

(continued)

1. First-level decision. When a parent/**guardian** or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading, or **otherwise** in violation of a student's **privacy** rights, he/she should submit a written request asking the building principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the correction. If the records are changed to the parent's/**guardian's** or eligible student's satisfaction, both parties shall sign a document/form stating the date and records were changed and that the parent/**guardian** or eligible student is satisfied with the correction.

If the principal believes that the record should not be changed, he/she shall:

1. ~~Provide the requester a copy of the questioned records at no cost;~~ Notify the parent/eligible student of that decision.
  2. ~~Ask~~ Notify the parent/**guardian** or eligible student of their right to appeal this decision ~~initiate a written request for the change, which will be forwarded~~ to the Superintendent (second-level decision); and
  3. ~~Forward the written request to the Superintendent; and~~ Inform the parent or eligible student of their right to place a statement in the record commenting on the contested information in the record and/or stating why he or she disagrees with the decision of the principal.
  4. ~~Inform the parents/guardians or eligible student that the matter has been forwarded to the Superintendent for subsequent processing.~~
2. Second-level decision. If the parent/**guardian** or eligible student wishes to challenge the principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/**guardian** or eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward to the Superintendent the request **and inform the parents/eligible student that the matter has been forwarded to the Superintendent for subsequent processing.**

The Superintendent shall, within ten business days after receiving notification of the request:

1. Review the request;
2. Discuss the request with other school officials;
3. Make a decision to comply or decline to comply with the request;



## STUDENT RECORDS AND ACCESS

(continued)

4. Schedule a meeting with the parents/**guardians** or eligible student if the Superintendent believes such a meeting would be necessary; and
5. Contact the parents/**guardians** or eligible student of his/her decision concerning the request for amendment

If the Superintendent determines the records should be amended, he/she will make the change and notify the parents/**guardians** or eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/**guardian** or eligible student to inspect and review the records to verify that the records have been amended and the correction is satisfactory. If the records are changed to the parent's/**guardian's** or eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/**guardian** or eligible student is satisfied with the correction.

If the Superintendent determines the records will not be amended, he/she will notify the parents/**guardians** or eligible student in writing of his/her decision. Such letter will also notify the parents/**guardians** or eligible student of their rights (1) to an appeal hearing before the school board and (2) to place a statement in the record commenting on the contested information in the record and/or stating why he or she disagrees with the decision of the Superintendent.

3. Third-level decision. If the parents/**guardians** or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/**guardians** or eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the Superintendent's written decision in level-two. The Superintendent will inform the school board of the request for a hearing and will work with the school board to schedule a hearing within 45 days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/**guardians** in writing of the date, time, and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3 unless the parent/**guardian** or eligible student requests that the hearing be held in public session. The school board will give the parent/**guardian** or eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request/complaint. Parents/**guardians** or eligible students may be assisted or represented, **at their own cost**, by one or more individuals of their own choice, including an attorney.

The school board will issue its final decision in writing within 30 days of the hearing and will notify the parents/**guardians** or eligible student thereof via certified mail, return receipt requested. The school board will base its decision solely on the evidence presented at the hearing. The school board's written decision will include a summary of the evidence and the



## STUDENT RECORDS AND ACCESS

(continued)

reasons for its decision which will include a determination of whether the educational records are inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

If the school board determines that the student record should be changed or amended, it will direct the Superintendent to do so as soon as possible. The Superintendent will then ~~contact~~ inform the parents/guardians or eligible student in writing of the amendment, and he/she will arrange for a meeting so they can review and inspect the records to verify that they have been changed or amended. At this meeting, both parties shall sign a document/form stating the date the records were changed and that the parent/guardian or eligible student is satisfied with the correction.

If, as a result of the hearing, the school board determines that the student record should not be changed or amended, it shall issue a written decision informing the parent or eligible student of the same, and inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

If the parent or eligible student seeks to place such a statement in the record, the District will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The school board's decision will be final.

**Disclosure of Student Records and Student Information.** The District will not disclose student education records and information to third parties without prior written consent that complies with 34 C.F.R. §99.30 unless such disclosure without consent is authorized by law.

In addition to directory information, the District may disclose student records and student information without consent to the following parties or under the following conditions. This policy should be interpreted consistent with the FERPA regulations and any relevant state law.

1. to other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties. A "school official" is defined as a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including, health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official will also include a volunteer, contractor, or consultant who, while



**STUDENT RECORDS AND ACCESS**

(continued)

not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where a student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 C.F.R. §99.34.
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of an eligible student if the student is a dependent for IRS tax purposes.



**STUDENT RECORDS AND ACCESS**

(continued)

9. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met.
10. To appropriate officials in connection with a health or safety emergency, subject to 34 C.F.R. §99.36.
11. Information the school has designated as “directory information” if applicable requirements under 34 C.F.R. §99.37 are met.
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement.
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.
- ~~1. School Officials with a Legitimate Educational Interest. School officials with a legitimate educational interest may access student records. “Legitimate education interest” refers to school officials or employees who need to know information in a student’s education record in order to perform the employee’s employment responsibilities and duties.~~
- ~~2. Other schools into which a student is transferring or enrolling.~~
- ~~3. Officials for audit or evaluation purposes.~~
- ~~4. Appropriate parties in connection with financial aid.~~
- ~~5. Organizations conducting certain studies for, or on behalf of the school district. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating, or administering predictive tests; administering student aid programs; or improving instruction.~~
- ~~6. Accrediting organizations.~~
- ~~7. Judicial order or lawfully issued subpoenas.~~
- ~~8. Health and safety emergencies.~~



## STUDENT RECORDS AND ACCESS

(continued)

**Maintenance of Student Records and Data.** The principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents/~~guardians~~.

The principal will ensure that all records are maintained in accordance with application retention schedules as may be established by law ~~and District policy~~.

~~All entries into student records must be dated and signed by the person access such records.~~

**Records of Disclosures Made From Education Records.** The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. ~~The District will also maintain an accurate record of the names of State and local educational authorities and federal officials and agencies listed in 34 C.R.F. §99.31(a)(3) (local, state, and federal agencies for the purposes of audit or evaluation) that may make further disclosures of personally identifiable information from the student's education records without consent under 34 C.R.F. §99.33(b).~~

~~The District will maintain this record as long as it maintains the student's education record. This record is kept with, but is not a part of, each student's cumulative school records. ~~It~~ The record is available only to the record custodian and his/her assistants, the eligible student, the parents/~~guardians~~ of the student who is not an eligible student, or ~~to~~ federal, state, or local officials for the purpose of auditing or enforcing federally supported educational programs. See 34 C.F.R. §99.32(c).~~

The record ~~of disclosure~~ includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted, or the disclosure was made; ~~and~~
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.



## STUDENT RECORDS AND ACCESS

(continued)

6. If the District discloses educational records with the understanding that they are to be further disclosed in pursuant to a provision of FERPA, the record will also include:
  - a. The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and
  - b. The legitimate interests which each of the additional parties has in requesting or obtaining the information.

The District's records of disclosure will not include requests for access or information relative to access which has been granted;

~~The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parents/guardians of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parents/guardians or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.~~

1. To a parent(s) of a student or to an eligible student;
2. To officials of the district who have a legitimate educational interest in the information;
3. By a request accompanied by prior written consent of a parent(s) or eligible student; or
4. The disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information.

**Military Recruiters and Institutions of Higher Learning.** Military recruiters or institutions of high learning shall have access to secondary school students' names, addresses, and telephone listings unless an adult student or the parent of the minor student requests that such information not be released without prior written consent. The District shall notify parents of the option to opt out of this disclosure as part of its Annual Notice of Directory Information, and it shall comply with any requests received.

**Law Enforcement and Reporting Agencies.** Consistent with RSA 193-D:7, it shall be permissible for any law enforcement officer and any school administrator to exchange information relating only to acts of theft, destruction, or violence in a safe school zone regarding the identify of any juvenile, police records relating to a juvenile, or other relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency or suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or a child in need of protection under RSA 169-C.



**STUDENT RECORDS AND ACCESS**

(continued)

**Complaints.** The United States Department of Education maintains an office that handles complaints about alleged violations of FERPA by local school districts. Complaints regarding violations of rights accorded parents/eligible students may be submitted in writing to:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington D.D. 20202-5901

**Related Policies:** Data/Records Retention (EHB)

**Legal Reference:**

RSA 91-A:5, III, Exemptions, Pupil Records

RSA 189:66, IV(A), Data Inventory and Policies Publication

RSA 189:1-e, Directory Information

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

1<sup>st</sup> Reading: September 12, 2022

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

Adoption:

**Merrimack School Board Special Meeting  
Merrimack School District, SAU #26  
Merrimack Town Hall – Matthew Thornton Room  
October 3, 2022**

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**Present:** Chair Rothhaus, Vice-Chair Peters, Board Member Hardy, Board Member Halter, and Board Member Martin. Also present was Assistant Superintendent for Curriculum, Instruction & Assessment Doyle, Interim Chief Educational Officer Olsen, Assistant Superintendent for Business Shevenell, and Student Representative Vadney.

**7:00 p.m. – Public Hearing to Accept/Expend Gifts/Grants of \$5,000 and Over**

- Gift of \$6,000 from the United Way of Nashua, NH, Smart Start Coalition to the Merrimack School District to Support Kindergarten Programs.

Vice-Chair Peters asked if there were members of the public who had questions or comments. There were none.

**MOTION:** Board Member Martin made a motion to accept the gift in the amount of \$6,000 from the United Way of Nashua, NH, with the School Board's sincere appreciation. Board Member Hardy seconded the motion.

**The motion passed 5 – 0 – 0.**

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

Chair Rothhaus called the meeting to order at approximately 7:15 p.m. and led the Pledge of Allegiance.

**2. PUBLIC PARTICIPATION**

There was none.

**3. RECOGNITIONS**

There were none.

**4. INFORMATIONAL UPDATES**

**a. Superintendent Update**

Interim Chief Educational Officer Olsen stated that he participated in his first program on Cable TV the prior week and he would continue to do a program once every two weeks for informational purposes as to updates regarding the school district.

Interim Chief Educational Officer Olsen explained that he had sent out the "Observe and Conserve"



47 initiative to the staff regarding the rising cost of energy.

48  
49 Interim Chief Educational Officer Olsen shared that the varsity football team had a big win over  
50 Keene at a score of 34 – 7. He added the girls' varsity soccer team had a win over Windham.

51  
52 Interim Chief Educational Officer Olsen said the Athletic Department would hold its Senior  
53 Recognition ceremonies the following week.

54  
55 b. Assistant Superintendent of Curriculum Update

56 Assistant Superintendent of Curriculum Doyle said later in the month the Social Studies Curriculum  
57 team would be meeting and moving the curriculum along for peer review. She said the Science  
58 Curriculum team would also meet to review where they were at, and she would keep the Board up  
59 to date on the progress. Additionally, Assistant Superintendent of Curriculum Doyle said the  
60 Language Arts and the ELA had their initial meeting with regard to using EduPlanet 21 and it went  
61 very well. She said the elementary and middle school Language Arts coordinators would be  
62 meeting on October 7<sup>th</sup>.

63  
64 Assistant Superintendent of Curriculum Doyle commented that some elementary school teachers  
65 were participating in training on the new Envisions pilot program. She said there would be a  
66 professional development day on Friday, October 7<sup>th</sup>.

67  
68 Assistant Superintendent of Curriculum Doyle shared that the district's CIA Committee had met,  
69 and they established a task force to address one of the district's goals, Strategic Objective #2.

70  
71 c. Assistant Superintendent for Business Update

72 Assistant Superintendent for Business Shevenell thanked Assistant Superintendent of Curriculum  
73 Doyle for attending the dedication of the Thorntons Ferry Elementary School.

74  
75 d. School Board Update

76 Chair Rothhaus commented that she had heard that there were some disparaging comments made  
77 on the "Merrimack Forum" regarding the Memorandum of Understanding and the Paraprofessional  
78 contract. Further, Chair Rothhaus said that she did not agree with the misinformation and  
79 disparaging comments made.

80  
81 e. Student Representative Update

82 Student Representative Vadney said the Homecoming celebrations all went very well. She added  
83 that the Student Council held an open meeting for freshmen and new upperclassmen who had an  
84 interest in joining the Council and Student Council was also starting to look into Disney Leadership  
85 training opportunities for the upperclassmen.

86  
87 **5. OLD BUSINESS**

88  
89 a. Goals and Objectives Presentation (Presentation available on the district's website)

90 Chair Rothhaus reviewed a PowerPoint presentation regarding the School Board's goals and  
91 objectives as summarized below:  
92

- Goal #1 – To Create an Engaged, Inclusive, and Collaborative District Culture Built on Mutual Trust and Respect.
- Goal #2 – Pathways to Graduation.
- Goal #3 – Improve our Learning Outcomes by Ensuring our Instruction is Responsive to the Varied Needs of our Student Population.
- Goal #4 – To have Facilities and Equipment that are Safe, Secure, Clean, Healthy, Current, and Appropriate for Meeting the Educational Needs of Students and Staff.
- Goal #5 – Ongoing Review of Existing Policies to Ensure that they are Compliant and in Alignment with district practices.

In conclusion, Chair Rothhaus said the School Board and the district leadership were committed to:

- To the Improvement, Advancement, and Achievement of the District.
- To the Social and Emotional Development of Students, Staff, Faculty, and Families.
- To the Open Communication between Stakeholders as we Move in New and Improved Ways Towards the Future.
- To the Integrity of Processes, Policies, and People as we Work Together to Make the District Great.
- To Move through these Goals with Regular Updates to the Public, believing they will Prepare the District for a New Era.

## **6. NEW BUSINESS**

### **a. Board's Response to Gift of \$6,000 from the United Way of Nashua**

Vice-Chair Peters commented that the School Board was very appreciative of the United Way for choosing Merrimack to be the recipient of the \$6,000 gift.

### **b. Strategic Planning Update**

Assistant Superintendent of Curriculum Doyle said the Strategic Planning Framework included implementing a Strategic Planning Committee that would be representative of district leaders, building leaders, one parent from each school, two School Board members, and two community members. She also said from that group a five to seven-member Steering Committee would be implemented.



Assistant Superintendent of Curriculum Doyle said the committee would meet monthly beginning in November of 2022 and continue through May of 2023, and the hope was to present the Strategic Plan to the Merrimack School Board and the public on June 5, 2023.

Assistant Superintendent of Curriculum Doyle added that the district had retained the facilitation services of Mr. Bill Wilmot, who had consulted with the district for many years.

c. Civics Assessment

Assistant Superintendent of Curriculum Doyle explained that House Bill 157:1 would be effective as of July 1, 2023. She said the Bill would require students to pass a locally developed competency assessment in Civics and pass the naturalization examination developed by the 2020 United States Citizen and Immigration Service with a 70% or better, to graduate from high school.

d. PRIMEX Contribution Assurance Program (CAP) for FY 2024 – 2026 for the Property & Liability Program

Assistant Superintendent for Business Shevenell explained that PRIMEX had offered the Merrimack School District the option of participating in the Contribution Assurance Program (CAP) for the next three coverage period years.

**MOTION:** Board Member Hardy made a motion to accept the PRIMEX Contribution Assurance Program (CAP) for FY 2024 – 2026 for the Property & Liability Program, as presented. Chair Rothhaus seconded the motion.

**The motion passed 5 – 0 – 0.**

e. PRIMEX Contribution Assurance Program (CAP) for FY 2024 – 2026 for the Workers' Compensation Program

Assistant Superintendent for Business Shevenell stated that PRIMEX had offered the Merrimack School District the option of participating in the Contribution Assurance Program (CAP) for the Workers' Compensation Program for the next three coverage period years.

**MOTION:** Chair Rothhaus made a motion to accept the PRIMEX Contribution Assurance Program (CAP) for FY 2024 – 2026 for the Workers' Compensation Program, as presented. Board Member Halter seconded the motion.

**The motion passed 5 – 0 – 0.**

f. Memorandum of Understanding between the Town of Merrimack and the Merrimack School District

Interim Chief Educational Officer Olsen shared that the Town of Merrimack's School District had entered into a Memorandum of Understanding with the Merrimack Police Department regarding the goals and objectives of the School Resource Officer (SRO).

**MOTION:** Chair Rothhaus made a motion to accept the Memorandum of Understanding between the Town of Merrimack's School District and the Town of Merrimack (Merrimack Police

Department.) Board Member Hardy seconded the motion.

**The motion passed 5 – 0 – 0.**

g. Other

Chair Rothhaus requested the Board to consider writing a policy where there would be a parking ban effective the night before elections at the schools to make it easier for the people who need to set up.

Chair Rothhaus also requested that the COVID update be removed from the website. Interim Chief Educational Officer Olsen replied he would remove the update, but he would keep the Board and the public informed if there were any concerning trends.

## **7. POLICIES**

**MOTION:** Board Member Hardy made a motion to waive the 1<sup>st</sup> reading of the “Use of Physical Restraint/Seclusion Policy (JKAA)” and “Public Participation at Board Meetings Policy (BEDH)” into the record. Board Member Martin seconded the motion.

**The motion passed 5 – 0 – 0.**

a. Use of Physical Restraint/Seclusion (JKAA) – 1<sup>st</sup> Reading

Chair Rothhaus commented that she felt it would be important to make sure staff were trained in CPI (Nonviolent Crisis Intervention Program) on a yearly basis. Interim Chief Educational Officer Olsen replied that it was much more time and cost-effective to have people who were already trained to train others.

b. Public Participation at Board Meetings (BEDH) – 1<sup>st</sup> Reading

Board Member Halter commented that she felt the following language should be included under “Rules & Order”:

- All speakers needed to be residents of Merrimack.
- Speakers should read their names and address into the record.

The Board collectively decided not to allow public comments submitted via e-mail.

Vice-Chair Peters said the policy would appear on a future agenda for a third reading.

c. Review of Change of Class or School Assignment Best Interest and Manifest Hardship (JCA) – 2<sup>nd</sup> Reading

Board Member Halter commented that she would email her suggested edits to Interim Chief Educational Officer Olsen as well as Ms. Sandra Swanson, Administrative Assistant to the Superintendent.



227  
228 **8. APPROVAL OF MINUTES**  
229

- 230 a. September 12, 2022 – Public & Non-Public Minutes

231 **MOTION:** Chair Rothhaus made a motion to approve the public and non-public minutes of the  
232 September 12, 2022, meeting, as presented. Board Member Martin seconded the motion.

233 **The motion passed 5 – 0 – 0.**

234  
235 **9. CONSENT AGENDA**  
236

- 237 a. Teacher Nominations

- 238  
239 • Ms. Stephanie Scherr, Science Teacher, Merrimack Middle School  
240  
241 • Ms. Nicole Soucie, Special Education Teacher, Merrimack High School  
242

243 **MOTION:** Board Member Martin made a motion to accept the Consent Agenda, as presented.  
244 Chair Rothhaus seconded the motion.

245  
246 **The motion passed 5 – 0 – 0.**  
247

248 **10. OTHER**  
249

- 250 a. Committee Reports

251 Board Member Halter shared that she attended the Parks & Recreation Committee meeting where  
252 they discussed the intersection of Wire Road and DPW Highway and options for improvement. She  
253 also said the Halloween Party would be held on Saturday, October 29<sup>th</sup> from 12:00 p.m. – 3:00  
254 p.m. at Wasserman Park.  
255

256 Board Member Hardy said she attended the CIA (Curriculum, Instruction, and Assessment)  
257 Committee meeting on September 22<sup>nd</sup>. She said the focus of the meeting was to set priorities for  
258 the year.  
259

260 Vice-Chair Peters added that the Professional Development Committee had met but she was  
261 unable to attend the meeting due to an injury.  
262

- 263 b. Correspondence

264 Chair Rothhaus said she received correspondence questioning why the COVID website was not  
265 updated.  
266

267 Board Member Hardy said she received correspondence from a parent who was concerned about  
268 the release of student private information.  
269

270 Vice-Chair Peters said she received correspondence regarding an athletic coach as well as the  
271 release of student private information.

272  
273 c. Comments

274 Board Member Martin commented that the following Saturday, the Merrimack High School Marching  
275 Band would be performing in their biggest performance of the year at the Salem Marching Band  
276 Invitational.

277  
278 **11. PUBLIC COMMENTS ON AGENDA ITEMS**

279 There was none.

280  
281 **12. NON-PUBLIC SESSION**

282 **MOTION:** At approximately 8:25 p.m. Board Member Hardy made a motion to go into a non-public  
283 session pursuant to RSA 91-A:3, II (a) (b) (c) in the Merrimack TV Training Classroom. Board  
284 Member Halter seconded the motion.

- 285  
286 • Legal  
287 • Staff Welfare

288 **The motion passed 5 – 0 – 0.**

289  
290 **13. ADJOURNMENT**

291 **MOTION:** At approximately 8:50 p.m. Board Member Hardy made a motion to adjourn the public  
292 meeting. Board Member Halter seconded the motion.

293  
294 **The motion passed 5 – 0 – 0**



**Merrimack School Board Special Meeting  
Merrimack School District, SAU #26  
Merrimack Town Hall – Matthew Thornton Room  
October 17, 2022**

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**Present:** Chair Rothhaus, Vice-Chair Peters, Board Member Hardy, Board Member Halter, and Board Member Martin. Also present was Assistant Superintendent for Curriculum, Instruction & Assessment Doyle, Interim Chief Educational Officer Olsen, Assistant Superintendent for Business Shevenell, and Student Representative Vadney.

**6:00 p.m. – Non-Public Session pursuant to RSA 91-A:3, II (a) (b) & (c) – Merrimack TV Training Classroom**

- Staff Welfare

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

Chair Rothhaus called the meeting to order at approximately 7:00 p.m. and led the Pledge of Allegiance.

**2. PUBLIC PARTICIPATION**

Mr. Chuck Mower, 4 Depot Street, addressed the Board and said he was the Vice-President of the Historical Society and now that the new facility was up and running, he would like to invite the School Board to hold a meeting at the new facility.

Mr. Mower also stated that they were prepared to enter into Extended Learning Opportunities for the student body at all levels. He said currently they were working on a fourth grade program that would introduce students to the Native Americans that lived in Merrimack, NH.

Mr. Mower said he was also the Chairman of the School Board Budget Committee and continued to be very supportive of extended learning opportunities and competency assessment learning. He said the Budget Committee was fully supportive of providing specific instructional support for the staff to come together and learn and develop competencies and how they could be consistently applied throughout the district.

**3. RECOGNITIONS**

There were none.

**4. INFORMATIONAL UPDATES**

**a. Superintendent Update**

Interim Chief Educational Officer Olsen explained that he intentionally left ten minutes between Public Participation and Informational Updates as per state statute, 30 minutes would be allowed if needed.

Interim Chief Educational Officer Olsen said the Merrimack Fire Department had begun fire inspections of the buildings.

Interim Chief Educational Officer Olsen noted that the first South Central Superintendent's meeting would be held on Friday, October 21<sup>st</sup> in Litchfield, NH.

In speaking with Town Moderator Ms. Lynn Christensen, Interim Chief Educational Officer Olsen said the mid-term elections would be held on November 8<sup>th</sup> and there would be no parking or political campaign materials allowed at the polling locations between 6:00 p.m. on November 7<sup>th</sup> and 6:00 a.m. on November 8<sup>th</sup>.

b. Assistant Superintendent of Curriculum Update

Assistant Superintendent of Curriculum Doyle shared that they had a full day of professional development on October 7<sup>th</sup>. She said the elementary, middle school, and Unified Arts teachers participated in a one-day responsive classroom training. She said the high school spent much of the day unpacking the NEASC (New England Association of Schools & Colleges) report and looking at their Vision of a Graduate.

Assistant Superintendent of Curriculum Doyle said the Title I Tutors participated in differentiated opportunities based on their Language Arts Coordinator.

c. Assistant Superintendent for Business Update

Assistant Superintendent for Business Shevenell said as of October 15<sup>th</sup>, the district had completed all of the bus evacuation drills.

d. School Board Update

Chair Rothhaus commented that she, Interim Chief Educational Officer Olsen, and Assistant Superintendent of Curriculum Doyle had a great conversation regarding the vision of developing competencies.

Chair Rothhaus stated the Interim Chief Educational Officer Olsen was no longer "Interim" and the School Board was in negotiations for a two-year contract with him.

e. Student Representative Update

Student Representative Vadney said elections were held for the executive positions on the Student Council. She said Julia Thibault was voted in as President, Kaitlyn Vadney was voted in as the Vice-President, Megan Hansson was voted in as the Secretary, and Jack Pikora was voted in as Treasurer.

**5. OLD BUSINESS**

a. School Safety Update

Chief Educational Officer Olsen updated the School Board regarding school safety as summarized below:

- Established a District Crisis Team
- Updated and Published a New Crisis Management Plan
- Re-Introduced Safety Training to Staff and Students (Age Appropriate)



- Drafted Safety Drill Schedules for all Schools
- Conducted School Security Audits
- Applied for and Received a Grant for Security Upgrade

## 6. NEW BUSINESS

### a. Investing in Social Emotional Learning and Wellbeing

Ms. Fern Seiden, Director of Student Wellness, shared a PowerPoint presentation regarding “Investing in Social Emotional Learning and Well-Being” as summarized below:

Ms. Seiden said that two of the School Board’s goals were to “Create an engaged, inclusive, and collaborative district culture built on mutual trust, and respect & “Invest in the social and emotional development and well-being of staff, students, and their families. She said there were four areas of focus:

- System of Care Framework
  - Develop Leadership and School System of Care Multi-Tiered System of Support
  - Install Data-Informed Decision-Making Processes.
  - Create Systems to Improve Pathways for Accessing Student Supports
  - Align with System of Care for Children’s Mental Health LAW (RSA 135F)
  - Consult with MTSS-B Consultant from the Department of Education Office of Student Wellness
- Student Social Emotional Learning and Wellness
- Professional Development and Committee Work (Districtwide)
  - Executive Functioning
  - Responsive Classroom
  - Suicide Prevention
  - Mandated Reporting
  - Crisis Prevention Institute (CPI)
  - Fidelity to Social Emotional Learning (SEL) Programming and Integration
- Create District Social and Emotional Learning (SEL)/Wellness Professional Learning Team (PLT) K-12 Alignment
  - Drive Goals Related to the Needs of the Student Support Team
  - Targeted Professional Development Based on Identified Needs – i.e., SEL Mindset, Collaborative Problem Solving
- Formation of Committees for System Improvement
  - Bullying Prevention
  - Middle School SEL Advisory Program
  - New England Association of Schools and Colleges (NEASC) SEL Focus at High School

145  
146 • Community & Family Engagement  
147

- 148     o Respond to Community Needs Based on Data-Collected through Survey  
149     o Maintain System of Care Family and Advisory Work Group  
150     o Provide Resources and Programming  
151     o Sustain and Expand Community Partnerships  
152     o Improve Communication through Website Resources

153 Board Member Hardy commented that everyone who interacted with students should have some  
154 training regarding how the district dealt with students and were onboard in ways that aligned with  
155 the district's values. Ms. Seiden said there was a free "One Trusted Adult" training program for  
156 parents and educators.  
157

158 Vice-Chair Peters asked when the last time the Social Emotional Learning (SEL) curriculum was  
159 updated at the elementary school level was. Ms. Seiden replied that it had not been updated and  
160 that they were still using Second Step, but all of the updates would be digital going forward. She  
161 added they had also included formative and summative assessments.  
162

163 Vice-Chair Peters clarified that the district's teachers were not engaged in mental health  
164 assessments and relied on a team that made referrals out to their partners. Ms. Seiden replied that  
165 social and emotional learning was not equivalent to mental health. She said social and emotional  
166 learning pertained to the skills students needed to be successful in life.  
167

168     b. Discuss Extended Learning Opportunities/Work Skills, Ed 702.06 High School Credit

169 Chair Rothhaus commented that "Ed 702.06" was a New Hampshire law that provided high school  
170 students opportunities to gain credit outside of the classroom. She said the typical model was that  
171 the student would create a timeline and then would provide a presentation that demonstrated  
172 evidence that they understood the competencies of the extended learning opportunity. Chair  
173 Rothhaus said the Board would like to develop a policy stating the district accepted extended  
174 learning opportunities and work skills would be a part of it.  
175

176 Chief Educational Officer Olsen commented that extended learning opportunities were for everyone  
177 and not just a certain group of students.  
178

179 Board Member Martin commented he felt it was very important for students to participate in taking  
180 ownership of their education.  
181

182 Board Member Hardy commented that she felt providing extended learning opportunities would  
183 help to improve the graduation rate.  
184

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

186 Assistant Superintendent for Business Shevenell stated the district applied for a SAFE (Security  
187 Action for Education) grant for \$120,000 through the Department of Homeland Security and they  
188 gained early acceptance. He said the money would go towards a safety mechanism that would  
189 inhibit unwanted intrusions into the buildings.  
190

191     d. Other  
192

- 193     • Public Vote to Change "Interim Chief Educational Officer Olsen to "Chief Educational  
194         Officer Olsen"



**MOTION:** Board Member Hardy made a motion to change Interim Chief Educational Officer Olsen's title to Chief Educational Officer Olsen. Chair Rothhaus seconded the motion.

**The motion passed 5 – 0 – 0.**

- Teacher Performance Evaluation

Chair Rothhaus said the Board would be looking at the evaluation system and possibly streamline it to increase walkthroughs.

## **7. POLICIES**

Chief Educational Officer Olsen noted all of the policies had been reviewed by legal counsel and no public comments were made.

- a. Use of Physical Restraint/Seclusion (JKAA) – 2<sup>nd</sup> Reading

The policy was sent back for further review by legal counsel.

- b. Public Participation at Board Meetings (BEDH) – 2<sup>nd</sup> Reading

**MOTION:** Board Member Halter made a motion to adopt the language as part of policy (BEDH) to include "*members of the public may offer comments on agenda items or upon any other matter of public concern directly relating to the district's school policies, programs, and operations.*" Board Member Martin seconded the motion.

**The motion passed 5 – 0 – 0.**

Policy (BEDH) to appear on a future agenda to include the adoption of the language.

**MOTION:** Board Member Halter made a motion that the School Board consider accepting written public comments.

**The motion failed due to the lack of a second.**

- c. Review of Student Records and Access (JRA) – 2<sup>nd</sup> Reading

Vice-Chair Peters stated that pages 6, 7, & 8 specifically clarified who could request the records.

Policy JRA to appear on a future agenda for acceptance.

- d. Review Change of Class or School Assignment on the Basis of Best Interest or Manifest Educational Hardship (JCA) – 3<sup>rd</sup> Reading

**MOTION:** Board Member Hardy made a motion to accept policy JCA – Change of Class or School Assignment on the Basis of Best Interest or Manifest Educational Hardship. Board Member Halter seconded the motion.

**The motion passed 5 – 0 – 0.**

## **8. APPROVAL OF MINUTES**

- a. October 3, 2022 – Non-Public Minutes

**MOTION:** Chair Rothhaus made a motion to approve the non-public minutes of the October 3, 2022, meeting, as amended. Board Member Hardy seconded the motion.

**Edits:**

The motion should read 4 – 1 – 0. (Made by Chair Rothhaus)

**The motion passed 5 – 0 – 0.**

**9. CONSENT AGENDA**

a. Job Descriptions

Assistant Superintendent of Curriculum Doyle job descriptions for an In-School Interventionalist, classroom and Unified Arts teacher, Technology Coordinator (grades 9 through 12), and the Social and Emotional Learning Support Specialist were provided to the Board at the October 3, 2022, meeting.

**MOTION:** Board Member Martin made a motion to accept the Consent Agenda, as presented. Chair Rothhaus seconded the motion.

**The motion passed 5 – 0 – 0.**

**10. OTHER**

a. Committee Reports

Board Member Martin said he had met with the Healthcare Cost Containment Committee and the Wellness Committee. He said the HealthTrust representative provided a preview of insurance options. He also said the guaranteed maximum rate was going to increase by 8%.

b. Correspondence

Chair Rothhaus said she received correspondence regarding the NHIAA (New Hampshire Interscholastic Athletics Association)

c. Comments

There were none.

**11. PUBLIC COMMENTS ON AGENDA ITEMS**

Mr. Chuck Mower, 4 Depot Street, addressed the Board and said he looked forward to working with the district regarding extended learning opportunities.

**12. ADJOURNMENT**

**MOTION:** At approximately 8:48 p.m. Board Member Halter made a motion to adjourn. Board Member Martin seconded the motion.

**The motion passed 5 – 0 – 0.**