Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
September 18, 2023 (Monday)
Merrimack Town Hall – Matthew Thornton Room

PUBLIC MEETING

6:00 p.m.	**1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**	Ken Martin
6:05 p.m.	**2. PUBLIC PARTICIPATION**	Ken Martin
	3. RECOGNITIONS	Ken Martin
6:15 p.m.	**4. INFORMATIONAL UPDATES**	Ken Martin
	a. Superintendent Update	
	b. Assistant Superintendent for Curriculum Update	
	c. Assistant Superintendent for Business Update	
	d. School Board Update	
	e. Student Representative Update	
	5. OLD BUSINESS	Ken Martin
6:30 p.m.	**6. NEW BUSINESS**	Ken Martin
	a. Statewide Assessment System (SAS) Scores	Amanda Doyle
	b. Review of Preliminary Timeline for FY25 Budget	Everett Olsen
	c. Review of Five-Year Enrollment Trends	Everett Olsen
	d. Review of NHSBA Resolutions in Preparation for Delegate Assembly	Ken Martin
	e. Merrimack High School Highlights	Steve Claire
	f. Other	
7:45 p.m.	**7. POLICIES**	Ken Martin
	a. First Reading of Revised Use of Physical Restraint/Seclusion Policy (JKAA)	
	b. First Reading of Student Bring Your Own Device (BYOD) Policy (???)	
7:55 p.m.	**8. CONSENT AGENDA**	Amanda Doyle
	a. Educator Resignations	
	b. Educator Nominations	
8:00 p.m.	**9. OTHER**	Ken Martin
	a. Committee Reports	
	b. Correspondence	
	c. Comments	
8:10 p.m.	**10. PUBLIC COMMENTS ON AGENDA ITEMS**	Ken Martin
8:30 p.m.	**11. ADJOURN**	Ken Martin

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

Visitor Orientation to Meetings

State Assessments Results

Test Administration: Spring 2023
Reported to Community: September 2023

State Assessments



Annually, New Hampshire school districts and public charter schools are required by state law (RSA 193-C) and federal accountability laws (Every Student Succeeds Act) to assess students using a standardized assessment. Several assessments, outlined below, are utilized in order to comply with these requirements

- **New Hampshire Statewide Assessments (NH SAS)** - New Hampshire students participate in the NH SAS, the general statewide assessment for English language arts (ELA) and mathematics (Grades 3-8), and science (Grades 5, 8, and 11).
- **Dynamic Learning Maps** (DLM) – the DLM is an alternate assessment given to students with significant cognitive disabilities as designed in their active individualized education program (IEP). The English language arts and math test are administered in grades 3-8, while the DLM for science is administered in grades 5 and 8 only.
- **ACCESS 2.0 for English Language Learners** - Federal law requires that English learner (EL) students be assessed annually to measure English language proficiency (ELP) in reading, writing, speaking and listening. ACCESS for ELLs is New Hampshire's approved ELP assessment administered to EL students in Kindergarten through Grade 12.

Importance of Statewide Assessments

Statewide assessments are an important part of a student's core educational program by providing:

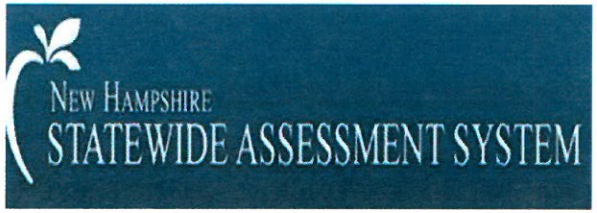
- An evaluation of student mastery of content and skills in various academic areas
- Serve as one tool for measuring the degree to which students are on track to graduate high school and are college- and career-ready
- Help inform future instruction in the classroom

Along with student work on classroom assignments, projects, essays and local assessments, state assessment results give teachers, parents, and the community important information about where students are on their path toward academic success.



The New Hampshire Statewide Assessment System - NH SAS

- New Hampshire students participate in the NH SAS, the general statewide assessment, for English language arts (ELA), mathematics and science in the following grades and content areas:
  - Grades 3-8 students are assessed in English language arts and mathematics
  - Grades 5, 8 and 11 students are assessed in science
  - Grade 11 students also participate in the College Board SAT School Day with Essay
- The NH SAS is administered annually in the Spring (not in Spring of 2020 due to COVID).



Merrimack School District Results 2023

- NH SAS Grade 3 - 8 ELA
  - Cohort Comparisons for each grade level
- NH SAS Grade 3 - 8 Mathematics
  - Cohort Comparisons for each grade level
- NH SAS Grades 5, 8, and 11 Science
- SATs

New Hampshire Department of Education | Reporting

Grade 3 ELA

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Dashboard Generator › Dashboard › Performance on Tests › **District Performance on Test**

Average Score and Performance Distribution for **Summative: ELA Grade 3** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Reading Informational Text	Reading Literary Text	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		252	584 ± 2	Percent 20% 32% 31% 17% Count 50 80 78 44	48%			
James Mastricola Elementary...		75	587 ± 4	Percent 13% 37% 39% 11% Count 10 28 29 8	49%			
Reeds Ferry School		76	584 ± 4	Percent 17% 36% 29% 18% Count 13 27 22 14	47%			
Thorntons Ferry School		101	581 ± 5	Percent 27% 25% 27% 22% Count 27 25 27 22	49%			

Rows per page: 10

Grade 3 MATH

New Hampshire Department of Education | Reporting

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Dashboard Generator › Dashboard › Performance on Tests › **District Performance on Test**

Average Score and Performance Distribution for **Summative: Math Grade 3** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Measurement, Data, and Geometry	Modeling and Problem Solving	Number and Operations in Base 10 and Fractions	Operations and Algebraic Thinking	Use Mathematical Reasoning
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient					
District		254	433 ± 2	Percent 18% 26% 35% 22% Count 45 65 88 56	57%					
James Mastricola Elementary ...		76	439 ± 3	Percent 9% 29% 39% 22% Count 7 22 30 17	62%					
Reeds Ferry School		76	439 ± 3	Percent 12% 20% 37% 32% Count 9 15 28 24	68%					
Thorntons Ferry School		102	425 ± 3	Percent 28% 27% 29% 15% Count 29 28 30 15	44%					

New Hampshire Department of Education | Reporting

Grade 4 ELA

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Average Score and Performance Distribution for **Summative: ELA Grade 4** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Reading Informational Text	Reading Literary Text	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		265	604 ± 3	Percent 26% 20% 32% 22% Count 68 54 85 58	54%			
James Mastricola Elementary ...		80	602 ± 4	Percent 28% 23% 33% 18% Count 22 18 26 14	50%			
Reeds Ferry School		87	613 ± 4	Percent 17% 23% 32% 28% Count 15 20 28 24	60%			
Thorntons Ferry School		98	597 ± 5	Percent 32% 16% 32% 20% Count 31 16 31 20	52%			

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Cohort Comparison - Grades 3 & 4

Date	Test Label	Test Reason	Overall	Overall					Reading Informational Text	Reading Literary Text
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4		
6/9/2022	Summative: ELA Grade 3	Spring 2022 (SAS Summative)		587 ± 2	19	26	32	23		
6/7/2023	Summative: ELA Grade 4	Spring 2023 (SAS Summative)		605 ± 3	25	21	32	23		

Grade 4 MATH

New Hampshire Department of Education | Reporting

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Average Score and Performance Distribution for **Summative: Math Grade 4** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Measurement, Data, and Geometry	Modeling and Problem Solving	Number and Operations in Base 10 and Fractions	Operations and Algebraic Thinking	Use Mathematical Reasoning
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient					
District		266	456 ± 2	Percent 20% 36% 29% 15% Count 53 95 78 40	44%					
James Mastricola Elementary ...		80	458 ± 4	Percent 20% 30% 35% 15% Count 16 24 28 12	50%					
Reeds Ferry School		87	460 ± 3	Percent 14% 43% 29% 15% Count 12 37 25 13	44%					
Thorntons Ferry School		99	452 ± 4	Percent 25% 34% 25% 15% Count 25 34 25 15	40%					

Rows per page: **10** 3 Items

Cohort Comparison - Grades 3 & 4

Date	Test Label	Test Reason	Overall	Overall					Measurement, Data, and G...	Modeling and Problem Solv...	Number and Operations in ...	Operations and Algebraic T...	Use Mathematical Reasoni...
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4					
6/10/2022	Summative: Math Grade 3	Spring 2022 (SAS Summative)		434 ± 2	19	28	29	24					
6/6/2023	Summative: Math Grade 4	Spring 2023 (SAS Summative)		457 ± 2	19	36	30	16					

Grade 5 ELA

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Average Score and Performance Distribution for **Summative: ELA Grade 5** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Reading Informational Text	Reading Literary Text	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		233	619 ± 3	Percent 30% 21% 32% 16% Count 70 50 75 38	48%			
James Mastricola Upper Elem...		232	619 ± 3	Percent 30% 22% 32% 16% Count 69 50 75 38	49%			
Out of District School		1	544	Percent 100% Count 1	0%			

Cohort Comparison - Grades 3, 4, & 5

Date	Test Label	Test Reason	Overall	Overall					Reading Informational Text	Reading Literary Text
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4		
6/8/2021	Summative: ELA Grade 3	Spring 2021 (SAS Summative)		587 ± 3	20	28	29	23		
6/7/2022	Summative: ELA Grade 4	Spring 2022 (SAS Summative)		601 ± 3	27	25	30	19		
5/9/2023	Summative: ELA Grade 5	Spring 2023 (SAS Summative)		621 ± 3	29	18	34	18		

New Hampshire Department of Education | Reporting

Grade 5 MATH

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Average Score and Performance Distribution for **Summative: Math Grade 5** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Measurement, Data, and Geometry	Modeling and Problem Solving	Number and Operations in Base 10 and Fractions	Operations and Algebraic Thinking	Use Mathematical Reasoning
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient					
District		233	469 ± 3	Percent 40% 29% 20% 11% Count 94 68 46 25	30%					
James Mastricola Upper Elem...		232	469 ± 3	Percent 40% 29% 20% 11% Count 93 68 46 25	31%					
Out of District School		1	373	Percent 100% Count 1	0%					

Cohort Comparison - Grades 3, 4, & 5

Date	Test Label	Test Reason	Overall	Overall					Measurement, Data, and Geometry	Modeling and Problem Solving	Number and Operations in Base 10 an...	Operations and Algebraic Thinking	Use Mathematical Reasoning
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4					
6/8/2021	Summative: Math Grade 3	Spring 2021 (SAS Summative)		437 ± 2	14	27	30	29					
6/10/2022	Summative: Math Grade 4	Spring 2022 (SAS Summative)		461 ± 2	16	32	31	20					
5/23/2023	Summative: Math Grade 5	Spring 2023 (SAS Summative)		473 ± 3	37	29	23	12					

New Hampshire Department of Education | Reporting

Grade 5 SCIENCE

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Average Score and Performance Distribution for **Summative: Science Grade 5** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Earth and Space Sciences	Life Sciences	Physical Sciences
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		233	544 ± 1	Percent: 50% 19% 19% 12% Count: 116 44 44 29	31%			
James Mastricola Upper Elem...		232	544 ± 1	Percent: 50% 19% 19% 13% Count: 115 44 44 29	31%			
Out of District School		1	524	Percent: 100% Count: 1	0%			

Grade 6 ELA

New Hampshire Department of Education | Reporting

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Average Score and Performance Distribution for **Summative: ELA Grade 6** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Reading Informational Text	Reading Literary Text	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		236	648 ± 3	Percent 16% 24% 44% 17% Count 38 56 103 39	60%			
James Mastricola Upper Elem...		236	648 ± 3	Percent 16% 24% 44% 17% Count 38 56 103 39	60%			

Cohort Comparison - Grades *4, 5, & 6

Date	Test Label	Test Reason	Overall	Overall					Reading Informational Text	Reading Literary Text
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4		
6/1/2021	Summative: ELA Grade 4	Spring 2021 (SAS Summative)		604 ± 3	26	23	30	20		
6/7/2022	Summative: ELA Grade 5	Spring 2022 (SAS Summative)		626 ± 3	21	19	41	19		
5/16/2023	Summative: ELA Grade 6	Spring 2023 (SAS Summative)		651 ± 3	11	26	46	17		

New Hampshire Department of Education | Reporting

Grade 6 MATH

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Average Score and Performance Distribution for **Summative: Math Grade 6** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Expressions and Equations	Geometry & Statistics and Probability	Modeling and Problem Solving	Ratios and Proportional Relationships and N...	Use Mathematical Reasoning
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient					
District		236	512 ± 3	Percent 21% 31% 31% 17% Count 49 74 73 40	48%					
James Mastricola Upper Elem...		236	512 ± 3	Percent 21% 31% 31% 17% Count 49 74 73 40	48%					

Cohort Comparison - Grades *4, 5, & 6

Date	Test Label	Test Reason	Overall	Overall					Expressions and Equations	Geometry & Statistics and Probability	Modeling and Problem Solving	Ratios and Proportional Relationships ...	Use Mathematical Reasoning
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4					
5/28/2021	Summative: Math Grade 4	Spring 2021 (SAS Summative)		446 ± 2	29	34	31	6					
6/8/2022	Summative: Math Grade 5	Spring 2022 (SAS Summative)		473 ± 3	35	35	20	10					
5/19/2023	Summative: Math Grade 6	Spring 2023 (SAS Summative)		515 ± 4	18	30	35	17					

Grade 7 ELA

New Hampshire Department of Education | Reporting

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Dashboard Generator › Dashboard › Performance on Tests › **District Performance on Test**

Average Score and Performance Distribution for **Summative: ELA Grade 7** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Reading Informational Text	Reading Literary Text	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		264	650 ± 3	Percent 17% 23% 45% 14% Count 46 62 120 36	59%			
Merrimack Middle School		263	650 ± 3	Percent 17% 24% 46% 14% Count 45 62 120 36	59%			
Out of District School		1	515	Percent 100% Count 1	0%			

Cohort Comparison - Grades 3, *5, 6, & 7

Date	Test Label	Test Reason	Overall	Overall					Reading Informational Text	Reading Literary Text
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4		
5/21/2019	SAS Summative ELA/Reading Grade 3	Spring 2019		594 ± 3	16	25	31	28		
6/9/2021	Summative: ELA Grade 5	Spring 2021 (SAS Summative)		622 ± 3	21	23	42	14		
5/31/2022	Summative: ELA Grade 6	Spring 2022 (SAS Summative)		643 ± 3	19	26	39	17		
6/5/2023	Summative: ELA Grade 7	Spring 2023 (SAS Summative)		651 ± 3	15	27	45	13		

Grade 7 MATH

New Hampshire Department of Education | Reporting

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Average Score and Performance Distribution for **Summative: Math Grade 7** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Expressions and Equations	Geometry	Modeling and Problem Solving	Ratios and Proportional Relationships and Number Syst...	Statistics and Probability	Use Mathematical Reasoning
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient						
District		264	526 ± 3	Percent 34% 34% 21% 11% Count 90 91 55 28	31%						
Merrimack Middle School		263	526 ± 3	Percent 34% 35% 21% 11% Count 89 91 55 28	32%						
Out of District School		1	423	Percent 100% Count 1	0%						

Cohort Comparison - Grades 3, *5, 6, & 7

Date	Test Label	Test Reason	Overall	Overall					Expressions and Equations	Geometry	Modeling and Problem Solving	Ratios and Proportional Relationships and Numb...	Statistics and Probability	Use Mathematical Reasoning
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4						
5/23/2019	SAS Summative Mathematics Grade 3	Spring 2019		441 ± 2	12	18	39	31						
6/10/2021	Summative: Math Grade 5	Spring 2021 (SAS Summative)		461 ± 3	45	39	12	4						
6/2/2022	Summative: Math Grade 6	Spring 2022 (SAS Summative)		507 ± 4	25	30	30	15						
6/6/2023	Summative: Math Grade 7	Spring 2023 (SAS Summative)		527 ± 4	33	35	22	10						

New Hampshire Department of Education | Reporting

Grade 8 ELA

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Average Score and Performance Distribution for **Summative: ELA Grade 8** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Reading Informational Text	Reading Literary Text	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		255	662 ± 3	Percent 17% 30% 42% 11% Count 44 76 106 29	53%			
Merrimack Middle School		254	662 ± 3	Percent 17% 30% 42% 11% Count 44 75 106 29	53%			
Out of District School		1	656	Percent 100% Count 1	0%			

Cohort Comparison - Grades 4, *6, 7, & 8

Date	Test Label	Test Reason	Overall	Overall					Reading Informational Text	Reading Literary Text
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4		
5/20/2019	SAS Summative ELA/Reading Grade 4	Spring 2019		609 ± 3	20	26	34	20		
5/25/2021	Summative: ELA Grade 6	Spring 2021 (SAS Summative)		645 ± 3	13	32	41	13		
6/7/2022	Summative: ELA Grade 7	Spring 2022 (SAS Summative)		638 ± 3	24	29	42	4		
5/12/2023	Summative: ELA Grade 8	Spring 2023 (SAS Summative)		660 ± 3	18	31	40	11		

Grade 8 MATH

New Hampshire Department of Education | Reporting

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Average Score and Performance Distribution for **Summative: Math Grade 8** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Expressions and Equations and Number System	Functions	Geometry & Statistics and Probability	Modeling and Problem Solving	Use Mathematical Reasoning
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient					
District		256	571 ± 3	Percent 27% 32% 26% 16% Count 68 81 67 40	42%					
Merrimack Middle School		255	571 ± 3	Percent 27% 31% 26% 16% Count 68 80 67 40	42%					
Out of District School		1	555	Percent 100% Count 1	0%					

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Cohort Comparison - Grades 4, *6, 7, & 8

Date	Test Label	Test Reason	Overall	Overall					Expressions and Equations and Number System	Functions	Geometry & Statistics and Probability	Modeling and Problem Solving	Use Mathematical Reasoning
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4					
6/7/2019	SAS Summative Mathematics Grade 4	Spring 2019		468 ± 2	10	25	45	21					
6/3/2021	Summative: Math Grade 6	Spring 2021 (SAS Summative)		507 ± 3	23	33	30	14					
6/9/2022	Summative: Math Grade 7	Spring 2022 (SAS Summative)		522 ± 4	34	36	26	5					
5/17/2023	Summative: Math Grade 8	Spring 2023 (SAS Summative)		570 ± 4	26	32	27	14					

Grade 8 SCIENCE

New Hampshire Department of Education | Reporting

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Average Score and Performance Distribution for **Summative: Science Grade 8** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Earth and Space Sciences	Life Sciences	Physical Sciences
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		256	847 ± 1	Percent 43% 21% 29% 6% Count 111 55 74 16	35%			
Merrimack Middle School		255	847 ± 1	Percent 43% 22% 29% 6% Count 110 55 74 16	35%			
Out of District School		1	830	Percent 100% Count 1	0%			

Grade 11 SCIENCE

New Hampshire Department of Education | Reporting

Secure File Center

Dashboard Generator > Dashboard > Performance on Tests > **District Performance on Test**

Average Score and Performance Distribution for **Summative: Science Grade 11** (Spring 2023 (SAS Summative)), by School and Reporting Category: Merrimack, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (SAS Summative) |

School	Total	Total				Earth and Space Sciences	Life Sciences	Physical Sciences
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
District		228	1154 ± 1	Percent 29% 18% 46% 7% Count 66 42 104 16	53%			
Merrimack High School		226	1154 ± 1	Percent 29% 19% 46% 7% Count 65 42 103 16	53%			
Out of District School		2	1144 ± 17	Percent 50% 50% Count 1 1	50%			

About the NH School Day SAT

- The School Day SAT is the College Board SAT administered on a school day in the spring to all Grade 11 students in New Hampshire.
- There is no cost to students to participate in the School Day SAT.
- Like the Saturday SAT, the School Day SAT is scored on a 400-1600 point scale. Each section, math and evidenced-based reading and writing, is scored independently on a 200-800 point scale; the section scores are then combined for a total score.

SAT®
CollegeBoard

New Hampshire

SATs Spring 2023

Merrimack High School

Summary - Aug 2022 - Jul 2023

SAT School Day March 2023 - April 2023

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score
1016 400 to 1600	**507** 200 to 800	**509** 200 to 800
34% Met Both Benchmarks	**57%** Met ERW Benchmark	**38%** Met Math Benchmark

Participation

243 Total test takers

Percentage of Test Taker Population by Sex

Female **50%** Male **50%** No Response **0%**

SATs Spring 2023 - Including State & National

Merrimack High School

SAT SAT School Day March 2023 - April 2023 11th Grade

View Students | Excel Export

Mean Score | Section Benchmark Performance

Total and Section Scores

Total

	# of Testers	Score Distribution	Mean Total Score (400-1600)		
School	243		400	1016	1600
District	243		400	1016	1600
State	10,731		400	995	1600
All Testers	1,179,937		400	960	1600

SATs Spring 2022

Merrimack High School - 236 Test Taker(s)

SAT School Day March 2022 - April 2022, All grades - Scores & Benchmarks

Total Score/Section Scores

Group	Number of Test Takers	Total Score 400-1600		ERW Score 200-800		Math Score 200-800	
School	236	988		499		489	
District	236	988		499		489	
State	10,703	1006		512		493	
Total Group	1,203,276	959		488		470	

Questions & Next Steps

- Please forward your questions and/or requests for additional information.



9/13/23

2024-2025 Budget Timeline

Date	Description	Governing Body
September 12, 2023 NHMA virtual wrkshp	End of Year Budget Review, Training for New Members	Budget Committee
Monday, October 2	Schools Deliver Draft of Budget to Central Office	
Tuesday, October 3 through Friday December 1	Meetings with Principals, Assistant Principals and Administrators with Budget Responsibilities	
Tuesday, October 3 through Friday December 1	Listening Sessions with School Staff	
Monday, December 4	Administration to Deliver the Budget to Board	
Tuesday, February 13	Last Date for Submission of Petitioned Warrant Articles Public Hearing: Budget & Monied Warrant Articles Final Recommendations	School Board/ Budget Committee
Tuesday, February 13	Last day for negotiated cost items to be finalized	School Board/ Budget Committee
Thursday, February 13	Budget Hearing	Budget Committee
Tuesday, February 22	Last day for budget committee to deliver budget and warrant article recommendations to the governing body for posting	Budget Committee
Monday, February 26	Last day to post warrant, budget and default budget (schools and towns)	School Board
Saturday, March 2 through Saturday, March 9 (inclusive)	First Session – Deliberative	School Board
Tuesday, April 9	Second Session – Voting by Ballot	School Board

MERRIMACK SCHOOL DISTRICT
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To: Ken Martin
Laurie Rothhaus
Naomi Halter
Lori Peters
Jenna Hardy
Shaun Evidente

From: Everett V. Olsen, Jr.

Date: September 14, 2023

Subject: 5 Year Enrollment Trends

I have found that over the years it is helpful to periodically review PreK-12 enrollment trends. The attached enrollment data provides you with the enrollment changes that the school district has experienced from 2019 to the present (September 2023). Over this 5-year period our PreK-12 enrollment has declined by 276 students, with nearly half of the decline being at the high school level.

I do not consider a decline of 276 students over a 5-year period to be substantial given the reality that although demographic data is not entirely predictable, it does tend to be cyclical. There are two observations that I would like to make. First, the COVID pandemic caused an increase in the number of students being home-schooled. Additionally, the amount of residential construction continues to increase and that may have an enrollment-increasing impact, which is displayed in the Reeds Ferry data. I will be glad to answer any questions that you might have on Monday evening.

PreK-12
5 Year Enrollment Trends
2019-2023

	2019	2020	2021	2022	2023	Change 2019-2023
Grades PreK-4	1,467	1,311	1,399	1,422	1,411	-56
Grades 5-6	576	545	506	497	510	-66
Grades 7-8	543	552	560	548	513	-30
Grades 9-12	1,226	1,204	1,169	1,124	1,102	-124
TOTAL	**3,812**	**3,612**	**3,634**	**3,591**	**3,536**	**-276**
Out of District	22	19	14	19	20	-2
Home School	85	131	134	116	131	+46

PreK-6
5 Year Elementary Enrollments By School
2019-2023

	2019	2020	2021	2022	2023	Change 2019-2023
MES	418	400	425	423	396	-22
RFS	475	410	440	455	484	+9
TFS	574	501	534	544	531	-43
JMUES	576	545	506	497	510	-66
TOTAL						**-122**

Barrett M. Christina, Executive Director
Holly Kennedy, President, Hinsdale
Tim Dow, First Vice-President, Franklin
Matt Pappas, Second Vice-President, Rochester
Brenda Willis, Past-President, Derry Cooperative

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2023 NHSBA Delegate Assembly
Saturday October 14, 2023
10:30am
Grappone Conference Center

PROPOSED RESOLUTIONS

8. Submitted by the Oyster River Cooperative School Board on 7/4/2023

Proposed Resolution:
The NHSBA opposes any policy affecting curriculum that enables parents, guardians or other individuals or organizations to circumvent already extant local school board review policies and exposes teachers to civil suits and sanctions at the state level.

Rationale:
In 2021, HB 2 was signed into law as RSA 354-A:31-34. Described as an anti-discrimination bill, it included a number of prohibitions for teachers with potentially severe penalties for violations. Due to lack of clarity in the law, a FAQ was issued by the NH Department of Education, the Commission for Human Rights, and the Department of Justice. Nothing in the clarification nor the law contradicts NHSBA's policies regarding equity and inclusion (NHSBA VI:F). However, we are concerned that the prospect of civil suits and "disciplinary sanctions" from the state has already had a chilling effect on efforts to create inclusive curricula which honestly address issues of bias and race. These civil suits and sanctions, as outlined in RSA 354-A:34, circumvent local school board policies that already exist to address parental concerns regarding curricular content. This is again an erosion of local control that we find concerning.

NHSBA Board of Directors recommendation: Do no support. This resolution is very broad reaching and would require NHSBA to predict what types of policies are enabling to parents, etc. making complaints, or exposes staff to any kind of litigation. NHSBA recognizes the fundamental right parents have to educate their children, and the corresponding right to opt their children out of objectionable course material. However,

curriculum decisions and complaints regarding those decisions are best addressed by the local community and their elected school boards.

The wording on this proposal is not focused enough in that it broadly addresses curriculum, anti-inclusion/diversity programming, teacher/employee liability and credentialing, and parent rights. Each of those elements could be addressed from different directions with more focused language that would be hard to contest as a matter of principle.

9. Submitted by the Dover School Board on 7/10/2023

Proposed Resolution:
V NHSBA affirms the qualification of school librarians to research and select appropriate digital and printed material for school libraries. Recognizing that marginalized groups have been historically underrepresented in school libraries, literary collections should offer students information that provides a balance of ethnic, political, religious, and cultural values. Further, library material should represent diverse points of view, provide a global perspective, stimulate critical thinking skills, and meet the interests, abilities, learning styles, and information needs of the learning community.

Rationale:
A recent sharp increase in book challenges across NH school districts has put many qualified librarians in the position of defending (often under great public scrutiny) their reasoning for including certain material in their collections. This resolution affirms the suitability of a school librarian to curate literary and media collections that offer readers a wide array of choices reflective of a diverse learning community. It upholds the librarian as a subject matter expert who sets a standard for library collections that serve all students by offering them opportunities to see themselves represented in the bookshelves.

NHSBA Board of Directors recommendation: Support alternative language.

Proposed Alternative Resolution:
NHSBA affirms the qualifications of school district staff to research and select appropriate digital and printed material for schools. Literary and curricular collections should offer students information that provides a balance of cultural values. Further, literary collections should represent diverse points of view; provide a global perspective; stimulate essential thinking skills; and meet the interests, abilities, learning styles, and information needs of the learning community.

10. Submitted by the Raymond School Board on 7/28/2023

Proposed Resolution:
To include an estimate of actual food service costs for the upcoming year in the preparation of the upcoming default budget.

Rationale:
School districts are required to provide meals for students, regardless of their ability to pay. As such, district expenditures for food and student meal-related products and services may far exceed the revenue actually received. This true cost for feeding all students cannot be known ahead of time. Currently, school districts can only include the originally budgeted costs plus any contractual increases for food service in the default budget. This proposed resolution would allow school districts to include the estimate of the true cost to feed all students for the upcoming year in the preparation of the default budget.

NHSBA Board of Directors recommendation: Not support. While the NHSBA Board of Directors understands the rationale, we believe this Proposed Resolution is too narrow. There are potentially numerous areas of a school district budget that cannot be known ahead of time and require the school board to make an educated guess as to what the actual costs may be. The Board of Directors would encourage the Raymond School Board to submit a broader proposed resolution next year for consideration that speaks to all required services school districts provide in which the actual cost cannot be adequately estimated for purposes of a default budget under SB2/RSA 40:13.

11. Submitted by the Monadnock Regional School Board on 7/18/2023

Proposed Resolution:
NHSBA will support any legislation that intends to streamline the recruiting, credentialing, and hiring of certified teachers from other states. This resolution is in support of both the State of NH credentialing laws, as well as the interstate compact and reciprocity between NH and neighboring states. This resolution also supports changes to reduce barriers to teachers from other states who wish to transfer retirement savings from their current retirement program into the NH Retirement system.

Rationale:
Teachers in NH are retiring at a pace that exceeds the in-state candidate pool. Any legislation that will attract teachers from other states who desire to work in NH will help to improve staffing shortages by attracting qualified teachers.

NSHBA Board of Directors recommendation: Support alternative language.

Proposed Alternative Resolution: NHSBA supports any legislation that intends to streamline the recruiting, credentialing, and hiring of certified teachers and other licensed school staff from other states. This resolution is in support of both the State of NH credentialing laws, as well as the interstate compact and reciprocity between NH and neighboring states. This resolution also supports changes to reduce barriers to teachers from other states who wish to transfer retirement savings from their current retirement program into the NH Retirement system.

12. Submitted by the Monadnock Regional School Board on 7/18/2023

Proposed Resolution:
NHSBA will support legislation that clarifies the responsibility and accountability of parents/guardians of students who do not conduct themselves according to local laws or school policies. NHSBA will also support legislation that clarifies the protocols for school districts to follow in disciplining students and holding parent/guardian(s) accountable.

Rationale:
While behavior challenges with students are at an all-time high, the underlying challenge is lack of accountability for parents and guardians. If a student misbehaves in any way, and the parent/guardian chooses to disregard the written law or policy, then the school district is forced to negotiate, concede, or accept the behavior. This dilutes the purpose of laws and policy with the rest of the student body and local community.

Further, parents and guardians are expected to send students to school who are prepared to learn and are not a disruption (e.g., sit quietly, stand in line, pay attention to adults, respect authority, etc.). When a student does not know how to behave in this way, learning time is lost for all students as the adults must attend to the disruptions.

NHSBA Board of Directors recommendation: Support alternative language.

Proposed Alternative Resolution: NHSBA urges the New Hampshire Legislature and Department of Education to clarify the responsibilities, obligations and rights of school boards and school districts when students do not attend school on a regular basis; are habitually truant; and otherwise do not conform to the rules and regulations of the district.

Rationale: Upon conversations with the Monadnock Regional School Board, their primary intent was related to truancy and disruptive student behavior that negatively impacts other students. The NHSBA Board of Directors believes the Proposed Alternative Language meets the desired intent.

13. **Submitted by the Monadnock Regional School Board on 7/18/2023**

Proposed Resolution:
NHSBA will support legislation that creates flexibility for town moderators and moderators of cooperative school districts to postpone school district elections in the event of inclement weather.

Rationale:
The current rules requiring all towns in a cooperative school district to vote on the same day leave little flexibility in the event of dangerous weather. A decision to change a voting day must be applied to all towns even if they are geographically distant, and the lead time required to make a decision is very difficult to coordinate at the last minute. Moderators need more leeway to account for safety but also encourage voter participation.

NHSBA Board of Directors Recommendation: Support.

14. Submitted by the Manchester Board of School Committee on 7/28/2023

Proposed Resolution:
The Manchester Board of School Committee proposes that the language of the Resolution II-C be amended and strengthened as follows, to increase funding significantly for Building Aid:

NHSBA supports additional appropriations under RSA 198:15-a, IV, the state's Building Aid Program to adequately fund all necessary school facility needs. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. (First Adopted in 2000 – Revised in 2014)

Rationale:
The current $50million is not nearly adequate to the needs of NH schools.

NHSBA Board of Directors recommendation: **Support.**

15. Submitted by the Manchester Board of School Committee on 7/28/2023

Proposed Resolution:
We propose strengthening the language of the continuing resolution II-S: advocate for funding for universal Pre-K; Pre-K programming; and related facilities costs.

Rationale:
The demand for Pre-K instruction is growing exponentially and private options are not sufficient for the needs of NH families.

NHSBA Board of Directors recommendation: Support alternative language.

Proposed Alternative Resolution: Amend NHSBA II:S to read "NHSBA supports additional state adequacy aid for public pre-kindergarten."

Currently, Resolution II:S reads "NHSBA supports the study of the establishment of additional state adequacy aid for public pre-kindergarten." (2017)

16. Submitted by the Manchester Board of School Committee on 7/28/2023

Proposed Resolution:
We support advocating for state sustainability incentives, opportunities, and targeted goals for energy efficiency and the expansion of renewable energy; resources for electric school buses; and capital funding dedicated to sustainability-related building construction, renovation, and infrastructure.

Rationale:
The rising costs of utilities, construction, and transportation demands that we come up with sustainable options for the future.

NHSBA Board of Directors recommendation: **Not support.** While this may be an important issue for some school boards, the proposal does not necessarily relate to school board governance or relate directly to education.

17. Submitted by the Manchester Board of School Committee on 7/28/2023

Proposed Resolution:
We propose advocating that Medicaid be used as primary calculator for free and reduced Lunch numbers for NH school districts; advocating for the State to join the Medicaid Direct Certification program; advocate that Medicaid to Schools (MTS) be revised to allow greater flexibility in sign off (by guidance counselors, e.g.); reduce administrative burden on localities; and fund an increase in per service fees.

Rationale:
Too many of our students are missed by the current Free and Reduced Meal formulas and the administrative burden and cost of administering the program could be reduced.

NHSBA Board of Directors recommendation: Support alternative language.

Proposed Alternative Resolution(s): The NHSBA Board of Directors recommends splitting this proposal into three separate resolutions.

(1) NHSBA supports legislation and rulemaking that requires the state of New Hampshire and NH Department of Education to participate in the federal Medicaid Direct Certification Program to calculate eligibility more accurately for free and reduced lunch programs.

(2) NHSBA supports legislation and rulemaking that helps make Medicaid to Schools (MTS) funding more accessible for school districts by allowing greater flexibility in sign off (by guidance counselors, e.g.) and by supporting implied parental consent and a clearly defined and executable opt-out process for accessing public benefits for students with disabilities. (Added above)

(3) NHSBA will support legislation and rulemaking that proposes an increase in per service fees under Medicaid programs.

18. Submitted by the NHSBA Board of Directors

The NHSBA Board of Directors recommends deleting/removing the following Resolution.

~~IX:D• NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)~~

Rationale: As members are likely aware, in September 2021, the National School Boards Association sent a letter to the United States Department of Justice, asking the Department for Federal assistance to stop threats and acts of violence against public schoolchildren, public school board members, and other public school district officials and educators. This letter was sent without notice to or consent by the New Hampshire School Boards Association. The letter in question received national attention. NHSBA received dozens of inquiries from local school board members, expressing both agreement disagreement with the letter. After careful and deliberate consideration, the NHSBA Board of Directors decided to withdraw its membership from the National School Boards Association. NHSBA was not alone, as approximately twenty-four other state school boards associations also withdrew their membership from the National School Boards Association.

As such, the NHSBA Board of Directors believes this Resolution should be deleted or otherwise removed from our Statement of Beliefs Manual.

19. Submitted by the Concord School Board on August 17, 2023

Proposed Resolution:
NHSBA will advocate to the NH State Legislature to create a universal and subsidized meal program for NH public school students.

Rationale:
Whereas the Concord School Board recognizes the importance of nutrition for supporting the development and learning potential of New Hampshire students.

Whereas the Concord School Board believes it is critical to tackle childhood hunger and food insecurity.

NHSBA Board of Directors comment:
Because this Proposed Resolution was submitted after the deadline, the NHSBA Board of Directors is not acting on the proposal and is not making a recommendation on this proposal.

Per NHSBA bylaws, this Proposed Resolution may be considered and debated upon at the Delegate Assembly if a two-thirds (2/3) majority of delegates present vote to consider the proposal.

Merrimack School District
Policy Progress Chart

9/14/2023 red = required by law

Policy Progress	1st Reading	2nd Review	3rd Review (if needed)	Adoption	Comments
Revised Use of Physical Restraint/Seclusion (JKAA)	9/18/23				Revised to accommodate new law.
Student Bring Your Own Device (BYOD) Policy (XXX)	9/18/23				
Admission of Homeless Students (JFABD)	7/10/23	8/14/23	N/A	9/11/23	Sandy clean up policy and post.
Education of Children in Foster Care (JFABE)	7/10/23	8/14/23	N/A	9/11/23	Sandy clean up policy and post.
Suicide Prevention and Response (JLDBB)	8/14/23	9/11/23	TBD		Need Naomi's edits. Send to lawyer for review.
Public Participation at Board Meetings (BEDH)	9/11/23	TBD			HOLD. Need Lori P edits and send to lawyer for review. ~~Fast Track - Review/Adoption on 9/18/2023~~
Student Dress Code (JICA)	9/11/23	TBD			HOLD for committee review and recommendation. ~~Fast Track - Review/Adoption on 9/18/2023~~
With Attorney for Review					
Evaluation Requirements for children with Specific Learning Disabilities (IHBAA)	10/2/23?				Sarah R. reviewing SpEd Dean is reviewing
Special Education Evaluations (IHBAB)	10/2/23?				Sarah R. reviewing. SpEd. Dean is reviewing
Evaluation Requirements for Children with Developmental Delays (IHBDA)	10/2/23?				Sarah. R. reviewing. SpEd. Dean is reviewing

Merrimack School District
Policy Progress Chart

Next in Line					
Investigation and Criminal Records Check (GBCD)					Refer to K. Peahl 8-16-23 email
Fraud Prevention and Fiscal Management (DIH)					Matt = ready for lawyer review
Employment of Relatives for Persons with Romantic Personal Relationships (GBEBE)					(Matt) = lawyer reviewed. Melissa & Bill Review Melissa asked lawyer Questions.
Emergency Disaster Leave (GCCAB)					(Matt) = lawyer reviewed. Melissa & Bill Review. Melissa supports policy as is.
School Safety (EBB)					Matt = Sandy type. black book?
Bomb Threats (EBCC)					Matt = Sandy type. black book?
Use of Private Vehicles to Transport Students					Type, lawyer review
Alternative Credit Options (IMBC)					Bill/Amy review lawyer notes.
Access to Public School Program (JJJ)					Lawyer reviewed. Submit with policies IK and JJA
Earning of High School Credit (IK)					Bill/Steve C. review before lawyer Needs lawyer review IK. Referenced in IMBC and JJJ
Admission of Tuition and Non-Resident Students (JFAB)					Student Services, update current policy
Student Activities and Organization (JJA)					Bill/Steve C. review before lawyer. Needs lawyer review. Referenced in JJJ

Merrimack School District
Policy Progress Chart

Future Consideration					
Policy Development, Adoption & Review (BGAA)					Type, lawyer review
Limited English Language Proficiency Instruction Policy (IHBBA)					Amy = Update 2008 LAAU Plan for ESOL
Instructional Approach (IF)					Amy = Update 2008
Exceptions to Use of Specific Course Materials (IGE)					Amy = Update 2012 New RSA 186:11
Health Education and Exemption from Instruction (IHAM)					Amy = Updated 2017
Character and Citizenship Education (IHAK)					Amy = Update
Student Use of Information Technology (JICL)	3/20/23				Jason is doing a major review for July 2023
Employee Use of Information Technology (EHAA)					Jason is doing a major review for July 2023.
Daily Physical Activity (IMAH)					Referenced in Wellness Policy (JLCF)
Public Participation at Board Meetings (BEDH)					K. Peahl updated
Assignment of Students to Classes and Grade Levels (JG)					Ready for SB mtg. Referenced in IHBG
Extended Learning Opportunities (IHBH)					Amy & Bill Review
Extended Learning Opportunity – Application (IHBH-R)					Amy & Bill Review. Does not need SB approval
Alternative Credit Options (IMBC)					Amy & Bill Review lawyer edits
Update the 1995 Fundraising Policy (JJE)					
Update the 1995 Sponsorship event(s) Policy (JJ?)					
Update the 1995 Commercialization Venture(s) (JJ?)					

Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation (JLCJA)					Matt = Referenced in EBB
School Bus Safety Program (EEAE)					Matt = Referenced in EBB
Buildings and Grounds Security (ECA)					Matt = Referenced in EBB
Supervision of Students (JLIA)					Matt = Referenced in EBB
Visitors to the Schools (KI)					Matt = Referenced in EBB
Conduct on School Property (KFA)					Matt = Referenced in EBB
Crisis Prevention & Emergency Response Plans (EBCA) & EBCA-R					Matt = Referenced in EBB
Fire and All Hazard Drills (EBCB)					Matt = Referenced in EBB
Workplace Safety Program & Joint Loss Management (EB)					Matt = Referenced in EBB
JFABD R-1 Appendix to Admission of Homeless					Amy reviewing
JFABD R-2 Appendix to Admission of Homeless					Amy reviewing
JFABD R-3 Appendix to Admission of Homeless					Amy reviewing
School Choice: Access to Public School Programs by Nonpublic, Charter Schools or Home Educated Pupils (RSA 193:1-c) (JJJ)					8/31/22 new law
Procedural Safeguards Non-Discrimination on the Basis of Disability (ACE)					Update per A. Tamposi. Policy is vague.
Teacher Performance and Evaluation (GCO)					Priority Policy
Alternative Learning Plans (IHBI)					Priority Policy. referenced in IMBC
High School Graduation (IKF)					Sandy type.
High School Graduation Competencies (ILBAA)					Sandy type. Referenced in IMBC
High School Graduation Competencies (ILBAA)					Sandy type. Referenced in IMBC
High School Credit for 7th and 8th Grade Advanced Course Work (IMBD)					Sandy type. Referenced in IMBC

Merrimack School District
Policy Progress Chart

Extended Learning Opportunities (IHBH)					Get sample. Sandy type. Referenced in IMBC
Distance Education (IMBA)					Get sample. Sandy type. Referenced in IMBC
Advanced Course Work – Advanced Placement (IHCD/LEB)					Get sample. Sandy type. Referenced in IMBC
Early Graduation (IKFA)					Get sample. Sandy type. Referenced in IMBC
School District Internet Access for Staff (GBEF)					
Instructional Needs of Students with Different Talents (IFA)					
Evaluation Requirements for Children with Specific Learning Disabilities (IHBAA)					
Promotion and Retention of Students (IKE)					
Weapons on School Property (JICI)					
Student Discipline Out of School Actions (JICDD)					
School Health Services (JLC)					
Concussion and Head Injuries (JLCJ)					
Special Physical Health Needs of Students (JLCK)					
Board Policy Process (BG to BGF)					Review policies needed. Sandy type.
Student Records and Access (FERPA)					Student Services, update current policy
Assessment of Students with Educational Disabilities (ILAA)					Student Services

Merrimack School District
Policy Progress Chart

Approved Policies	1st Reading	2nd Review	3rd Review	Adoption	Comments
Student Transportation Services (EEA)	6/19/23	7/10/23	8/14/23	8/14/23	Rescind old policy #8300 and AP 8300 (admin procedures)
Wellness Policy (JLCF)	6/5/23	6/19/23	X	7/10/23	
Fund Balances (DIA)	6/5/23	6/19/23	X	7/10/23	
Home Education Instruction (IHBG)	5/1/23	5/15/23	X	6/5/23	
Change of Class or School Assignment Best Interest and Manifest Hardship (JCA)	09/12/22	10/03/22	10/17/22	10/17/22	
Student Records and Access (FERPA) (JRA)	09/12/22	10/17/22	11/7/22	11/7/22	
Use of Physical Restraint/Seclusion (JKAA)	10/03/22	10/17/22	11/7/22	11/7/22	
Public Participation at Board Meetings (BEDH)	10/03/22	10/17/22	11/7/22	11/7/22	
Pupil Safety and Bullying (JICK)	11/7/22	11/21/22	X	02/06/23	
Availability and Dist. of Healthy Foods (EFA)	11/21/22	02/06/23	N/A	2/20/23	
Reporting Child Abuse or Neglect (JLF)	11/21/22	02/06/23	N/A	2/20/23	
Annual Review of Investments (DFA)	X	X	X	3/20/23	
Early Admission to Kindergarten and Grade One (JFAAA)	2/20/23	3/20/23	X	4/3/23	
Service Animals (IMGA)	2/20/23	3/20/23	X	4/3/23	
Animals in the School (IMG)	2/20/23	3/20/23	X	4/3/23	
Non-Educational Surveys and Questionnaires (ILD)	4/03/23	4/17/2023	X	4/17/23	
Video Surveillance on School Property (EEAA)	4/03/23	5/1/2023	5/15/23	5/15/23	Introduce with Policy JICL, per Legal.

Red = required by law

Merrimack School District
Policy Progress Chart

Appendix Updates					**Comments**
Suicide Prevention and Response (JLDBB-R)					December 2022
Home Education Instruction Appendix (IHBG-R)					Lawyer advised to rescind after the revision of IHBG
BEDG-R - Access to Minutes and Public Records Procedures					
JLCG-R - Exclusion of Students from School for Illness Head Lice					
IHAM-R Health and Sex Education Exemption/Objectionable Course Material Opt Out Form					

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)

1. "Child" means a person who has not reached the age of 18 years and who is not under adult criminal prosecution or sentence of actual incarceration resulting therefrom, either due to having reached the age of 17 years or due to the completion of proceedings for transfer to the adult criminal justice system under RSA 169-B:24, RSA 169-B:25, or RSA 169-B:26. "Child" also includes a person in actual attendance at a school who is less than 22 years of age and who has not received a high school diploma.

2. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school district staff members, contractors, or otherwise under the control or direction of the Merrimack School District.

    a. "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
    b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
    c. "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

USE OF PHYSICAL RESTRAINT/SECLUSION

3. "Restraint" shall not include the following:

   a. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

   b. The temporary holding of the hand, wrist, arm, shoulder, or back for the purposes of encouraging a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

   c. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

   d. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

   e. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

4. "Serious Injury" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second- or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

5. "Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier; or from which the child reasonably believes they are not free to leave; or the involuntary confinement of a child to a room or area separate from their peers, with one or more adults who are using their physical presence to prevent egress. The term does not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such a separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied. Seclusion shall never be used explicitly or implicitly as punishment or discipline for behavior of a child.

USE OF PHYSICAL RESTRAINT/SECLUSION

A school will designate a "co-regulator" to monitor the student who is being secluded and who will assist the student with regulating behavior. The co-regulator should be (in priority order):

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

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

6. "Intentional Physical Contact" means contact by a school employee with a child, in response to a child's aggression, misconduct, or disruptive behavior, and includes, but is not limited to blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a child demonstrating disruptive or assaultive behaviors.

   a. Intentional physical contact does not include escorting a child from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location, unless the child is actively combative, assaultive, or self-injurious while being escorted.

   b. Intentional physical contact does not include actions such as separating children from each other, directing a child to stand, or otherwise physically preparing a child to be escorted.

   c. Intentional physical contact does not include incidental or minor contact, such as for the purpose of gaining a misbehaving child's attention.

   d. Intentional physical contact does not include the use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

   e. Intentional physical contact does not include an incident of restraint or seclusion.

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

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.

3. The use of restraint is limited to physical restraint and mechanical restraint (when necessary for the safe transport of pupils as described in Section K of this policy).

4. Staff authorized to utilize restraint will be trained in the Nonviolent Crisis Intervention Program (CPI) and/or its equivalent as determined by the Superintendent of Schools or his/her designee. A team approach should be used, when possible, in situations that involve restraint. Untrained staff are prohibited from utilizing restraint and are limited to physically intervening by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available.

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

1. A child in restraint shall be continuously and directly observed by school personnel trained in the safe use of restraint.

2. Restraint shall not be imposed for longer than is necessary to protect the child or others from the substantial and imminent risk of serious bodily harm.

3. No period of restraint of a child may exceed 15 minutes without the approval of the Principal or supervisory employee designated by the Principal to provide such approval.

4. No period of restraint of a child may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the child is conducted by the Principal or a supervisory employee designated by the Principal who is trained to conduct such assessments. The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by RSA 126-U. Such assessments will be repeated at least every 30 minutes during the period of restraint. Each such assessment will be documented in writing and such records will be retained by the facility or school as part of the written notification required in RSA 126-U:7, III and *Section I* of this Policy.

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

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

1. Any physical restraint or containment technique that:

   a. obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
   b. places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
   c. obstructs the circulation of blood;

d. involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
e. endangers a child's life or significantly exacerbates a child's medical condition.

2. The intentional infliction of pain, including the use of pain inducement to obtain compliance.

3. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.

4. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

5. Prone restraint which occurs when a child is intentionally placed face-down and the child's physical movement is limited.

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

1. Seclusion may not be used as a form of punishment or discipline. It may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or to others and may only continue until that danger has dissipated.

2. Seclusion shall only be used by trained personnel after other approaches to control the behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.

3. Seclusion will not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

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

1. When permitted, seclusion may only be imposed in rooms which:

a. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.

b. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.

c. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.

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.

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

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

1. The staff member involved should verbally notify the Principal or his/her designee as soon as possible.

2. Unless prohibited by a court order, the Principal or his/her designee will **verbally notify the parent/guardian and guardian ad litem as soon as practicable, and in no event later than the time of the return of the child to the parent or guardian or the end of the business day, whichever is earlier.** Notification will be made in a manner calculated to give the parent/guardian actual notice of the incident at the earliest practicable time.

3. The staff member(s) who used the physical restraint or seclusion will have the opportunity to meet with his/her supervisors after the incident. The purpose of the meeting is to have the staff process the incident, assess precipitating factors that led to the physical restraint or seclusion and look at what could have been done to prevent the restraint or seclusion. The supervisor will provide support to the staff member and determine when the staff member(s) shall return to his/her duties.

USE OF PHYSICAL RESTRAINT/SECLUSION

4. The Superintendent is authorized to develop a reporting form or other documents necessary to satisfy these reporting requirements. A Merrimack School District employee who uses physical restraint or seclusion, or if the employee is unavailable, an administrator/supervisor of such employee, shall within **5 business** days after the occurrence, submit a written Merrimack School District Restraint or Seclusion report using a form developed by the NH Department of Education and the NH Department of Health and Human Services, and containing the following information to the Principal or his/her designee, and the Superintendent:

   (a) The date, time, and duration of the use of restraint or seclusion.
   (b) A description of the actions of the child before, during, and after the occurrence.
   (c) A description of any other relevant events preceding the use of physical restraint or seclusion, including the justification for initiating the use of physical restraint or seclusion.
   (d) The names of the persons involved in the occurrence.
   (e) A description of the actions of the faculty or school employees involved before, during, and after the occurrence.
   (f) A description of any interventions used prior to the use of the physical restraint or seclusion.
   (g) A description of the seclusion or physical restraint used, including any technique/hold used and the reason the technique/hold was necessary.
   (h) A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the use of physical restraint or seclusion.
   (i) A description of any property damage associated with the occurrence.
   (j) A description of actions taken to address the emotional needs of the child during and following the physical restraint or seclusion incident.
   (k) A description of future actions to be taken to address the child's problem behaviors.
   (l) The name and position of the employee completing the report.
   (m) The anticipated date of the final report.

5. Unless prohibited by court order, the Principal or designee will**, within 2 business** days of receipt of the notification required in the above paragraph, send by first class mail to the child's parent/guardian and the guardian ad litem the information contained in the notification/report. Each notification/report prepared under this section will be retained by the school for review in accordance with rules adopted under RSA 541-A by the State Board of Education and the Department of Health and Human Services. A copy of reports and communications will be placed in the student's file.

6. Whenever a school employee has intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior, a representative of the school will make reasonable efforts to promptly notify the parent/guardian. Such notification will be made no later than the time of the return of the child to the parent or guardian or the end of the business day, whichever is earlier. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.

USE OF PHYSICAL RESTRAINT/SECLUSION

a. Notification of intentional physical contact is not required:

I. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. However, if the child is actively combative, assaultive, or self-injurious while being escorted, the intentional physical contact notice requirements shall apply.

II. When actions are taken such as separating children from each other, including a child to stand, or otherwise physically preparing a child to be escorted.

III. When the contact with the child is incidental or minor, such as for the purposes of gaining a misbehaving child's attention. However, blocking a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child will be subject to the intentional physical contact notice requirements.

IV. When an incident constitutes restraint or seclusion and is subject to the notification requirements set forth above.

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

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

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

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

K. <u>Transportation (RSA 126-U:12)</u>

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 Principal or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the child in a manner which:

   a) Prevents physical and psychological trauma;
   b) Respects the privacy of the child; and
   c) Represents the least restrictive means necessary for the safety of the child.

3. Whenever a child is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints; such documentation shall be treated as a notification of restraint under Section J of this policy.

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

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

M. School Resource Officers and Emergency Responders

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

N. Annual Review Process

1. The Merrimack School Board will annually review its written policy and procedures regarding the use of restraint and seclusion.

2. The Superintendent of Schools or his/her designee is authorized to establish procedures and create forms for managing the behavior of children. Such procedures and shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures and forms necessary to implement this policy and/or any other legal requirements.

USE OF PHYSICAL RESTRAINT/SECLUSION

a. The Superintendent of Schools or his/her designee shall ensure that all relevant personnel are aware of the District Use of Physical Restraint/ Seclusion Policy and Procedures.
b. Principals will annually identify staff members who serve as school-wide resources to serve on a committee to assist in ensuring proper administration of physical restraint and/or seclusion. The database is maintained by CPI trainers in each building.
c. Committee shall review at a minimum, the following components related to the use of restraint. These include an analysis of the following components:

I. Incident reports;
II. Procedures used during physical restraint, including the proper administration of specific district approved physical restraint techniques;
III. Preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of physical restraint;
IV. Documentation and follow up of interventions made to eliminate the need for future use of physical restraint;
V. Injuries incurred during a physical restraint;
VI. Notification procedures;
VII. Staff training needs;
VIII. Specific patterns related to staff or student incidents; and
IX. Environmental considerations, including physical space, student seating arrangements, and noise levels.

3. Upon review of the data, the committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools.

4. Further, the Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the district's policy of physical restraint and seclusion.

O. <u>Duty To Report Violation (Ed 1202.01(e))</u>

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

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

USE OF PHYSICAL RESTRAINT/SECLUSION

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

Legal References:

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

1st Reading: June 1, 2015
2nd Review: June 15, 2015
3rd Review: July 13, 2015
Adoption: August 17, 2015

1st Reading: October 3, 2022
2nd Review: October 17, 2022
3rd Review: November 7, 2022
Revised: November 7, 2022

1st Reading: September 18, 2023
2nd Review/Revision:

MERRIMACK SCHOOL BOARD POLICY ???

STUDENT BRING YOUR OWN DEVICE (BYOD)

INTRODUCTION

The Merrimack School District has provided a device for every student in the District as of the 2020 school year. During that time and subsequent years, Bring Your Own Device (BYOD) has been an option for students. In order to increase learning time in class, student and staff data security, recommended testing environments, and provide a similar experience for all students; BYOD will only be an option for the Class of 2024 and 2025. After these classes have graduated, there will no longer be an option to bring a personal device in for regular class activities.

The recommended device for all students is the District provided device but we have also added guidelines around what kind of device can be used in the classroom for Bring Your Own Device. For example, cellphones are not considered a valid BYOD device for students of the Class of 2024 or 2025. The following provides guidance around devices that can be used for BYOD.

GUIDELINES FOR BRING YOUR OWN DEVICE (BYOD)

The following Guidelines are intended to establish the parameters for devices that are acceptable to use in the classroom. These parameters include adequate screen size, version of operating systems, types of operating systems, and specific device types.

The School District cannot repair or replace parts of BYOD devices. District IT Staff may offer guidance to help with technical issues but full liability and responsibility for non-district devices is that of the student and their family.

Students that choose not to use a District provided device will comply with the following BYOD guidelines:

1. Screen size:
    a. Adequate screen size is no less than 10 inches and recommended over 11 inches.
2. Operating System:
    a. The following operating systems are considered adequate, as long as they are still a version that is supported and in servicing for security updates:
        - Microsoft Windows in either Home or Pro versions. The following versions are NOT appropriate for class use: Windows S, Windows Mobile, Windows IoT Core, Windows Embedded, Windows Enterprise, and Windows Server.
        - MacOS in a supported version
        - iPadOS in a supported version
        - ChromeOS without Developer Mode turned on.

STUDENT BRING YOUR OWN DEVICE (BYOD)

3. Cellphones are NOT considered an adequate device for use in the classroom.

4. Other Software Considerations:
   a. AntiVirus Software:
      - Any devices that are running Windows or MacOS must have antivirus software installed and updated.

5. Other Considerations:
   a. All students, whether participating in BYOD or not must still abide by the Student Use of Information Technology Policy - JICL

Legal References:

1st Reading: September 18, 2023
2nd Review:
Adoption: