Merrimack School District
Policy Progress Chart

9/5/2023 red = required by law

Policy Progress	1st Reading	2nd Review	3rd Review (if needed)	Adoption	Comments
Admission of Homeless Students (JFABD)	7/10/23	8/14/23	N/A	9/11/23	
Education of Children in Foster Care (JFABE)	7/10/23	8/14/23	N/A	9/11/23	
Suicide Prevention and Response (JLDBB)	8/14/23	9/11/23			
Student Dress Code (JICA)	9/11/23		N/A		Fast Track – Review/Adoption on 9/18/2023
Public Participation at Board Meetings (BEDH)	9/11/23		N/A		Fast Track – Review/Adoption on 9/18/2023
With Attorney for Review					
Evaluation Requirements for children with Specific Learning Disabilities (IHBAA)	9/18/23?				Sarah R. reviewing SpEd Dean is reviewing
Special Education Evaluations (IHBAB)	9/18/23?				Sarah R. reviewing. SpEd. Dean is reviewing
Evaluation Requirements for Children with Developmental Delays (IHBDA)	9/18/23?				Sarah. R. reviewing.SpEd. Dean is reviewing
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
Use of Physical Restraint/Seclusion (JKAA)					Sarah R to update,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
Student Activities and Organization (JJA)					Bill/Steve C. review before lawyer. Needs lawyer review. Referenced in JJJ
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.

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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

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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
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)					

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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.
Special Education Evaluation (IHBAB)					Student Services, priority #1
Evaluation Requirements for children with Developmental Delay (IHBDA)					Student Services, priority #2
Evaluation Requirements for Children with Specific Learning (IHBAA)					Student Services, priority #3
Admission of Tuition and Non-Resident Students (JFAB)					Student Services, priority #4, update current policy
Student Records and Access (FERPA)					Student Services, update current policy
Assessment of Students with Educational Disabilities (ILAA)					Student Services

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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

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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					

ADMISSION OF HOMELESS STUDENTS

~~To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.~~

It is the policy of the Board to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths attending its schools. By adopting this policy, the Board seeks to remove barriers to the identification of, or the enrollment, attendance, or success in school of, homeless children and youths, including unaccompanied youths. The District shall take reasonable steps to ensure that homeless students, including unaccompanied youths, are not segregated or stigmatized and that educational decisions are made in the best interest of those students. The Board hereby authorizes the Superintendent or designee to adopt procedures to implement this policy as needed.

~~Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:~~

I. Homeless Students and Youths

Under the federal McKinney-Vento Homeless Assistance Act, and guidance provided by the New Hampshire Department of Education, the term "homeless children and youths" means "individuals who lack a fixed, regular and adequate nighttime residence." This term includes:

1. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Having a primary nighttime residence that is a ~~Awaiting foster care placement~~ public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Are migratory children living in conditions described in previous examples.

Children awaiting foster care may also fall within this definition if they meet other criteria as set forth above. See also Board Policy JFABE, Education of Children in Foster Care. For purposes

ADMISSION OF HOMELESS STUDENTS
(continued)

of this policy (JFABD), "homeless students" shall refer to and include "homeless children and youth" and "unaccompanied youth" as they are defined under federal law. See 42 U.S.C. § 11434a. (defining "unaccompanied youth" as a homeless child or youth not in the physical custody of a parent or guardian.)

II. District's Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the District's liaison ("Homeless Liaison") for homeless students and their families.

~~To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.~~

~~If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

The duties of the Homeless Liaison shall be as provided in state and federal law, as well this policy and any procedures subsequently adopted. The duties of the Homeless Liaison include, but are not limited to ensuring the following:

1. Homeless children and youths are identified by school personnel through outreach and coordinated activities with other entities and agencies;
2. Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
3. Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, as outlined by applicable law and this policy;
4. Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services:
5. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

ADMISSION OF HOMELESS STUDENTS
(continued)

6. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
7. Enrollment and/or eligibility disputes are mediated in accordance with this policy;
8. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, and receives assistance in accessing these services;
9. School personnel providing services under this policy receive professional development and other support; and
10. Unaccompanied youths
    a. are enrolled in school;
    b. have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and
    c. are informed of their status as independent students under section 1087vv of Title 20 and that the youths may obtain assistance from the Homeless Liaison to receive verification of such status for purposes of the Free Application for Federal Student Aide described in section 1090 of Title 20. See 42 U.S.C. § 11432(g)(6)(A).

Consistent with the above, the District's Homeless Liaison shall coordinate with local social services agencies that provide services to homeless children and youths and their families, other school districts on issues of transportation and records transfers, and state and local housing agencies responsible for comprehensive housing affordability strategies. The District's Liaison will also review and make recommendations related to District policies and procedures that may act as barriers to the enrollment of homeless students.

III. Enrollment and School Stability

Homeless students are eligible to attend their school of origin or any public school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend.

When selecting the school a child or youth experiencing homelessness should attend, the choice must be made according to the child's or youth's best interest. In determining the best interest of an eligible child or youth, the District shall presume that keeping the student in the school of origin is in their best interest, except when doing so is contrary to the request of the parent/guardian or unaccompanied youth. The school of origin is defined as:

1. The school that a child or youth attended when permanently housed, or the school in which the child our youth was last enrolled, including a preschool.

ADMISSION OF HOMELESS STUDENTS
(continued)

2. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

The District shall consider student-centered factors related to the child or youth's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the parent or unaccompanied youth. Homeless students shall not be required to attend a separate school.

The school selected in accordance with this section shall immediately enroll the homeless child or youth, even if the child or youth:

1. is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
2. has missed application or enrollment deadlines during any period of homelessness.

Emergency contact information is required at the time of enrollment consistent with District policies.

Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District Homeless Liaison is directed to assist. Records from the student's previous school shall *immediately* be requested from the previous school on enrollment. Information about a homeless child's or youth's living situation shall be treated as a student education record and shall not be deemed to be directory information under Family Educational Rights and Privacy Act ("FERPA").

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district; and
2. in a manner consistent with FERPA.

IV. Educational and Other Services

Each student who is homeless shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including (to the extent applicable) vocational and technical education programs, gifted and

ADMISSION OF HOMELESS STUDENTS
(continued)

talented education programs, school nutrition programs, Head Start and comparable pre-school programs, Title I, similar state programs, special education, and education for English learners. Transportation services for students who are homeless shall be provided in accordance with applicable law and as generally described below.

V. Transportation

The District shall provide adequate and appropriate transportation to the school of origin upon the request of a parent or guardian, or in the case of an unaccompanied youth, upon the request of the Homeless Liaison. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in the Merrimack School District, the Merrimack School District will make reasonable efforts to reach an agreement on a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the Districts are unable to agree upon such method, federal law states that the responsibility and costs for transportation shall be shared equally. If transportation is provided to a school other than the school of origin, the Merrimack School District shall provide transportation services comparable to other non-homeless students.

VI. Dispute Resolution

If there is a dispute with respect to a student's status as a homeless student (an eligibility dispute) or where a homeless student should attend school (an enrollment dispute), the student shall be *immediately* enrolled in the school in which enrollment is sought by the parent/guardian or unaccompanied youth pending resolution of the dispute, including all available appeals. Moreover, the student shall have the right to participate fully in school and receive all services for which they are eligible. All disputes shall be resolved as expeditiously as possible and in conformance with this policy. In the case of an unaccompanied youth, the Homeless Liaison shall assist the youth in the dispute process.

If more than one school district is involved in a residency dispute, the Merrimack School District Superintendent will work with the superintendent from the other District to make such a decision.

A. Homeless Liaison's Initial Determination

The Homeless Liaison will make all initial determinations with respect to eligibility and enrollment of homeless students. All schools within the District shall direct enrollment requests involving potentially homeless students to the Homeless Liaison.

In the event the Homeless Liaison's determination with respect to eligibility or enrollment is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the

ADMISSION OF HOMELESS STUDENTS
(continued)

unaccompanied youth, there shall be a right to an appeal. In such circumstances, the District shall provide the parent/guardian or unaccompanied youth with written notice including:

1. A succinct explanation of the District's placement/eligibility decision;
2. Contact information for the District Homeless Liaison and the New Hampshire Department of Education State Coordinator for Education of Homeless Children and Youth;
3. Notification of the parent/guardian/unaccompanied youth's right to appeal this determination to the Superintendent, as well as a description of the District's dispute resolution procedures and instructions on how to initiate the same;
4. Notification of the parent/guardian/unaccompanied youth's right to appeal the Superintendent's determination to the New Hampshire Department of Education after the District's dispute resolution process has been exhausted.
5. Notification of the right to enroll in the school of choice pending resolution of the dispute;
6. Notification of the right to participate fully in school and receive all services for which they are eligible at the school of choice pending resolution of the dispute; and
7. A summary of this policy.

B. Appeal to the Superintendent

Upon initiation of an appeal to the Superintendent, the Superintendent shall meet with the homeless student's family or unaccompanied youth. This meeting shall occur within 5 days of the District's receipt of the appeal. Following this meeting, the superintendent shall make a determination with respect to the eligibility or enrollment dispute.

The Superintendent's decision shall be provided to the parent/guardian or accompanied youth within 10 days of the parties' meeting. The parents/guardians or unaccompanied youth shall be provided a brief, written explanation of the Superintendent's decision, which shall be in the language that is direct and comprehensible, but not intimidating. This explanation shall include:

1. A succinct explanation of the decision and the reasons behind the determination;
2. Notification of the right to enroll in the school of choice pending the resolution of the dispute;
3. Notification of the right to participate fully in school and receive all services for which they are eligible at the school of choice pending resolution of the dispute;
4. Contact information for Homeless Liaison and the State Coordinator's Office for Education of Homeless Children & Youth;

ADMISSION OF HOMELESS STUDENTS
(continued)

5. A statement regarding the right to appeal the decision to the New Hampshire Department of education, and instructions on how to do the same; and
6. A copy of this policy.

~~The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

The Superintendent shall also notify the copy of the New Hampshire Department of Education's State Coordinator's Office for Education of Homeless Children & Youth on any notification of the Superintendent's decision which is contrary to the wishes of the parents/guardians or unaccompanied youth.

~~Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.~~

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

C. Deadline to Appeal

Parents/guardians of homeless students and unaccompanied youth will have 5 business days to appeal any determination of eligibility or enrollment by either the Homeless Liaison and/or the Superintendent. This appellate timeframe may be extended for good cause, as determined by the District. If the District does not receive notice of the parent/guardian/unaccompanied youth's intent to appeal before this deadline, the District's decision will become final.

VII. Written Notice and Dissemination of Policy

~~Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.~~

~~The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing~~

ADMISSION OF HOMELESS STUDENTS
(continued)

~~agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.~~

The District shall provide written notice, at the time any child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that sets forth the general rights provided by the McKinney-Vento Act and this policy, including the following:

1. Information on the choice of schools homeless children and youths are eligible to attend;
2. A statement that no homeless child or youth is required to attend a separate school for homeless children or youths;
3. A statement that homeless children and youths shall be provided comparable services as provided to non-homeless students, including transportation services, educational services, and meals through school meals programs; and
4. A statement that homeless children and youths should not be stigmatized by school personnel; and
5. The contact information for the Homeless Liaison and the State Coordinator for Education of Homeless Children and Youths.

This notice shall be in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth), and it shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth).

In addition, the District, in consultation with the Homeless Liaison, shall review and revise its policies and procedures to remove barriers to the education of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

VIII. Professional Development and Training

The Homeless Liaison shall be required to participate in professional development and other technical assistance activities as provided by the New Hampshire Department of Education. Other staff providing services under this policy, including all school enrollment staff, secretaries, school counselors, school social workers, and principals, shall receive training on the legal requirements for enrollment. School nutrition staff, school nurses, teachers, security guards, and bus drivers shall receive training on homelessness that is specific to their field.

ADMISSION OF HOMELESS STUDENTS
(continued)

Legal Reference:

~~*No Child Left Behind Act, 2002*~~
Every Student Succeeds Act of 2015, 20 U.S.C. § 6301, et seq.
McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431. et seq.
RSA 193:12, Legal Residence Required
NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students

1st Reading: December 4, 2006
2nd Review: December 18, 2006
Adoption: January 2, 2007

Policy Revision:
1st Reading: July 10, 2023
2nd Review: August 14, 2023
Adoption: September 11, 2023

EDUCATION OF CHILDREN IN FOSTER CARE

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students. The Board hereby authorizes the Superintendent or their designee to create procedures and/or protocols to implement this policy.

A. Definition.

Under guidance issued jointly by New Hampshire Department of Education (NHDOE) and the New Hampshire Department of Health and Human Services (NHDHHS), and for the purposes of this Policy, "foster care" shall mean "24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities regardless of whether the foster care facility is licensed or whether payments are made by the state." To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy ~~JFABE~~ JFABD).

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances. In doing such, the Superintendent is entitled to reasonably rely upon the information and assurances provided to her/him by District staff, including the District's "Foster Care POC", described in Section B of this policy.

B. District Point of Contact with Child Welfare Agencies.

The Superintendent shall designate a staff member to serve as the District's point of contact (the "Foster Care POC") between the New Hampshire Division of Children, Youth and Families ("DCYF"), NHDOE, other districts, and other child welfare agencies. This Foster Care POC shall not be the same individual as the Homeless Liaison in Board Policy JFABD. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statues, regulations, and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy and

EDUCATION OF CHILDREN IN FOSTER CARE
(continued)

may be issued by the applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The District shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate District staff regarding the District's obligations to students in foster care.

C. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student's best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a "best interest determination" education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in the new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interest of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school ("receiving school"), even if any documents or records otherwise required for enrollment are not immediately available. The receiving school shall then immediately contact the school of origin to obtain relevant educational and other records.

If there are disputes between two different New Hampshire school districts ~~regarding a determination~~ regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193:12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the NHDOE ~~Department of Education~~ determine the residence of child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student's certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

D. Transportation.

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that

EDUCATION OF CHILDREN IN FOSTER CARE
(continued)

addresses transportation to maintain the student in his/her school of origin. This plan will ensure that transportation will be arranged, provided, and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other District staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF's or other child welfare agency's authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the ~~school~~ District Foster Care POC, ~~point of contact~~ and child welfare agency representative will contact their respective Supervisor and Superintendent ~~of the school~~ to resolve the dispute. To the extent feasible and appropriate, the school district involved should ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

Nothing in this policy should be construed as obligating the Merrimack School District to take on any transportation obligation, other than those required by law.

Legal References:

~~20 U.S.C. §1232g (Family Educational Rights and Privacy Act – "FERPA")~~

~~20 U.S.C. §1701-1758 (Equal Educational Opportunities Act of 1974 – "EEOA")~~

20 U.S.C. § 6311 (g)(1)(E) and 6312(c)(5) (provisions in Every Student Succeeds Act (ESSA) regarding obligations to students in foster care)

42 U.S.C. § 671 (a)(~~10~~ 30) and 675 (1)(G) (child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care)

~~42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)~~

Public Law 110-351, The Fostering Connections to Success and Increasing Adoptions Act of 2008

~~34 C.F.R. 200.30 (f)(1)(iii) (ESSA's definition of "foster care")~~

EDUCATION OF CHILDREN IN FOSTER CARE
(continued)

~~Plyler v. Doe, 457 U.S. 202 (1982)~~

RSA 193:12, Legal Residence Required

RSA 193:28, Right of Attendance

RSA 169-C:20-a, Notice to School District of Out-of-Home Placement; Development of Transition Plan

"N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed", January 2017, NHDOE and NHDHHS

"Non-Regulatory Guidance: Ensuring Educational Stability for children in Foster Care." U.S. Department of Education and US Department of Health and Human Services, June 23, 2016

1st Reading: July 10, 2023
2nd Review: August 14, 2023
Adoption: September 11, 2023

STUDENT DRESS CODE

The Merrimack School District respects students' rights to express themselves in the way they dress. At the same time, all students who attend the Merrimack School District are also expected to respect the school community by dressing appropriately for a PreK-12 educational environment. It is important that student attire facilitates participation in learning, as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and families.

Core Values

In relation to student dress, the district's core values are the following:

- It is recognized that students and their parent/guardian hold the primary responsibility in determining a student's personal attire, hairstyle, jewelry, and personal items (e.g., backpacks, book bags).

- Students are expected to meet reasonable standards with regards to health, safety, and cleanliness, and to dress in a way that is appropriate for the learning environment. Students shall have the right to express themselves through their dress and appearance choices and should also respect the school district's intent to sustain an inclusive learning community that supports a diverse range of identities.

- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce, or increase marginalization of any group, nor will it be more strictly enforced against students because of ~~racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity,~~ household income, body size/type, or body maturity.

- The district is responsible for ensuring that student dress choices do not interfere with the health, safety, and attendance of any student, do not create a hostile or intimidating atmosphere for any student, and do not cause any disruption or disorder within the school. Prohibited items include any clothing depicting hate speech, profanity, pornography, violent images, or language; clothing with images or language depicting drugs, alcohol, tobacco, or other controlled substances; and clothing or accessories that could be considered dangerous, used as weapons, or could cause damage to school property.

Universal Dress Code

Students will wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.) a
- Footwear

DRAFT

STUDENT DRESS CODE

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g., physical activity, science, or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in athletics and school sponsored activities.

Students may not wear clothing, jewelry, accessories, personal items, or show tattoos that through word, design, or double meaning, display, advertise, or otherwise:

- Depict pornography, sexual references, sexual language or innuendo, profanity, or vulgarity.
- Intentionally show private parts/areas, or undergarments. Specifically, clothing must cover private areas in opaque (not able to be seen-through) material. Students are encouraged to wear tops that either tuck into bottoms (pants, shorts, skirt, dress, etc.) or overlap bottoms while seated, walking, and standing.
- Contain threats, encourage violence, or promote illegal or violent conduct such as the use of weapons, drugs, alcohol, tobacco, drug paraphernalia, or gang symbols, association, or activities.
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups.
- Include materials and features that could cause harm to self or others. Spikes, or any similar features, are not permitted on any articles of clothing or accessories, including hats, shoes, belts, etc. Additionally, body jewelry, piercings, or clothing that may pose a safety concern will not be allowed.
- Cover a student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose).
- Promote intolerance of or lack of respect to others based on age, sex, gender identity, sexual orientation, race, color, marital status, familial status, religion, national origin, ~~ethnicity, social, sexual preference,~~ disability, or economic background.

Enforcement

Conversations about dress choice will be a collaborative discussion with the student to achieve an appropriate and satisfactory solution. Individual dress code accommodations may be made based on a student's disability or medical, religious, or sensory needs. If necessary, the student's parents or guardians may be contacted to help address the issue. Should a satisfactory solution not be reached, decisions regarding the safety, respect, or disruption of the learning environment will be made by the building administration.

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STUDENT DRESS CODE (continued)

School staff shall enforce the dress code consistently and equitably, and in a manner that respects the privacy, comfort, and well-being of the student. If a student's attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation (such as malicious harassment or the prohibition on harassment, intimidation, and bullying), they may be temporarily removed from the classroom and/or be given a related directive or consequence. Every effort will be made by staff to minimize the loss of instructional time and ensure a swift return to the classroom.

Building or program-based student handbooks may include more specific student dress guidelines regarding wellness classes, specialized programs, safety considerations, and school-sponsored events. Specific dress suggestions for classroom activities, extra-curricular activities, school ceremonies, school photos, field trips and other special events shall be inclusive, gender-neutral, and accessible to all students.

The Superintendent or their designee is authorized to develop procedures to implement this policy, if needed.

Legal References:

U.S. Constitution, 1st Amendment
RSA 189:15, Regulations
RSA 193:38, Discrimination in Public Schools

1st Reading: September 11, 2023
2nd Review and Adoption:

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MERRIMACK SCHOOL BOARD POLICY **BEDH**

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~~. To ensure that residents are given the priority to address the Board, they will be allowed to speak first during the public comment period. If time remains after all residents have had the opportunity to speak, non-residents will be allowed to speak.

2. 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.

3. Public comments will not be accepted via email.

4. The Chair will recognize speakers on a first come basis, first among residents and then among non-residents.

5. 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.

6. Except as otherwise provided in this policy, 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. 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

PUBLIC PARTICIPATION AT BOARD MEETINGS (continued)

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.

7. 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.

8. 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., 1st Amendment

District Policy History:

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

1st Reading: September 11, 2023
2nd Review and Adoption:

MERRIMACK SCHOOL BOARD POLICY **JLDBB**

SUICIDE PREVENTION AND RESPONSE

Purpose, Intent and Scope

Through this policy, the District seeks to join with families and the community ~~in this important work~~ to protect the health, safety and welfare of its students and the school community. The District understands ~~understanding~~ that suicide prevention is an integral component of ~~the trauma-informed System of Care and Learning Supports that promotes student social-emotional health and wellbeing and equitable access to education.~~ this goal, and this policy supports the federal, state and local efforts to provide education on youth suicide awareness and prevention, to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention") and to promote access to suicide awareness, prevention and postvention resources.

In implementing this policy and plan, the Merrimack School District:

- Recognizes that physical, ~~and~~ mental health, emotional and social health are integral components of student outcomes, both educationally and beyond high school graduation;
- Believes that only through a collaborative, proactive approach can the problem of youth suicide be addressed; and
- Pairs this policy with other policies and laws that support the overall emotional and behavioral health of students.

District Suicide Prevention Plan and Biennial Review

The Superintendent (or their designee) has developed a committee to review a District Suicide Prevention Plan (the "Plan") to include guidelines, protocols, and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts. This policy is intended to guide the development and implementation of the coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide; the Plan shall conform to the components required of public schools by RSA 193-J:2.

1. Specific Requirements for Plan Contents: The District Suicide Prevention Plan shall include content relating to:

   a) Suicide prevention (risk factors, warning signs, protective factors, referrals);

   b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);

   c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide (in oneself and in others) and help-seeking strategies for oneself or others including how to engage school resources and refer friends for help;

SUICIDE PREVENTION AND RESPONSE
(continued)

d) Training of faculty and staff, designated volunteers, and contracted personnel ~~on the issues of~~ in youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;

e) Adherence to confidentiality protocols and statewide Code of Ethics for New Hampshire Educators;

f) Designation and identification of trained personnel within each school, to act as points of contact when students are believed to be at an elevated risk of suicide;

g) Information regarding state, and community resources for making referrals, crisis intervention, and other related information available for students, parents, faculty, and staff, and school volunteers;

h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers and contracted personnel;

i) Promotion of cooperative efforts between the District and its schools, other school districts and chartered public schools, and community suicide prevention program personnel;

j) Such other provisions deemed appropriate to meet the objectives of this policy (e.g., student handbook language, reporting processes, "postvention" strategies, memorial parameters, etc.).

2. Biennial Review: No less than once every two years, the Superintendent or their designee, with input and evidence from community health or suicide prevention organizations, and District health and counseling personnel, shall update the District Suicide Prevention Plan. All provisions within this policy and in the Plan shall be evidence-informed.

Suicide Prevention Coordinator and Building Level Liaisons

1. District Suicide Prevention Coordinator. The (Director of Student Wellness) shall serve as the appointed District Suicide Prevention Coordinator, who, along with the Superintendent or their designee, shall be responsible for compliance with this policy.

SUICIDE PREVENTION AND RESPONSE
(continued)

2. Building-Level Suicide Prevention Liaison. The Building Principal or designee shall be designated as the Building-Level Suicide Prevention Liaison and shall serve as the building point-of-contact person when a student is believed to be at an elevated risk for suicide. Any employee who has reason to believe a student is a risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

Annual Staff Training

The Superintendent or their designee shall assure that beginning with the 2020-21 school year, and continuing annually thereafter, all school ~~building~~ faculty and staff, including designated volunteers (i.e., all those who have regular contact with students) and contracted personnel ~~and any other personnel who have regular contact with students, including contracted personnel or third-party vendors,~~ receive at least two hours of evidence-informed training in ~~evidence-informed~~ suicide awareness and prevention. Such training may include, but is not limited to, such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, ~~and~~ postvention and ~~local~~ resources available within the school and community. The District will allow the use of self-training materials in fulfilling the annual training requirement of this policy, and the District may determine how to both administer the annual training requirements and ensure that such training requirements are met.

Dissemination

Student handbooks as well as the District and each school's websites will include: ~~information about the District's Suicide Prevention Plan and how to access the Plan.~~

1. A copy of this policy
2. Information on how to access the District's Suicide Prevention Plan
3. Contact information for the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, and
4. Contact information for State and community crisis or intervention referral intervention resources

~~The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.~~

SUICIDE PREVENTION AND RESPONSE
(continued)

Identification Cards

For each school within the District that serves any students in grades 6 through 12 that issues student identification cards, these identification cards shall include on either side of the cards the telephone number for the National Suicide Prevention Lifeline as follows: National Suicide Prevention Lifeline 1-800-273-8255 or 988. This requirement shall apply to any student identification card issued for the first time and for replacement cards issued for damaged or lost student identification cards.

Statutory Considerations

In adopting this policy, it is the intent of the District to fully comply with the provisions of RSA 193-J and to fulfill its statutory role in suicide prevention education as defined by RSA 193-J:2. In doing such, the District does not assume any duty beyond that set forth in RSA 193-J.

Legal References:

RSA 193-J Suicide Prevention Education
~~RSA 193-F: Pupil Safety and Violence Prevention~~
NH Code of Administrative Rules, Section Ed. ED 510: Code of Conduct for NH Educators
~~School Volunteers Policy (IJOC)~~

1st Reading: January 19, 2021
2nd Review: February 1, 2021
Adoption: February 15, 2021

Policy Revision
1st Reading: August 14, 2023
2nd Review: September 11, 2023
Revision:

Merrimack School Board Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Memorial Room
August 14, 2023

5:30 p.m. – NON-PUBLIC SESSION PURSUANT TO RSA 91-A:3, II (a) (b) & (c)
Town Hall Memorial Room

- **Student Welfare**
- **Staff Welfare**

Present: Chair Ken Martin, Vice-Chair Laurie Rothhaus, Board Member Naomi Halter, Board Member Peters, and Board Member Jenna Hardy. Also present were Chief Educational Officer Olsen, Assistant Superintendent for Business Matt Shevenell, Assistant Superintendent of Curriculum Doyle, and Student Representative Sean Evidenti.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

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

2. PUBLIC PARTICIPATION

There were no comments from the public made.

3. RECOGNITIONS

There were no recognitions to share.

4. INFORMATIONAL UPDATES

a. Superintendent Update

Chief Educational Officer Olsen said that school would begin on Thursday, August 31st. He said students in grades K, 5, 7, & 9 would come in at the normal arrival time, and students in all other grades would come in after a two-hour delay. He said this staggered time would provide the students transitioning into a new school to have a less hectic environment and have some time to meet with the staff and other classmates.

Chief Educational Officer Olsen congratulated some of the students from Merrimack who participated in a local theater company, he pointed out that five of the ten Merrimack students who participated in the play, The Little Mermaid, had lead roles. He said students, Jennie played the role of Ariel; Ben played the role of Prince Eric; Helena played the role of Ursula; Chloe played the role of Sebastian; and Trey played the role of Prince Louie. He said he looked forward to building theater arts at the high school in the upcoming years.

Chief Educational Officer Olsen said Mr. Boezeman, Principal Merrimack Middle School, had informed him that teachers and staff had participated in System of Cares/Tier I team meetings and would help them determine the best areas of support for students. He also said the middle school would be offering self-guided tours on Monday, August 28th from

3:00 p.m. to 5:00 p.m. He said there would be a 7th-grade open house at the middle school on September 13th, and an 8th-grade open house would be on September 14th from 6:00 p.m. to 7:15 p.m.

Chief Educational Officer Olsen stated that the following week they would have their Civil Rights legal counsel conduct training for all of the members of the leadership team and the Special Education Coordinators in each building on a variety of topics including a compendium of dated changes to federal and state statutes that impacted the functioning of school systems, and in particular, special education.

Chief Educational Officer Olsen said they had a very successful August retreat.

Chair Martin said he felt that the transition day was a great idea and hoped information regarding that day would be communicated in multiple ways.

b. Assistant Superintendent of Curriculum Doyle Update

Assistant Superintendent of Curriculum Doyle said planning and preparations were well underway for a great school year. She said the following week would have several activities planned for teachers and staff including a Google Workshop, the District Mentoring Program, the Torch Bearers, new teachers would have lunch with the district leadership team, and they would also take a tour of the Town of Merrimack.

Assistant Superintendent of Curriculum Doyle said that members of the administrative team and members from the MTA (Merrimack Teacher's Association) had met a couple of times regarding the teacher evaluation model. She said they had been able to have very productive conversations about what might work best in Merrimack. She added they were hopeful to have a new model go to the MTA for their review in early spring to be put in place during the 2024/2025 school year.

Vice-Chair Rothhaus shared that she was grateful for all of the work done regarding professional development. She said she was also happy that the teacher evaluation model would be tailored to the Merrimack School District.

c. Assistant Superintendent for Business Shevenell

Assistant Superintendent for Business Shevenell shared that they had been preparing for their annual audit over the past few weeks. He said things were going well so far. He added that there would be a surplus and because a Warrant Article had been passed the Board would be able to decide whether or not they wanted to retain any unassigned fund balance, up to 5% of the assessed valuation. He said he would bring the matter back to the Board once he had a firm number.

Assistant Superintendent for Business Shevenell stated that the previous week he attended the Town Center Committee meeting where they wanted the school district to complete the sidewalk on O'Gara Drive. He said the sidewalk needed a lot more work than just completing it. He said the first project that was done was the demolition of the Brentwood building and he would present more information at future meetings.

d. School Board Update

Chair Martin said the budget schedule would be coming within the next few weeks. He said he was looking forward to school starting in a few weeks.

e. Student Representative Update

Student Representative Evidenti said that he had met with the principal of Merrimack High School, Mr. Claire, regarding the topic of having an open campus. He said although Principal Claire was open to the idea it would be more likely to happen in the future. He said they talked about opening up the outdoors, which would give students more freedom, and bringing in some picnic tables. He said late arrival and early release would be opened up to juniors and seniors.

Student Representative Evidenti shared that the class of 2025 would be having a car wash fundraiser at Burger King (Exit 11) on August 19th between the hours of 12:30 p.m. through 5:00 p.m.

5. OLD BUSINESS

a. Update of School Board and Administration Goal Setting Meeting

Chair Martin said the summary of the very productive meeting that the School Board had with Primex (NH Public Risk Management Exchange) on June 22, 2023, was in the Board's packets. He reviewed new goals identified for 2023 – 2024) and strategic objectives as summarized below:

- Goal Category #1: Create dynamic relationships between the school district and the community through clear and consistent communication.

- Goal Category #2: The Pathways to Graduation Program (This goal was further developed from the previous year.)

- Goal Category #3: Improve our learning outcomes by ensuring our instruction is responsive to the varied needs of our student population. (This goal was further developed from the previous year.)

- Goal Category #4: Have facilities and equipment that are safe, secure, clean, healthy, current, and appropriate for meeting the educational needs of students and staff. (This goal was further developed from the previous year.)

Chief Educational Officer Olsen said they saw the benefit of the goal-setting process for the FY 24 budget development. He said they all walked forward in unity and identified those schools that were a priority, and a lot of goals had been not only addressed but completed.

Board Member Peters said that Goal Category #1 from the previous year stated: "Create an engaged, inclusive, and collaborative district culture built on mutual trust and respect." She noted that the goal while being worked on, was not completed. She said she felt this goal should remain on the list as Goal Category #1, and the Goal stated as Goal Category #1 on

the above list: "Create dynamic relationships between the school district and the community through clean and consistent communication" should be listed as Goal Category #5.

Assistant Superintendent of Curriculum Doyle said she would reach out to Primex and ask them to make the correction.

Board Member Halter, speaking to Goal Category #2 said she was happy to see that math was added along with reading.

b. Future Recognitions

Vice-Chair Rothhaus said at the last meeting they had discussed honoring Jim Bailey who worked on the 4th of July parade and the mock accidents at the high school. She said when she spoke with him he said that it was a team effort and asked if the School Board would honor everyone on the team which would be Dan Bantham, Mark Rivet, and Ron Ketchie.

MOTION: Board Member Peters made a motion for the entire team to be recognized for their work on the mock accidents. Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

6. NEW BUSINESS

a. Student Enrollment Update

Chief Educational Officer Olsen said as expected, the largest deviation between projected and actual numbers was at the kindergarten level, particularly at the Reeds Ferry Elementary School. He said that from January 1, 2022, to the present, there had been quite a bit of development in the Reeds Ferry area. He added that overall, the enrollment projections were pretty close.

Chief Educational Officer Olsen said that he would be requesting that the School Board approve the hiring of 1.0 FTE additional teacher to create seven kindergarten classrooms at the Reeds Ferry Elementary School, which would allow them to have kindergarten classes of 17:1 as opposed to 20:1.

b. Staffing Update

Chief Educational Officer Olsen said the district still had multiple unfilled positions, noting that most of them were support positions.

c. Update on the Opening of School

Assistant Superintendent of Curriculum Doyle said members of the Board had a copy of the Professional Learning for the 2023 – 2024 school year. She reviewed the planned activities of each of the groups.

d. School Bus Safety Video

Chief Educational Officer Olsen said he would be working with the district's school bus contractor, in particular, Michelle Bancroft, Operations Manager from STA. He said they

would be putting together a "School Bus Safety Cable Program" and would air prior to school starting. He said they would cover the following topics:

- 10-Foot Danger Zone
- Items Falling under a Bus
- Seating "Compartmentalization"
- Seat Belts on Buses
- Emergency Exits
- School Bus Evacuation Training

Board Member Peters suggested that Chief Educational Officer Olsen remind people of when to stop for a school bus as part of the cable program.

Board Member Halter asked if they would talk about behavior expectations on the bus. Chief Educational Officer Olsen replied they would talk about that issue.

e. Update of Leadership Retreat

Chief Educational Officer Olsen said they had two engaging days on the Leadership Retreat. He reviewed the retreat as summarized below:

- August 3rd – Mr. Mark Dolan from the New Hampshire School Boards Association facilitated a five-hour Strategic Plan exercise which involved significant reflection and discussion by the entire Leadership Team.

- August 4th – Cultural Proficiency Coach Dr. Kalise Wornum provided a two-hour professional development session on "Addressing Student Microaggression".

f. Summer Projects

Assistant Superintendent for Business Shevenell explained that Mr. Jason Pelletier, Director of Library Media and Technology, and his team had swapped out over 230 older computers for new computers, they oversaw the installation of 50 classroom projection equipment, 18 interactive panels that went into classrooms, took four network closets, three of which they just completely gutted, and did a total rebuild, and purchased a new SAN (storage area network) network. He added that over 60 classrooms had their connectivity upgraded or fixed. He thanked all involved in completing the projects.

g. Date for First Meeting in September

MOTION: made a motion to hold the first meeting in September on Monday, September 11, 2023. seconded the motion. Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

h. Other

Chair Martin shared that for the first time in a while, Merrimack would have a representative at the Delegate Assembly. He said he had registered and would attend on October 14, 2023.

7. POLICIES

a. Approval of Student Transportation Services (EEA)

Edit: Page 1, paragraph 1 "Vice-Chair Rothhaus suggested that the words, "said suspension" be changed to "this suspension."

MOTION: Board Member Peters made a motion to approve policy (EEA) Approval of Student Transportation Services, as amended. Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

b. Second Review of Admission of Homeless Students (JFABD)

Chief Educational Officer Olsen stated that as there had been no public comments on policy (JFABD) and it met all statutory requirements, it would continue to move through the approval process.

c. Second Review of Education of Children in Foster Care (JFABE)

Chief Educational Officer Olsen stated that as there had been no public comments on policy (JFABE) and it met all statutory requirements, it would continue to move through the approval process.

d. First Reading of Revisions to Suicide Prevention and Response (JLDBB)

Edit: Page 1, paragraph 2 "Vice-Chair Rothhaus suggested that the words, "recognizes that physical and mental" be changed to "recognizes physical, mental, emotional, and social health."

MOTION: Board Member Hardy made a motion to accept the amendment to policy (JLDBB) Revisions to Suicide Prevention and Response. Board Member Peters seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

Board Member Halter stated that she felt it was very important the policies were very ominous to read and felt there should be copies of them that were easily readable for parents and students. Chief Educational Officer Olsen replied that they had always been advised by legal counsel to be very careful about changing the wording of any of the policies.

MOTION: Board Member Halter made a motion to waive the first reading of policy (JLDBB) Revisions to Suicide Prevention and Response. Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

8. APPROVAL OF MINUTES

a. July 10, 2023, Public and Non-Public Minutes

MOTION: Vice-Chair Rothhaus made a motion to approve the July 10, 2023, public and non-public meeting minutes, as presented. Board Member Hardy seconded the motion.

MOTION CARRIED: 4 – 0 – 1. (Abstained – Board Member Peters)

9. ACCEPTANCE OF FITS AND GRANTS UNDER $5,000

a. Merrimack Lions Club to Merrimack High School for $1,000.00

MOTION: Board Member Halter made a motion to accept the gift of $1,000.00 from the Merrimack Lions Club to Mr. Josh Pelton who applied for the Annual Community Grant for a teacher at Merrimack High School, with the School Boards sincere appreciation. Vice-Chair Rothhaus seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

b. Kathy Hillard to Merrimack High School Get Set/Bridges Program for $500.00

MOTION: Board Member Hardy made a motion to approve a $500.00 donation from Ms. Kathy Hilliard for the purchase of a Treadmill-Norditrack to benefit the students in the Get Set/Bridges Program, with the School Boards sincere appreciation. Board Member Halter seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

10. CONSENT AGENDA

a. Educator Resignations

- Mr. Brett Wilson, Special Education Teacher, Merrimack High School
- Mr. Jaxon Dillard, Special Education Teacher, Merrimack Middle School
- Ms. Noella Nardino, Special Education Coord., James Mastricola Elementary School
- Ms. Tayler Newman, World Language Teacher, Merrimack High School

b. Educator Nominations

- Ms. Rachel Berten, School Counselor, Merrimack High School
- Ms. Beth Perry, Special Education Teacher, James Mastricola Elementary School
- Ms. Jennifer German, Special Ed. Teacher, James Mastricola Upper Elementary School
- Ms. Kacey Anderson, 1-Year Digital Learning Specialist, James Mastricola Elem. School
- Ms. Joanne DeBello, Special Education Coordinator, James Mastricola Elem. School
- Ms. Jhoana Easterling, World Language Teacher, Merrimack High School

MOTION: Board Member Halter made a motion to accept the Consent Agenda, as presented. Board Member Hardy seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

11. OTHER

a. Committee Reports

Vice-Chair Rothhaus said the Planning and Building Committee had met but she was on vacation at the time. She said Assistant Superintendent for Business Shevenell had attended, and they discussed the vision going forward.

b. Correspondence

There was no correspondence to share.

c. Comments

Board Member Peters said there had been quite a bit of community discussion regarding school supplies and why the district did not provide them. She said it might be something to address at the next School Board meeting. Chief Educational Officer Olsen replied he would be happy to address that issue at the next meeting.

Chair Martin stated if there were teachers who felt like they could not provide their students with the necessary supplies that the school had budgeted for that they should notify the School Board as soon as possible so they could look at increasing the School Supplies budget line item for the next fiscal year.

12. PUBLIC COMMENTS ON AGENDA ITEMS

There were no public comments.

13. ADJOURNMENT

MOTION: At approximately 7:48 p.m. Vice-Chair Rothhaus made a motion to adjourn. Board Member Halter seconded the motion.

MOTION CARRIED: 5 – 0 – 0.

Merrimack School District
Gifts and Grants Acceptance Form

Name of Recipient: Merrimack High School
School Name

Name of Donor: Rotary Club
Name

4 Church St
Street Address

Merrimack, NH
Town/City

NH 03054
State Zip Code

Amount of Gift or Grant: $500 **Date of Receipt of Gift or Grant:** 07/24/23

Please answer each of the following questions:

1. **Describe the purpose of gift/grant:**
   Projects, field trips, club member event
2. **Describe any specific restrictions or requirements attached to gift/grant:**
   None
3. **Describe any recurring costs associated with the gift/grant:**
   None

I, Emilie Carter do hereby determine that it is in the best interest of the Merrimack School District to accept such gift or grant and hereby request the acceptance of the gift/grant by the Merrimack School Board.

Emilie Carter
8/17/2023

Signature
Principal/Director

8/22/23
Date

Published in the _____ on _____
Date

Presented to Merrimack School Board (Public Hearing) _____
Date

Accepted by Merrimack School Board on _____
Date

By a vote of ____-____-____.

All Gifts and Grants to the Merrimack School District are to be accepted in accordance with RSA 198:20b and Warrant Article II of the 1991 Annual Merrimack School District Meeting.

Merrimack School District

Gifts and Grants Acceptance Form

Name of Recipient: Merrimack High School Golf Team
School Name

Name of Donor: Pro Av Systems
Name

275 Billerica Rd Suite 3
Street Address

Chelmsford | MA | 001824
Town/City | State | Zip Code

Amount of Gift or Grant: 500.00 **Date of Receipt of Gift or Grant:** 8/17/23

Please answer each of the following questions:

1. **Describe the purpose of gift/grant:**

   This gift is for the Varsity Golf Team for apparel purchases as needed.

2. **Describe any specific restrictions or requirements attached to gift/grant:**

   This is restricted to the golf team, its coach and account advisor.

3. **Describe any recurring costs associated with the gift/grant:**

   None.

I, Stephen Claire do hereby determine that it is in the best interest of the Merrimack School District to accept such gift or grant and hereby request the acceptance of the gift/grant by the Merrimack School Board.

Signature
Principal/Director

8/23/23
Date

Published in the _____ on _____
Date

Presented to Merrimack School Board (Public Hearing) _____
Date

Accepted by Merrimack School Board on _____
Date

By a vote of ____-____-____.

All Gifts and Grants to the Merrimack School District are to be accepted in accordance with RSA 198:20b and Warrant Article II of the 1991 Annual Merrimack School District Meeting.