Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
February 20, 2023
Merrimack Town Hall – Matthew Thornton Room

PUBLIC MEETING

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

2. PUBLIC PARTICIPATION — Lori Peters

3. RECOGNITIONS — Lori Peters

6:15 p.m. **4. INFORMATIONAL UPDATES** — Lori Peters
- a. Superintendent Update
- b. Assistant Superintendent for Curriculum Update
- c. Assistant Superintendent for Business Update
- d. School Board Update
- e. Student Representative Update

6:25 p.m. **5. OLD BUSINESS** — Lori Peters
- a. Revote on Warrant Article #6, School District Operating Budget — Matt Shevenell

6:35 p.m. **6. NEW BUSINESS** — Lori Peters
- a. Vision of a Learner — Amanda Doyle
- b. Preparation for Warrant Presentations for Deliberative Session
- c. Update on Graduation Pathways Program and Extended Learning Opportunities
- d. Other

7:00 p.m. **7. POLICIES** — Lori Peters
- a. Approval of Availability and Distribution of Healthy Foods (EFA)
- b. Approval of Child Abuse or Neglect (JLF)
- c. First Reading of Early Admission to Kindergarten and Grade One (JFAAA)
- d. First Reading of Service Animals (IMGA)
- e. First Reading of Animals in the School (IMG)

7:10 p.m. **8. APPROVAL OF MINUTES** — Lori Peters
- a. January 12, 2023 Minutes
- b. January 17, 2023 Minutes
- c. January 19, 2023 Minutes

9. CONSENT AGENDA — Amanda Doyle
- a. Educator Resignation

7:25 p.m. **10. OTHER** — Lori Peters
- a. Committee Reports
- b. Correspondence
- c. Comments

7:40 p.m. **11. PUBLIC COMMENTS ON AGENDA ITEMS** — Lori Peters

8:00 p.m. **12. ADJOURN** — Lori Peters

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

Approved by the Budget Committee 2/16/2023

Merrimack School District
School District Warrant

March 6, 2023 (Deliberation)
and April 11, 2023 (Voting)
STATE OF NEW HAMPSHIRE

To the inhabitants of the School District in the Town of Merrimack, County of Hillsborough, New Hampshire, qualified to vote in School District affairs:

You are hereby notified to meet at the James Mastricola Upper Elementary School in said District on Monday March 6, 2023, at 7:00 p.m. for Session 1 (Deliberation), to discuss the matters to be voted on by official ballot; and to meet at the designated polling sites, James Mastricola Upper Elementary School, Merrimack Middle School, or St. John Neumann Church on Tuesday, April 11, 2023, Session 2 (Voting) for the choice of School District officers elected by ballot and any other action required to be inserted on said official ballot. The polls for the election of school district officers and other action required to be inserted on said ballot will open on said date at 7:00 a.m. and will not close earlier than 7:00 p.m. to act upon the following subjects:

ARTICLE 1 To elect all necessary school district officers for the ensuing year. (Vote by Ballot.)

ARTICLE 2 Shall the Merrimack School Board be authorized to accept on behalf of the District, without further action by the voters, gifts, legacies and devises of personal or real property which may become available to the District during the fiscal year? (Majority vote required). (Recommended by the School Board Vote: 5-0-0).

ARTICLE 3 Shall the District approve the cost items included in the collective bargaining agreement reached between the School Board and the Merrimack Teachers Association which calls for the following net changes in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Year	Estimated Amount
2023-2024	$1,205,797
2024-2025	$1,272,070
2025-2026	$1,230,198

and further raise and appropriate the sum of One Million Two Hundred Five Thousand Seven Hundred Ninety-Seven Dollars ($1,205,797) for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (Majority vote required (Recommended by the School Board Vote: 5-0-0). (Recommended by the Budget Committee Vote:12-0-0).

ARTICLE 4 Shall the District, if Article 3 is defeated, authorize the School Board to call one special meeting, at its option, to address Article 3 cost items only? (Majority vote required). (Recommended by the School Board Vote: 5-0-0).

ARTICLE 5 (Special Warrant Article) Shall the District raise and appropriate the sum of One Million One Hundred Eight Thousand Six Hundred Sixty-Nine Dollars ($1,108,669) for the purpose of roof replacement at James Mastricola Upper Elementary School? (Majority vote required). (Recommended by the School Board Vote: 5-0-0). (Recommended by the Budget Committee Vote: 12-0-1).

ARTICLE 6 Shall the District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling $88,577,992? (Should this article be defeated, the default budget shall be $ 87,169,047 which is the same as last year, with certain adjustments required by previous action of the District or by law, or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only)? (Majority vote required). (Recommended by the School Board Vote: _____). (Recommended by the Budget Committee Vote: 11-0-1).

Summary of Budget Committee Budget Additions and Deletions

Description	Budget	
	2023-2024	
General Fund Operating Budget	85,285,024	
Food Service	1,544,613	
Federal Funds	1,500,000	
Total Budget - School Board	**88,329,637**	**School Board Budget**

Softball Dugout	54,553	**Budget Committee Adjustments**
Furniture	25,550	
School Board Contingency	150,000	
ESOL Supplies	1,100	
Utilities - Brentwood	(7,923)	**Total Addition of $248,355 to the School Board Budget**
.5 FTE Grounds Maint. Position	25,000	
Implementation - Master Plan	25	
New SAU Office	25	
New Performing Arts Center	25	

Budget Committee Budget 2-16-23	**88,577,992**	**Budget Committee Budget**
Default	87,169,047	
Over Default	**1,408,945**	

Budget Committee Budget 2-16-23	**88,577,992**	**Budget Committee Budget**
21-22 Approved Budget	87,037,596	
Over 21-22 Approved Budget	**1,540,396**	
Percentage Increase	**1.77%**	

Total Budget - School Board	**88,329,637**	**School Board Budget**
21-22 Approved Budget	87,037,596	
Over 21-22 Approved Budget	**1,292,041**	
Percentage Increase	**1.48%**	

Vision of a Learner

Merrimack School District



Curious

Learners wonder about and seek opportunities to explore the world around them and are open to new experiences. They listen, ask questions, and gather resources to build understanding. Learners are engaged, critical, and creative thinkers who solve problems and demonstrate understanding.



Connected

Learners are citizens of their school, community, state, and the world. They build positive relationships through the development and use of interpersonal, communication, and empathy skills. Learners consider and respect different perspectives, evaluate the impact of their actions, and demonstrate compassion for others.



Prepared

Learners engage in authentic learning experiences that prepare them with necessary and practical skills for everyday life, including digital and financial literacy. They learn to create and use a plan to guide their own academic, career, and social emotional development. Learners develop collaboration, communication, self-management, and decision making skills.



Resilient

Learners understand that risk taking and failure are part of the learning process, and perceive challenges as an opportunity for growth. They can use their knowledge about themselves to advocate for their needs and recognize when they need help. Learners develop and evaluate multiple ways to solve problems and complete tasks.



Dedicated

Learners seek to contribute to their local and global communities, giving their time and energy to pursue their goals. They are life-long learners who possess the self-worth and confidence to explore and champion their interests and passions, inspiring others to do the same. Learners persevere and collaborate to set and achieve meaningful goals.



Vision of a Graduate

Merrimack High School students engage in authentic learning that prepares them with necessary life skills to become independent as individuals and active participants as citizens upon graduation.

Mastricola Upper Elementary
Mastricola Elementary
Reeds Ferry Elementary
Thorntons Ferry Elementary
Merrimack High
Merrimack Middle

Vision of a Learner

Merrimack School District
SAU 26





Purpose of Community Visioning Process

As stated in the initial proposal to the Merrimack School Board in January of 2022:

The purpose of the Vision of a Learner process is to engage with a broad range of stakeholders in Merrimack to develop a common understanding of the vision for learning in Merrimack schools - the values, priorities, opportunities and challenges. Throughout the process, we will engage many different groups of community members in a variety of formats, including students, parents, teachers, administrators, school board members, and other community members. This work will support district and school staff to plan for the future and lay the foundation for launching a strategic planning process.



Phases of the Process

- Phase 1: Research
- Phase 2: Vision
- Phase 3: Recommendations

Phase 1: Research

Goals of Phase 1:

- Gather perspectives from a broad group of stakeholders within the MSD community
- Understand the community's priorities for student learning
- To identify the opportunities and barriers based on the priorities that emerge

Key Activities in Phase 1:

- Establish Vision of a Learner Task Force with broad representation
- Survey students, parents, families, teachers, and community members
- Conduct focus groups and interviews
- Organize, synthesize, and interpret qualitative data from interviews and surveys

Visioning Task Force Members

Julie Deluca

Chase Rheault

Joe Manzoli

Bonnie Painchaud

Fern Seiden

Bill Wilmot

Whitney Tave

Erica Miller

Lucas Allgayer

Steve Claire

Maureen Mooney

Kim Yarlott

James Costa

Michelle Romein

Kate Viands

Alisa Chapman

Mary Matheson

Adam Carragher

Beth Grady

Heather Barker

Lori Puzzo

Nicci Rheault

Amy Larkin-Perez

Rachael Paepke

Naomi Schoenfeld

Catherine Goodman

Jason Pelletier

Bill Olsen

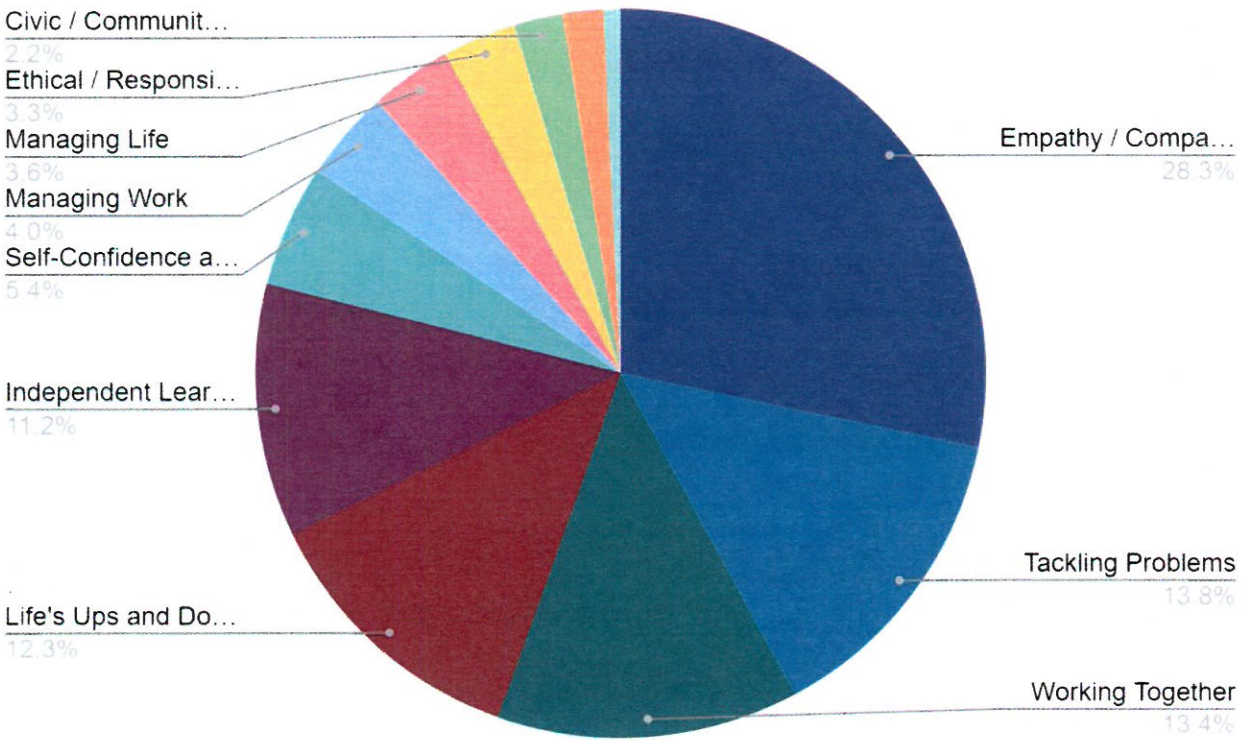
Amy Doyle

Angela Maslanka

Vision of a Learner

Merrimack School District

Themes from Interviews, Surveys, & Focus Groups



Core Focus Areas

- Empathy, Compassion, and Tolerance - 28%
- Self Confidence, Advocacy, Self Management, Ethics, Civic Engagement - 22%
- Tackling Problems - 14%
- Working Together - 13%
- Handling Ups & Downs - 12%
- Developing Independent Learners - 11%

Phase 2: Vision

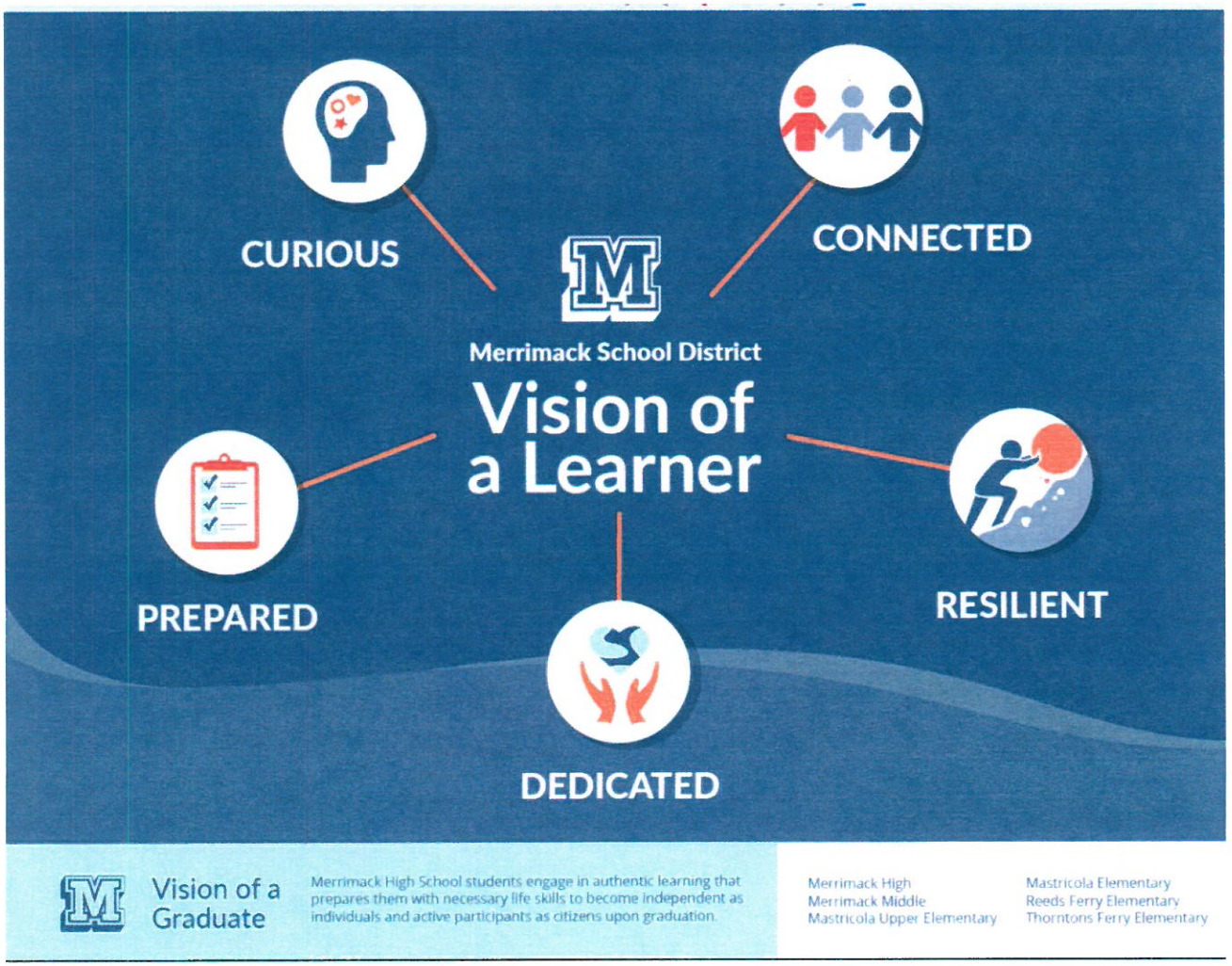
Goals of Phase 2:

- Develop a collective vision for K-12 learners in the MSD
- Bond and embed the district's Vision of a Learner and Merrimack High School's Vision of a Graduate

Key Activities in Phase 2:

- Review model resources
- Draft language to articulate the district's Vision of a Learner
- Create anchoring documents and visuals to capture the district's Vision of a Learner




CURIOUS
CONNECTED
Merrimack School District
Vision of a Learner
PREPARED
RESILIENT
DEDICATED
Vision of a Graduate
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Phase 3: Recommendations

Goals of Phase 3:

- Articulate recommendations for future district planning
- Identify opportunities in the present environment and based on current practices
- Identify and plan for potential barriers for successful actualization of the Vision of a Learner

Key Activities in Phase 3:

- Activate process for communicating the Vision of a Learner
- Provide a constant presence of our commitment to the goal through online district tools, communication, and media
- Facilitate the ownership of the Vision of a Learner from the Task Force to the greater Merrimack Community

How We Will Measure Our Progress?

- Develop a system for gathering data and measuring progress towards our Vision of a Learner using evidence-based tools and processes
- Currently planning a small pilot in Grade 4 of the Devereux Students Strengths Assessment (DESSA); parents/families of Grade 4 students will receive communication about participation
- The DESSA is a strength-based screening tool completed by teachers that can be used to inform the delivery of tiered interventions, as well as the results of that delivery to support academic success, MTSS, school climate, and college and career readiness
- Determining feasibility and effectiveness of such a tool for implementation in our community
- More information about the DESSA can be found at Aperture Education

Next Steps

- Vision of Learner roll-out has been facilitated at each school
- Develop a Vision of a Learner presence on the district website
- Create and post engaging media on an ongoing basis that captures the Vision of a Learner implementation at every level


THANK YOU


Suggestions?
Comments?
Questions?

Warrant Presentations
for
Deliberative Session on March 6, 2023
(March 8, 2023 back up date)

Article	Board Member Responsible to Move and Present the Article	Board Member Responsible to Second the Article
2 Gifts/Property		
3 MTA Contract		
4 MTA Contract Trailer		
5 JMUES Roof Replacement		
6 School District Operating Budget	**To be done by the Budget Committee**	

MERRIMACK SCHOOL DISTRICT
School Administrative Unit #26
36 McElwain Street
Merrimack, New Hampshire 03054
Tel. (603) 424-6200 Fax (603) 424-6229

AMANDA S. DOYLE
Assistant Superintendent for Curriculum

EVERETT V. OLSEN, Jr.
Chief Education Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

To: Laurie Rothhaus
Lori Peters
Jenna Hardy
Naomi Halter
Ken Martin
Kaitlyn Vadney

From: Everett V. Olsen, Jr.

Date: February 16, 2023

Subject: Update on Graduation Pathways Program and Extended Learning Opportunities

During the last school year, I mentioned that I felt that we needed a program at Merrimack High School for students who would benefit from an alternative learning experience toward earning a high school diploma. Several weeks ago we advertised to fill the newly created position of Director of Graduation Pathways and Extended Learning Opportunities. In response to the job posting, we had several internal applications and one external applicant. The external applicant eventually withdrew from consideration.

The applicant screening committee forwarded a finalist to me and after my interview, I have selected Merrimack High School teacher Harley Hall for this important position. Harley will continue in his teaching role for the remainder of this year and will be paid a stipend for the program planning work that he will conduct outside of his contracted work day.

Over the last several weeks I have consulted with Sara Wheeler from the New Hampshire Department of Education, along with Merrimack resident and New Hampshire educator/counselor Dawn Breault. Dawn is working in a high school alternative program and has worked on developing extended learning opportunities in her school district. As a result of these conversations, I have researched the state regulations pertaining to both Alternative Programs (ED 306.21) and Evening High School Equivalency Programs (ED 700).

Based on my conversations, and a recent meeting with Amy Doyle, Harley Hall and Dawn Breault, I am recommending that we begin next school year with a daytime program and look to phase in an evening component over the next 2-3 years. The amount of work necessary to plan and implement a quality program, along with developing meaningful extended learning opportunities will be extraordinary and those with whom I have spoken recommend not trying to implement an evening program during the first year. We need to begin with the basics and then look to expand the program. The day program and evening program have separate regulations (enclosed).

Everyone is extremely excited that we are planning this program for the 2023-2024 school year. We want to make sure that we serve all students at Merrimack High School by providing some differentiated program opportunities that will meet the interest of students and provide relevance to their learning. I look forward to discussing this update with you on Monday evening.

Merrimack School District

Director of Graduation Pathways and Extended Learning Opportunities

Role Description

TITLE: Director of Graduation Pathways and Extended Learning Opportunities

REPORTS TO:

- Merrimack High School Administration
- Assistant Superintendent for Curriculum

SUPERVISES THE FOLLOWING POSITIONS:

- Graduation Pathways Staff

JOB GOAL: The Director of Graduation Pathways and Extended Learning Opportunities is responsible for the development, implementation, and coordination of the Graduation Pathways program at the Merrimack High School, along with developing valuable Extended Learning Opportunities for all students of the Merrimack School District.

QUALIFICATIONS:

- Current certification in the State of New Hampshire
- Master's degree in education, social work, counseling, or related field.
- Certificate of Advanced Studies (C.A.G.S.) degree preferred.
- Experience working with children or adolescents in one or more of the following areas: schools and social agencies
- Experience with Extended Learning Opportunities (ELO's) preferred

GRADUATION PATHWAYS RESPONSIBILITIES:

- Develop, monitor, and maintain an effective educational program consistent with state and federal guidelines
- Collaborate regularly with high school administration and high school counseling staff
- Plan, organize, and implement all alternative educational programs within the graduation pathways program
- Establish and maintain effective learning climate and norms within the graduation pathways program

Proposed to School Board: Monday, December 12, 2022
Board Approval: December 19, 2022

- Initiate, design, and implement the curriculum and instructional practices that will best serve the needs of the students in the program
- Collaborate with high school administration and central office on concerns related to the program
- Work in conjunction with high school administration with preparation of the budget relating to the graduation pathways program
- Collaborate with the Assistant Superintendent for Curriculum to develop competencies that will allow students pathways to obtaining their high school diploma
- Prepare reports and compile data related to the program
- Communicate regularly with high school administration, staff, and parents
- Develop and monitor short and long-term goals relative to maintaining the programs effectiveness
- Communicate regularly with administrators, administrative and instructional staff relating to any instructional concerns or possible improvements within the program

EXTENDED LEARNING OPPORTUNITIES (ELO) RESPONSIBILITES:

- Plan, organize, and direct implementation of all extended learning opportunities
- Prepare reports and compile data related to ELO's
- Communicate regularly with high school administration, staff, parents, community members, and local businesses to ensure adequate opportunities for ELO's for students of the Merrimack School District
- Monitor the progress of students participating in ELO's
- Assess existing and potential community partners for approved ELO's
- Collaborate with the counseling department, department heads, and administration to determine ELO credit and transcript language
- Provide input to High School Administration and Assistant Superintendent for Curriculum on ELO related competencies

- Responsible for observing all district policies, including enforcement of policies
- The director will work within and beyond the school day and school calendar
- Perform other related duties as assigned

KEY
N = not required
R = rarely
O = occasionally
F = frequently
C = constantly

TERMS OF EMPLOYMENT: Full year, salaried position

Physical Activity Requirements:

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

Proposed to School Board: Monday, December 12, 2022
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Carry up to 10 lb.	N	R	O	F	C
Carry 11 to 25 lb.	N	R	O	F	C
Carry 26 to 50 lb.	N	R	O	F	C
Carry over 50 lb.	N	R	O	F	C
Twisting	N	R	O	F	C
Bending	N	R	O	F	C
Crawling	N	R	O	F	C
Squatting	N	R	O	F	C
Kneeling	N	R	O	F	C
Crouching	N	R	O	F	C
Climbing	N	R	O	F	C
Balancing	N	R	O	F	C

Work Surface(s)

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

Hand Manipulation

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

Controls and Equipment:
Use of typical office/classroom equipment.

During a typical day, employee may be required to:

	Consecutive Hours	Total Hours
Sit	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**
Stand	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**
Walk	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**

Cognitive/Sensory Requirements:

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

Summary of Occupational Exposures:
Exposure to typical building-related hazards and materials.
Exposure to outdoor exposures

N.H. Code Admin. R. Ed 306.21

Section Ed 306.21 - Alternative Programs

(a) "Alternative program" means the regular delivery of the majority of a student's instruction through classroom or other methods designed to address the needs of individual students or particular groups of students that might be different from the methods of instruction used by the standard schools of the district.

(b) An alternative program may be housed in the same facility as a standard school or at a different location.

(c) An alternative program shall be:

(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention; and

(2) Approved by the local school board in a plan that:

a. States the goals of the program and curriculum to be provided;

b. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3,III;

c. Specifies when the program would be offered, which may be at a time other than during the regular school day;

d. Demonstrates how the alternative program will enable the participating students to achieve the same district and graduation competencies outlined for all students and consistent with RSA 193-C:3; and

e. Explicitly detail how extended learning opportunities will be incorporated as a learning option for all students.

(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.

(e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:

(1) A copy of the local school board's approval, including the plan submitted;

(2) The location of the alternative program; and

(3) Copies of inspection reports from the municipal health officer and fire department if the alternative program is to be housed in a building other than an approved school.

(f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.

(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.

(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.

casetext

(i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.

(j) The school year for alternative programs shall meet the requirements of Ed 306.18.

(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).

(l) Alternative programs which are supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.

(m) Alternative programs which are supervised by a district level administrator shall be considered a separate school of the district for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.

N.H. Code Admin. R. Ed 306.21

Amended by Volume XXXIV Number 16, Filed April 17, 2014, Proposed by #10556, Effective 3/27/2014, Expires3/27/2024.

The amended version of this section by New Hampshire Register Volume 35, Number 27, eff.6/29/2015 is not yet available.

The amended version of this section by New Hampshire Register Volume 36, Number 06, eff.1/8/2016 is not yet available.

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CHAPTER Ed 700 ADULT HIGH SCHOOL, BASIC EDUCATION PROGRAM AND HIGH SCHOOL EQUIVALENCY PROGRAM

PART Ed 701 DEFINITIONS

Statutory Authority: RSA 186:61, 62 P.L. 89-750

Ed 701.01 Definitions. - RESERVED

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96

PART Ed 702 ADULT HIGH SCHOOL DIPLOMA PROGRAM

Ed 702.01 Establishment of an Adult High School Diploma Program. A secondary school educational program shall be offered in regular adult evening programs or adult high schools conducted under the auspices of a local school department and approved by the department leading to a high school diploma or an adult high school diploma.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 702.02 Certification of Teachers.

(a) Except as provided in Ed 702.02(b), teachers shall be certified for the subjects they are teaching in accordance with Ed 500.

(b) The following individuals shall be qualified instructors for the subjects they are teaching in accordance with local school district policy when they do not meet the certification requirements of Ed 500:

(1) Teachers who are certified in special education;

(2) Teachers who have 5 or more years of experience in the private sector in areas including, but not limited to, computer technology, biology, journalism;

(3) Teachers who have 3 or more years of experience teaching in a subject area at a private high school;

(4) Teachers who are certified to teach K-8;

(5) Teachers who have previously taught in an adult high school program;

(6) Teachers who are certified in other states with which New Hampshire has reciprocal certification;

(7) Teachers who are certified, but teaching outside their area of certification; and

(8) Teachers who have prior teaching experience at the college or university level.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05, amd by #8449, eff 10-18-05; ss by #9638, eff 1-20-10

Ed 702.03 Transfer from Day to Evening Programs.

(a) A student presently enrolled in a regular high school program may transfer to the adult high school program with written recommendation of the student's principal, as well as written consent of the student's parent or guardian if the student has not attained the age of majority.

(b) Not withstanding (a) above certain in-school youth may earn credits via the adult high school programs.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 702.04 Eligibility. The student shall be at least 16 years of age to enroll in an adult high school program.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 702.05 Credit Hours.

(a) Each student shall successfully complete a minimum program of 20 units for graduation including 11 ½ units as outlined in Table 702-1:

Table 702-1

Subjects and Units of Credit for An Adult High School Diploma

Subject		Units of Credit
Social Science Including		3 units
U.S. History	1 unit	
Economics	½ unit	
Civics	½ unit	
English		4 units
Mathematics		2 units
Science		2 units
Computer Literacy		½ unit

(b) Except as provided in Ed 702.06 each one credit subject offered in this program shall meet for not less than 45 hours.

(c) Except as provided in Ed 702.06 each one half credit subject offered in this program shall meet for not less than 22½ hours.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 702.06 Sources of High School Credit.

(a) Sources of high school credit shall include:

(1) Previous high school work completed for which credit was granted by an approved high school and/or accredited post-secondary institution;

(2) Course work successfully completed in the adult high school program; and

(3) Work experiences and non-high-school educational experience according to the following requirements:

a. Credits for apprenticeship programs that meet the requirements of local adult high schools shall be given upon review as to curriculum, time spent in class, scope and quality of instruction;

b. A maximum of 2 credits may be earned by observation/practicum experiences in business, industry and/or other institutions that meet the requirements of local adult high schools;

c. Successful completion of course competency requirements pursuant to Ed 306.27(d) as established by the local adult high school program;

d. One credit may be earned through work in the home of 2 years duration or more;

e. One credit in addition to the credit earned in Ed 702.06(a)(3)d. may be earned by a student who demonstrates sufficient competency in aspects of homemaking such as household budgeting, child care, or meal preparation by passing a test developed by the local adult high school program director for the purpose of earning the credit in this clause;

f. A maximum of 2 credits may be earned by students who successfully pass high school final examinations when the final examination is for a course that is an elective and not a required course;

g. Unlimited numbers of credits may be earned from accredited institutions, licensed trade schools, business schools, colleges, extension courses, distance learning, web-based courses, correspondence courses and extended learning opportunities (ELO) that meet the requirements of local adult high schools;

h. A maximum of 2 credits may be earned by a student's supervised direct involvement in a voluntary community service activity that meets requirements established by the local adult high school program director;

i. One credit may be earned for work experience that meets requirements established by the local adult high school program director in one occupation or family of skills. A maximum of 2 work experience credits may be earned by a student with experience in more than one occupation or family of skills; and

j. One credit shall be granted for military service resulting in an honorable discharge.

(b) Procedures for documenting the awarding of credit in Ed 702.06(a)(3) shall be the responsibility of the local adult high school program director.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 702.07 Attendance Policies. Local adult high school programs may establish attendance policies which set minimum standards for awarding course credit.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 702.08 Graduation Requirements.

(a) A student shall successfully complete at least one adult high school class before the student is eligible to receive a high school diploma or an adult high school diploma.

(b) The adult high school graduate shall receive his or her high school diploma or adult high school diploma from the school system where the student completed the requirements for the diploma as specified in Ed 702.08(a).

Source. #9638, eff 1-20-10 (from Ed 702.07)

PART Ed 703 ADULT BASIC EDUCUCATION PROGRAM

Statutory Authority: RSA 194:18; 194:19; P.L. 89-750

Ed 703.01 Adult Basic Education. "Adult basic education (A.B.E.)" means education for adults whose inability to speak, write or read the English language constitutes a substantial impairment of their ability to get or retain employment and prevents them from participating fully in family life or in their community.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10

Ed 703.02 Student Eligibility.

(a) A student eligible for education assistance shall:

(1) Be at least 16 years of age;

(2) Have math or reading scores below an 8.9 grade level; and

(3) Be an individual who:

a. Lacks sufficient mastery of basic educational skills to enable the individual to function effectively in society;

b. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

c. Is unable to speak, read, or write the English language.

(b) A student in adult basic education classes:

(1) Shall be eligible for services in accordance with RSA 189:1-a;

(2) Shall be provided instructional materials without cost; and

(3) Shall not be charged fees or tuition.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; ss by #7780, eff 10-19-02; ss by #9638, eff 1-20-10

PART Ed 704 HIGH SCHOOL EQUIVALENCY PROGRAM

Statutory Authority: RSA 186:61

Ed 704.01 Minimum Test Scores for High School Equivalency Certificate. The state board shall establish the minimum passing test scores for any high school equivalency test.

Source. #6366, eff 10-30-96; ss by #7780, eff 10-19-02; ss by #9638, eff 1-20-10; ss by #10361-B, eff 6-15-13

Ed 704.02 Admission to Testing.

(a) The applicant for high school equivalency testing shall be 18 years old or qualify under (d) below.

(b) All applicants shall submit an application for high school equivalency testing to the testing center of the applicant's choice.

(c) Each applicant shall:

(1) Be physically residing in New Hampshire; or

(2) Have a legal residence within the state.

(d) An applicant under 18 years of age wishing to take the high school equivalency test shall receive permission from the superintendent of schools of the school or designee of the school district in which he or she resides or qualify under (e) below.

(e) In order to receive permission to take the high school equivalency test an applicant under the age of 18 shall:

(1) Be at least 16 years of age;

(2) Demonstrate that he or she has passed the certified practice test with scores equal to or above the minimum required for passing the high school equivalency test; and

(3) Meets any additional qualifications for testing set by the test publisher.

(f) Home schooled students age 16 or 17 may register to take the high school equivalency test if a participating agent as defined in Ed 315.02 of the student's home school program attests that the student has completed the home schooling program pursuant to RSA 193:1,I(f)(2), and that the student has passed the certified practice test and meets any additional qualifications for testing set by the test publisher.

Source. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10; ss by #10361-B, eff 6-15-13

Ed 704.03 Transcripts of the High School Equivalency Certificate. Transcripts of the high school equivalency test may be obtained from the bureau of adult education or the original testing center.

Source. #6366, eff 10-30-96, EXPIRED: 10-30-96

New. #8265, eff 1-22-05; ss by #9638, eff 1-20-10; ss by #10361-B, eff 6-15-13

APPENDIX

RULE NUMBER	STATUTE IMPLEMENTED
Ed 702	RSA 186:61
Ed 702.02(b)	RSA 186:61, I
Ed 703.01	RSA 194:18-19, PL 105.220
Ed 703.02	RSA 194:18-19, PL 105.220
Ed 704	RSA 186:61

2/14/2023

Policy Progress Chart

Policy Progress	1st Reading	2nd Review	3rd Review	Adoption	Comments
Availability and Dist. of Healthy Foods (EFA)	11/21/22	02/06/23			Replaces policy #9100 from 1979
Reporting Child Abuse or Neglect (JLF)	11/21/22	02/06/23			Update to 2010 policy
Early Admission to Kindergarten and Grade One (JFAAA)	2/20/23				Update to 2019 policy
Service Animals (IMGA)	2/20/23				Update to 2016 policy
Animals in the School (IMG)	2/20/23				Supports IMGA policy
Student Use of Information Technology (JICL)	2/20/23				Update to 2014 policy
Next in Line					
Employee Use of Information Technology (EHAA)					Update 2013 policy
Wellness Policy (JLCF)					Needs updating per NH Nutritional Department
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
Non-Educational Surveys and Questionnaires (ILD)					Update per A. Tamposi
Procedural Safeguards Non-Discrimination on the Basis of Disability (ACE)					Update per A. Tamposi. Policy is vague.
Homework Policy (IKB) **protocols**					Protocol Needs Updating
Teacher Performance and Evaluation (GCO)					Priority Policy
Extended Learning Opportunities (IHBH)					Historical Society
Alternative Learning Plans (IHBI)					Priority Policy
Video Surveillance on School Property (EEAA)					Introduce with Policy JICL

Policy Progress	1st Reading	2nd Review	3rd Review	Adoption	Comments
Approved Policies					
Change of Class or School Assignment Best Interest and Manifest Hardship (JCA)	09/12/22	10/03/22	10/17/22	10/17/22	Complete
Student Records and Access (FERPA) (JRA)	09/12/22	10/17/22	11/7/22	11/7/22	Complete. Replaced Policies 3120 and 3150
Use of Physical Restraint/Seclusion (JKAA)	10/03/22	10/17/22	11/7/22	11/7/22	Updated from 2015
Public Participation at Board Meetings (BEDH)	10/03/22	10/17/22	11/7/22	11/7/22	Updated from 2007
Pupil Safety and Bullying (JICK)	11/7/22	11/21/22		02/06/23	Updated from 2011

Policy Progress	1st Reading	2nd Review	3rd Review	Adoption	Comments
Appendix Updates					
Suicide Prevention and Response (JLDBB)					December 2022

Priority Policies TO DO (10/27/22)

GBEF – School District Internet Access for Staff
GCO – Teacher Performance and Evaluation
IFA – Instructional Needs of Students with Different Talents
IHBAA – Evaluation Requirements for Children with Specific Learning Disabilities
IHBI – Alternative Learning Plans
IKE – Promotion and Retention of Students
IKFA – Early Graduation
ILBAA – High School Graduation Competencies
IMBC – Alternative Credit Options
IMBD – High School Credit for 7th and 8th Grade Advanced Course Work
JLC – School Health Services
JLCJ – Concussion and Head Injuries
JLCK – Special Physical Health Needs of Students

Other Policies to Update

- ACE – Procedural Safeguards Non-Discrimination on the Basis of Disability (Note: Alison Minutelli = vague, review, update)
- DIA - Fund Balance (Required)
- JICDD - Student Discipline Out of School Actions (Required)
- JICI - Weapons on School Property (Required)
- JICL – Student User of Information Technology (Introduce with EEAA)
- EEAA – Video Surveillance on School Property (Introduce with JICL)

Appendices/Procedures to Update

- 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 (appendix)

AVAILABILITY AND DISTRIBUTION OF HEALTHY FOODS

The School District will support the availability and distribution of healthy foods and beverages in all school buildings during the school day.

The Superintendent or his/her designee is responsible for ensuring that all foods and beverages distributed within the district meet nutritional standards established by state and federal law relative to: (1) nutrient density; (2) portion size; and (3) nutrition targets, as defined in pertinent law.

The Superintendent or his/her designee is responsible for implementing developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards. The Superintendent or his/her designee is responsible for providing annual communication with information about the policy, and procedures, and related curricula to the school community.

DRAFT

Legal References:

7 CFR 210.10, Nutrition Standards And Menu Planning Approaches For Lunches And Requirements For Afterschool Snacks
Ed 306.04(a)(23), Availability and Distribution of Healthy Foods
Ed 306.11(g), (h), Food and Nutrition Services

1st Reading: November 21, 2022
2nd Review: February 6, 2023
Adoption:

MERRIMACK SCHOOL BOARD POLICY **JLF**

REPORTING CHILD ABUSE OR NEGLECT

Any school employee, contract provider, volunteer, or any other person working on behalf of the District having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal or his/her designee. The principal/designee in conjunction with the ~~school employee~~ individual suspecting abuse and/or neglect shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services (DHHS). The principal/designee will then notify the Superintendent that such a report to DHHS ~~Health and Human Services~~ has been made.

A written report to DHHS shall be made by the principal/designee ~~within~~ as soon as possible, and no later than 24 hours. The report should contain, if known, the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by DHHS ~~Department of Health and Human Services.~~

The District shall provide DHHS with access to any information relevant to their investigation, consistent with RSA 169-C:30 and RSA 169:34.

The Board recommends all school district employees receive ~~routine~~ annual training or information on how to identify child abuse and neglect, as well as how to fulfill their reporting obligations under RSA 169-C. See RSA 169-C:29; RSA 169-C; RSA 189:13-a (requiring training "within 30 days of employment and renewed every 2 years for all employees.")

The principal/designee of each school shall post a sign within the school that is readily visible, in the form provided by DHHS's Division for Children, Youth, and Families (DCYF), that contains the telephone number operated by DCYF to receive reports of child abuse or neglect and instructions on how to access the division for DCYF website.

Legal Reference:

~~NH~~ Code of Administrative Rules, ~~Section~~ Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
RSA 169-C:29, Persons Required to Report
RSA 169-C:30, Nature and Content of Report
RSA 169-C:31, Immunity from Liability
RSA 169-C:34, III, Duties of the Department of Health and Human Services
RSA 189:72, Child Abuse or Neglect Information

1st Reading:	December 7, 2009	1st Reading:	November 21, 2022
2nd Review:	December 21, 2009	2nd Review:	February 6, 2023
Adoption:	January 4, 2010	Revision Adopted:	February 20, 2023

EARLY ADMISSION TO KINDERGARTEN AND GRADE ONE

~~Effective January 4, 1999,~~ A child must have attained the age of six by September 30 in order to attend first grade in the Merrimack School District. This is in accordance with RSA 193:1 II Duty of Parent; Compulsory Attendance by Pupil (effective January 1, 1998).

Any child, however, whose sixth birthday falls on or between October 1st and December 31st may be eligible for first grade entrance. Such a determination of eligibility will be made by the Superintendent or his/her designee through the established early admission procedures and in consultation with the building principal.

Any child whose fifth birthday falls on or between October 1st and October 31st may be eligible for kindergarten entrance. Such a determination of eligibility will be made by the Superintendent or his/her designee through the established early admission procedures and in consultation with the building principal.

Legal Reference:

RSA 193:1 II Duty of Parent; Compulsory Attendance by Pupil
(pertains to first grade only)

1st Reading: February 20, 2007
2nd Review: March 5, 2007
3rd Review: October 6, 2008
Adopted: October 20, 2008

Revision
1st Reading: May 6, 2019
2nd Review: May 20, 2019
Revised Adoption: June 3, 2019

Revision
1st Reading: February 20, 2023
2nd Review:
Revision Adopted:

DRAFT

SERVICE ANIMALS

Purpose

This policy addresses the use of service animals within school buildings and on school grounds. As established and defined by the Americans with Disabilities Act and its accompanying regulations, as well as NH RSA 167-D, individuals with disabilities shall be permitted to bring their service animals in school buildings or on school grounds in accordance with this policy. Conditions relative to pets and non-service animals within the school building and on school grounds are found in Board Policy IMG.

"Service Animal" Defined

In accordance with 28 CFR §35.104, ~~(effective March 15, 2011)~~ a "service animal" is defined as:

> Any dog that is individually trained to do or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or tasks performed by a service animal must be directly related to the ~~handler's~~ individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or who have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition.

~~This definition shall be construed to include a "hearing ear dog", "guide dog" or "service dog", as those terms are currently defined in NH RSA 167-D:1.~~ See also RSA 167-D:1, IV.

Permissible Inquires

The District will not make ~~the~~ an inquiry about the nature or extent of an individual's disability in determining whether to allow a service animal in a school building or on school grounds. When it is not patently obvious as to the role of the service animal, the District may ask whether the animal is required because of a disability and what work or task the animal has been trained to perform. The District will not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

When an individual's disability requires the presence of a service animal in a school building or on school grounds during the school day, the District shall also require annual submission of proof of current vaccinations and immunizations of the service animal and a current veterinary health certificate.

SERVICE ANIMALS
(continued)

Access to the School Buildings and Grounds

In accord with federal regulations, individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of District schools, where members of the public, participants in services, programs, or invitees, as relevant, are allowed to go.

Animals for Children with Educational Disabilities or a Section 504 Plan

If an individual with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the individual to receive a free and appropriate education (FAPE).

Management of Service Animals

Service animals must be under control of their handlers. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means). Consistent with NH law and District policy, the District may require any third-party handler (e.g., service animal trainer, parent/guardian or other person) accompanying the service animal to undergo the State criminal background check.

Care of and Responsibility for Service Animals

The District is not responsible for the care or supervision of a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself). The owner or handler of the service animal shall be solely responsible for:

- Supervision and care of the animal, including feeding, exercising, clean-up and stain removal;
- Restraint of the animal at all times;
- Damages to the school buildings, property and vehicles caused by the animal;
- Injuries to individuals caused by the animal; and
- Annual submission of documentation of vaccinations and immunizations.

Animals for Employees

Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

SERVICE ANIMALS
(continued)

Miniature Horse

A miniature horse may constitute a service animal, provided that it otherwise meets the definition of "service animal" and reasonable modifications can be made to the District's policies, practices and procedures to permit the use of the miniature horse as a service animal. When deciding whether reasonable modifications can be made, the District shall consider:

- The type, size, and weight of the miniature horse and whether the facility can accommodate those features;
- Whether the handler has sufficient control over the miniature horse;
- Whether the miniature horse is housebroken, and;
- Whether the miniature horse's presence in the school or at a school-sponsored event compromises legitimate safety requirements that are necessary for safe operation.

Circumstances Under Which a Service Animal Will Be Prohibited from Campus

The Superintendent, Building Principal, or other designee may ask an individual with a disability to remove a service animal from the campus or school event, or may even deny a request for use of a service animal on campus or at a school event if:

- The animal is out of control and the animal's handler does not take effective action to control it;
- The animal is not housebroken;
- The presence of the animal will require a fundamental alternation of the program or will significantly disrupt or interfere with the educational process;
- When the animal is to be used regularly during the school day or at school events, the handler fails to submit proof of current vaccinations and immunizations of the service animal and a current veterinary health certificate;
- To the extent applicable, the handler fails to comply with NH RSA 167-D; or for any other reason permitted under state or federal law.

If an animal is properly removed or prohibited from the premises, the District will continue to give the individual with a disability the opportunity to participate in District services, programs, or activities without having the service animal on the premises.

A decision to remove or prohibit a service animal from District schools may be appealed to the Superintendent of Schools.

Legal References

Section 504 of the Rehabilitation Act – 29 U.S.C. § 794
Americans with Disabilities Act – 42 U.S.C. § 12101, et seq.
28 C.F.R. § 36.302
~~Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35, Part 36~~
C.F.R. § 35.136
NH RSA 167-D
NH RSA 466:8, VIII

1st Reading: November 7, 2016
2nd Review: November 21, 2016
3rd Review: December 5, 2016
Adoption: December 19, 2016

1st Reading: February 20, 2023
2nd Review:
Revision Adopted:

ANIMALS IN THE SCHOOL

The Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following guidelines are adopted for use in all schools in the district.

1. The bringing of animals into the classroom must not violate town/state/federal ordinances.
2. The only animals and animal products (e.g., owl pellets for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.).
4. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs must have completed an animal therapy certification program that includes initial instruction and testing, a requirement for recertification, and evidence of liability insurance. Additionally, dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal parasites, fleas, ticks, mites and lice.
5. Certain groups of people may be more susceptible to diseases, including infants, children, pregnant women and those with weakened immune systems. Parents and staff will be contacted to determine if special considerations are needed for any children and staff who are immunocompromised, who have allergies, or who have asthma.
6. The teacher will be responsible for the proper control of animals brought to school for instructional purposes including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container, supervising human-animal contact and handling fecal material in a sanitary manner.
7. No animals are to be allowed to run freely in the classrooms, food areas or activity areas.
8. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food or drink should not be consumed in these areas.
9. All fecal material must be cleaned from the cage of any mammal or bird on an as needed basis (at a minimum of one time per week) and appropriate sanitizer used. Reptiles, fish and insects must be cared for in a manner to minimize odor and maintain health. Persons cleaning cages must wear gloves, masks and glasses or goggles. Cleaning should be performed by people older than five years and under the supervision of an adult. Ideally, cleaning should be performed when other children are not in the room.
10. People shall wash their hands after contact with animals, animal products or their environment. Hand hygiene should be stressed, using verbal and written educational materials.
11. Certain animals pose additional risks and contact should not be permitted with young children.
12. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.

ANIMALS IN THE SCHOOL
(continued)

It will be the responsibility of the teacher to provide for a plan of care for classroom housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals' presence and see to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

Teachers must be contacted prior to having animals in their classroom. No animal shall be in school unless the teacher involved is familiar with the appropriate care, feeding and handling of that animal and of any potential dangers caused by that animal. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well-being of the individual students in that particular classroom.

The principal shall be advised of any animals to be housed in the classroom. At the principal's discretion, permission to keep the animal may be denied based on these considerations: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal and/or (3) the past practice in the classroom.

Legal Reference:

- National Association of State Public Health Veterinarians, Inc., Compendium of Measures to Prevent Disease Associated with Animals in Public Settings, 2006.

1st Reading: November 16, 2015
2nd Review: December 7, 2015
3rd Review: December 21, 2015
Adoption: January 4, 2016

STUDENT USE OF INFORMATION TECHNOLOGY

INTRODUCTION

The Merrimack School District recognizes that information technology is a tool that, when responsibly applied, enhances the classroom experience and extends learning beyond the school walls. With information technology saturating nearly every aspect of our lives, it is incumbent upon the District to provide the members of the school community with an understanding of what the District considers to be appropriate use of information technology by students.

While this policy is intended to provide guidelines for responsible use of information technology, it cannot cover all possible uses. When using District-provided information technology, students must demonstrate the same level of responsibility and appropriate behavior as they would in using any other District resource. Students must also recognize that their personal online conduct, whether or not it utilizes District provided Information Technology, may have implications in school and school-affiliated activities.

DEFINITIONS

1. District Information Technology – District Information Technology includes all Merrimack School District computers, computing devices, laptops, Chromebooks, tablets, software, servers, desk phones, cell phones, and network and internet connectivity.

2. District-Related Activities - District-Related Activities includes any matter pertaining to schools, students, instruction, school and student events, co-curricular activities and clubs, outings or trips, or any other matters involving District operations.

GUIDELINES FOR RESPONSIBLE USE OF DISTRICT INFORMATION TECHNOLOGY

The following Guidelines are intended to establish the parameters of Responsible Use of Information Technology in the District. In addition, students are expected to comply with all rules and policies of the school and the Merrimack School District ~~including the Code of Conduct, set forth below~~, in all school-related communication and online activity. Inappropriate use of District Information Technology may result in restriction or cancelation of privileges, as well as disciplinary action in accordance with Policy JICD.

All students using District Information Technology shall comply with the following rules of conduct and must understand that just because you CAN access/do something doesn't mean you SHOULD.

Students demonstrating Responsible Use of Technology will:

1. Comply with all applicable laws and regulations, such as copyright laws and "fair-use" guidelines.

STUDENT USE OF INFORMATION TECHNOLOGY

2. As available, use District-provided communication systems (e.g. SchoolWorld, school e-mail) when communicating with staff and faculty regarding school work, activities or events, and limit such use to school-related matters.
3. Recognize that District Information Technology is intended to support the education mission of the District. Given the limited nature of some technology resources (student-use computers, bandwidth) priority will be given to school-related use.
    a. Staff reserve the right to adjust and assign technology resources accordingly.
    b. School-provided accounts may be used for instruction, registration on third party sites licensed or selected by District educators, and communication regarding District-related activities.
4. Conduct all school-related communication in a respectful, appropriate and responsible manner at all times. This extends to all communication, whether electronic or in print, and all representation of the school, regardless of venue or occasion.
5. Protect privacy of fellow students in all communications.
6. Request technical assistance and report misuse, abuse, or problems with District Information Technology, or related District equipment, to the appropriate technology staff immediately upon discovery.
7. Help maintain the integrity of District Information Technology by not engaging in the following activities, or those of a similar nature, and by reporting any knowledge of such ~~activity~~ activities by others to a teacher, administrator or other responsible adult:
    a. Using or attempting to use others' credentials, identities, passwords or logins
    b. Hacking
    c. Adding unauthorized software to District systems
    d. Disabling or attempting to disable the District's filtering/blocking technology
    e. Intentionally or maliciously damaging District computers or technology devices or causing disruption or interruption to District network internet systems
    f. Using or misusing District resources, especially bandwidth, when directed not to.
8. Students must also refrain from engaging in the following conduct:
    a. Using District Information Technology to find, view, or distribute threatening, harassing, discriminatory, defamatory, sexually explicit, obscene, pornographic, violent, or otherwise inappropriate material. Please note that the District has implemented software on its devices which seeks to filter and/or block inappropriate material.
    b. Using District Information Technology for private financial or commercial purposes, or for soliciting membership, support, or contributions in or to any non-school sponsored or non-school recognized group or organization.
    c. Accessing or attempting to access files, folders, or devices of others either deliberately or accidently (such as when a user does not logout of a computer or application), unless authorized to do so.
9. In utilizing online resources, District staff will educate students regarding appropriate online behavior.

STUDENT USE OF INFORMATION TECHNOLOGY

CAUTIONS TO USERS OF DISTRICT INFORMATION TECHNOLOGY

1. District Information Technology is the property of the District and remains under the control, custody and supervision of the District. Information contained on or transmitted through the District server or network is not private and the District reserves the right to monitor and inspect all student use of District Information Technology, even if conducted after school hours and off of school premise. See RSA 189:70, II (c).
2. ~~Any~~ Electronic communications ~~pertaining to school-related matters is subject to this policy and~~ via District accounts, depending on the users and the subject matters of the communications may be considered a public record, regardless of the device or network used. ~~Student use of personal devices on the district network is a privilege and not a right. By bringing and using personal devices on the district's network, students consent to a search of the device as a term and condition of using the network.~~
3. Use of ~~personal computers and other technology devices~~ District Information Technology, including communications over the District network or through District accounts, is ~~are~~ subject to the Student Use of Information Technology Policy, the District Policy on Pupil Safety and Violence Prevention – Bullying, the District Policy on Student Behavior, Conduct, Discipline, and Due Process, and school-level behavior expectations and discipline codes. Violation of these policies and expectations may result in inspection of such devices.
4. Student use of personal devices on the district network is a privilege and not a right. By bringing and using personal devices on the District's network, students consent to a search of the device as a term and condition of using the network. Such searches will only be conducted if there is a reasonable suspicion that the student has committed a violation, as noted above.
5. The District reserves the right to investigate parent or student complaints about potential or perceived violations of either a student's privacy or potential or perceived threats to student safety or health arising from use of a home computer or personal mobile device by any student.
6. The ~~Merrimack School~~ District is not responsible for any loss of data due to circumstances beyond its control or from users' errors or omissions. The District is not responsible for loss, damage or theft of personally owned electronic devices.
7. ~~The use of Information Technology in the District is a right that comes with responsibility. Inappropriate use may result in the curtailment of that right. District administrators or their designees shall make all decisions regarding whether or not a user has violated these guidelines and may deny, revoke, or suspend access at any time.~~ Any student who fails to comply with the Guidelines for Responsible Use or violates the Code of Conduct set forth in this policy ~~will~~ may have their privileges restricted or cancelled, and may be subject to disciplinary action in accordance to the District policy on Student Conduct, Discipline and Due Process - ~~Safe School Zone~~ (JICD) and individual school discipline procedures, and depending on the nature of the violation, may also be referred to law enforcement. District administrators or their designees shall make all decisions regarding whether ~~or~~ not a user has violated these guidelines and may deny, revoke, or suspend access at any time.

STUDENT USE OF INFORMATION TECHNOLOGY

STUDENT USE OF SOCIAL MEDIA

The Merrimack School District recognizes that social media, in all its forms and iterations (e.g. blogs, MS 365, Facebook, Twitter, Tumblr, YouTube, etc.), can be an important tool ~~of~~ for education and communication. As such, its availability as a resource is understood as just one component of the district's overall educational mission. Toward this end, students must:

- While on school campus and during school hours, use social media for school-related purposes in a manner consistent with the expectations set forth in this policy
- Use appropriate online behavior, including proper interactions with others on social networking web sites
- Strive to protect the privacy of fellow students
- Understand that what is posted online can be captured and stored
- Not post material that could be considered malicious, obscene, threatening, harassing or disparaging towards fellow students, district staff and volunteers, or parents.
- In addition to adhering to this policy, students are also required to follow the District Policy on Pupil Safety and Violence Prevention – Bullying. Students must recognize that any online incident, whether or not it occurs outside of school that impacts the ability of the district to provide a "safe, secure and peaceful environment" for all students will be addressed according to school, district, and/or legal disciplinary procedures.
- Remember that personal postings shared on the Internet, through text or other digital communication may be forwarded, shared, or published without the owner's knowledge, and could become viewable by unintended audiences such as students, educators, parents, employers, and college recruiters. Therefore, it is important to portray a respectable image at all times.

Pursuant to RSA 189:70, I, the District will not:

- Require or request a student or prospective student to disclose or to provide access to a personal social media account through the student's or prospective student's username, password, or other means of authentication that provides access.
- Require or request a student or prospective student to access a personal social media account in the presence of any employee of the educational institution in a manner that enables the employee to observe the contents of the personal social media account.
- Compel a student or prospective student to add anyone to his or her list of contacts associated with a personal social media account or require, request, suggest, or cause a student or prospective student to change the privacy settings associated with the personal social media account.
- Take or threaten to take any action against a student or prospective student to discipline or prohibit such student or prospective student from participation in curricular or co-curricular activities for refusal to disclose information or to take actions specified above.
- Fail or refuse to admit a prospective student as a result of the refusal by the prospective student to disclose information or to take actions specified above.

~~**CODE OF CONDUCT/PROHIBITED ACTIVITIES**~~

~~All students using District Information Technology shall comply with the following rules of conduct and must understand that **just because you CAN access/do something doesn't mean you SHOULD.**~~

1. ~~Do not use District Information Technology to find, view, or distribute threatening, harassing, discriminatory, defamatory, sexually explicit, obscene, pornographic, violent or otherwise inappropriate material.~~
2. ~~Do not use District Information Technology for private financial or commercial purposes or as a forum for communicating the views of or for soliciting membership, support, or contributions in or to any non-school sponsored or non-school recognized group or organization.~~
3. ~~Do not access or attempt to access files, folders, or devices of others either deliberately or accidentally (such as when a user does not logout of a computer or application), unless authorized to do so.~~

Legal References:

RSA 194:3-d, School District Computer Networks
RSA 91Section 91-A:4 Minutes and Records Available for Public Inspection.
Pub. L. No. 106-554, Children's Internet Protection Act
Federal Educational Record Protection Act
RSA 189:70, II (c)

Resources

District Policies:

Pupil Safety and Violence Prevention – Bullying (JICK)
Employee Use of Information Technology (EHAA)
Student Conduct, Discipline and Due Process (JICD)

1st Reading: November 3, 2014
2nd Review: November 17, 2014
Adoption: December 1, 2014

Policy Revision
1st Reading: February 20, 2023
2nd Review:
Revision Adopted:

Merrimack School Board Meeting
Merrimack School District, SAU #26
Town Hall – Memorial Room
January 12, 2023

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

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

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

2. PUBLIC PARTICIPATION

There was no public participation.

3. BUDGET PRESENTATIONS

Chair Rothhaus thanked Director of Maintenance Touseau and his maintenance staff for responding to the water situation at Mastricola Elementary School during a holiday weekend.

a. Maintenance

Director of Maintenance Touseau reported increased costs for building repair and the emergency retrofit lease for the unit ventilators and utilities.

Chair Rothhaus asked for insight on how Mr. Touseau calculated the budget figures.

Mr. Touseau responded this is not going to be a typical year. The maintenance budget is an increase of 15% on top of known costs.

Assistant Superintendent for Business Shevenell added the Eversource distribution charge will be increasing. The supply cost is locked in at 10 cents per Kwh until the year 2027. He also noted the additional 72-unit ventilators all use electricity.

Chair Rothhaus added that school budgets throughout the state will be similar to this budget.

Chair Rothhaus asked how many full-time, how many part-time staff do we have in the maintenance department in the Merrimack School District? Do you think we have a high turnover rate? Are we understaffed at this point in time?

Mr. Touseau responded there are 43.5 positions in the maintenance department including himself. Currently there are 33 custodians (27 of 33 work second shift) plus 6.5 maintenance positions. He reported 13 open custodian positions and 1.5 open maintenance positions. The maintenance department is very understaffed. In the last three years he hired six individuals; non have stayed.

Chair Rothhaus asked what the major issues are for being understaffed. She noted the Town of Merrimack's maintenance department is also understaffed. What do we need to do to attract and keep help? The turnover rate is high and money is being spent to training and retrain.

Mr. Touseau responded that the six individuals stayed anywhere from one week to a number of months. Some applicants want to work four-day weeks, which is not an option. The biggest issue is attracting applicants to apply for positions. He does not have the answer.

Mr. Shevenell added that the maintenance department work cannot be done remotely. When fully staffed, each custodian cleans between 25,000 and 27,000 square feet of building. It is a lot of work.

Chief Educational Officer Olsen added the square footage equates to approximately ten homes.

Chair Rothhaus noted the schools are very clean despite being understaffed and having older buildings.

Vice Chair Peters asked if the girls softball dugout could be removed from the budget to the Capital Improvement Plan.

Mr. Touseau responded to qualify for placement on the CIP the cost of the item must be a minimum of $100,000. It could be included as part of the future Master Plan. This item may be removed from the 2023-2024 budget due to other priorities.

Mr. Shevenell added the girl's dugout could be feathered into the Master Plan over time.

Vice Chair Peters explained she felt it was more appropriate to include the dugouts as part of field development in the Master Plan.

Vice Chair Peters emphasized she is supportive of the dugouts but questioned this might not be the year given the technology and iReady expenses.

Mr. Shevenell noted the Master Plan does not include field development.

Board Member Hardy asked if there was a specific reason for having the girls' dugout as part of this budget.

Mr. Touseau responded he placed the girls' dugout in the budget because of the inequity and that it had never been included in a budget before.

Mr. Shevenell explained by putting in the budget then having to remove it would provide visibility and begin discussions for inclusion in future budgets.

Board Member Hardy noted she did not see any repairs/upgrades/maintenance for the high school Little Theatre anywhere in the budget (maintenance or otherwise.) Are there things in the Little Theatre that need to be updated or maintained to be useable? She was not able to determine what department or school included a budget for the Little Theatre. The reason she asked the question is because her daughter attended a musical that did not include the use of microphones because of outdated technology.

Mr. Touseau explained that the Little Theatre received a recent upgrade to LED lighting.

Mr. Shevenell reported that funds from the high school "school improvement account" from the current budget (2021-2022) will be used to make needed upgrades to the Little Theatre.

Discussion ensued regarding the need for a larger Little Theatre and a desire for a performing arts center in the future.

Board Member Halter noted some of the tractors and mowers were very old and asked when do we need to look at replacing them?

Mr. Touseau responded that the older tractors are functioning at a high level. They are well maintained and replacement parts are still available. He noted a new lawn mower to replace a 2001 mower has been on back order since March 2021.

Board Member Halter pointed out that track resurfacing and gym floor sanding are one and three years overdue, respectively.

Mr. Touseau responded the middle school gym floor needs to be resurfaced.

Board Member Halter asked how did the 2021-22 budget meet or not meet the maintenance needs of the district? How is 2022-23 looking so far? Are there any big projects that are overdue, or about to become due that we should be aware of?

Mr. Touseau responded O'Gara Drive and the high school parking lot needs work. These are large items on the CIP and will be discussed at a future meeting.

Board Member Martin asked if we are proposing to spend close to $8,000.00 ($7,023.00) to provide water, heat, and electricity to a building (Brentwood) that we do not use. He acknowledged past discussions to demolish the building. He noted the demolition costs and the costs to maintain the building will only get more expensive.

Mr. Touseau responded yes. He added the budget does not include the labor involved when his staff is required to visit the building.

Chair Rothhaus noted that the Planning and Building Committee walked through the building five years ago and supported demolition of the building at that time.

b. Technology/Library/Media

Director of Technology/Library/Media Pelletier reported that budget year 2021-2022 and some of 2022-2023 was a discovery process. Many of the library accounts were adequate however, there were some accounts that were significantly over budget. The areas where it was difficult to meet the needs within the budget parameters were technology in the classroom, software licensing, and networking/server infrastructure.

Mr. Pelletier reported that he inventoried and documented all the technology and equipment within the district. The current inventory is worth approximately 5.7 million dollars that will cost approximately 6 million dollars to replace. The replacement plan will occur over time. The first cycle of the replacement plan will be the most expensive. He explained without new equipment the technicians will spend their time chasing broken equipment rather than moving forward.

Mr. Pelletier stated that much of the technology budget was listed on the Capital Improvement Plan (CIP) which will be discussed at a future meeting.

Vice Chair Peters noted that Merrimack High School's accreditation report from New England Association of Schools and Colleges (NEASC) listed technology as an area in need of improvement at the high school.

Chair Rothhaus shared negative impacts she experienced as an educator because of outdated technology. She stated it is important to have updated equipment for the business functions as well as the educational aspect.

Board Member Halter noted if we do not support the Capital Improvement Plan things will fall apart resulting in wasted time and money. A methodical plan will result in better management and updated resources.

Board Member Martin emphasized that students need to work with updated technology to prepare them for the updated technology used in the work force or armed services.

Board Member Hardy added many college students use technology to access eBooks rather than traditional textbooks.

Mr. Pelletier noted that inexpensive reliable used computers do not exist anymore. It is better to purchase new computers and that many companies provide educational discounts. He provided a brief overview of his plan to consolidate equipment.

Mr. Olsen added technology is a consumable resource with an expensive annual cost.

Board Member Halter questioned why the budget for the purchase of library books has been level funded for the past three years.

Mr. Pelletier responded ten years ago the book budget was $40,000 it is now $35,000. The cost to purchase books has not been astronomical. Student and curriculum needs have been maintained.

Board Member Halter asked what organizations and associations you are a member of.

Mr. Pelletier responded American Association of School Librarians (AASL), Consortium for School Networking (COSN), NH Society for Technology in Education (NHSTE), NH School Administrators Association (NHSAA) and Association for Supervision and Curriculum Development (ASCD).

Board Member Halter asked if there are plans to attend professional development opportunities this year or next.

Mr. Pelletier responded the South By South West Conference (SXSW EDU) typically held in Texas will have remote access. Local conferences are NHCTO Conferences, MassCUE Conferences, and the Christa McAuliffe Technology Conference.

Board Member Martin asked if there is a continued need for physical periodicals/magazines.

Mr. Pelletier responded yes, it is expensive to get online subscriptions to all magazines and periodicals that are not used by all students. It is also good to have physical copies for computer screen relief and for those who prefer to read from paper. The availability of print magazines and periodicals is difficult to get due to supply chain shortages. The library staff is in the process of assessing and sorting through physical periodicals/magazines that are not being used.

c. Merrimack Middle School

Chief Educational Officer Olsen introduced Middle School Assistant Principal Kathleen Hoppa to the Board.

Chair Rothhaus stated that she has recently received positive feedback with regards to the culture and climate at the middle school. She explained, with encouragement from the athletic director, students picked up trash left behind following a basketball game.

Vice Chair Peters and Chair Rothhaus consolidated their questions. Vice Chair Peters presented their questions.

Vice Chair Peters asked why there was an increase in transportation for science field trips and a decrease in transportation for athletics and how many busses were used?

Mr. Caragher responded six busses were used for the science field trips. The athletic transportation is level funded. Past athletic transportation budgets included transportation for all away games for the regular season and away games for all post season games. When teams do not participate in post season games, there is not a need for transportation. When teams reach the number one see, they become the home team and there is no need for transportation.

Vice Chair Peters asked why a 10% increase in many line items.

Mr. Caragher responded certain items cost more than and others. The 10% increase, across the district, was a result of not knowing where inflation would impact budgets.

Mr. Shevenell added the 10% was based on history, current trends, and anticipated purchases. A 10% increase is an acceptable level of increase for the 2023-2024 without knowing the future of the economy.

Chair Peters explained the District does a good job of not spending the entire budget. She is comfortable having a budget that accommodates for the unknowns. Leftover funds will be returned to taxpayers. We never want to be caught short of funds.

Board Member Martin added the middle school budget was very consistent and appeared to be well thought out and researched.

Board Member Halter noted the proposed budget for the middle school is only a 0.5% increase over last year.

Vice Chair Peters asked if the elementary and middle school administrators had pursued grant funds to pay for co-curricular expenses.

Mr. Caragher responded the middle school received a grant for the FIRST (Inspiration and Recognition of Science and Technology) program.

Assistant Superintendent for Business Shevenell added the high school received a grant for the FIRST Robotics Team. There are not many grants available that support co-curricular activities.

Vice Chair Peters asked how the middle school uniform replacement cycle works.

Mr. Caragher responded the replacement of team uniforms is systematic and logical. Age and wear and tear are factors.

Board Member Hardy spoke to the inequitable funding between sports and co-curricular activities within the district. Mrs. Hardy hopes that will be address in future budgets.

Chair Rothhaus supports promoting the drama and arts programs.

Board Member Martin stated that most students do not participate in athletics. Placing resources in drama, FIRST, etc. will help those programs grow and attract more participants.

Board Member Halter asked what are the class sizes and teacher schedules like at the middle school?

Mr. Caragher responded there are between 22 and 24 students per class. There are approximately 90 students in each team.

Board Member Halter asked what is the condition and age of the microscopes being replaced?

Mr. Caragher responded the ability to find parts to repair broken microscopes is limited. Some microscopes are ten years old. The goal is to order replacement microphones regularly.

Board Member Halter noted that the middle school spent much less than budgeted in 2021-22 on Title 1 tutors and para-educators. Is it because of difficulty staffing these positions or are there other reasons? Are we similarly understaffed this year, and what is being done to hire enough staff in 2023-24?

Mr. Caragher responded that the middle school did not have a Title 1 tutor last year due to lack of applicants. There is a Title 1 tutor at the middle school this school year. Efforts to recruit Title 1 tutors is ongoing.

Board Member Halter asked what types of co-curricular activities are being offered at the middle school and how many students are participating?

Mr. Caragher responded the clubs are student and staff driven. Examples of current clubs are anima club, quiz bowl, drama club, hiking, student council, middle school TV club, ski club, Merrimack Middle earth, arts programs and after school help.

Board Member Halter noted aside from items she expected to cost more due to inflation (supplies, transportation, utilities, etc.), this budget was completely level funded, and in a lot of cases has been since 2021-22. She asked if there was a plan for when the level funded items start to cost more?

Mr. Caragher responded if an account is over expended, other accounts will be reviewed to accommodate the overage. He noted the significant increase in the furniture budget was for cafeteria tables. That account was over expended last year.

Board Member Martin noted that he did not see a budget for the choral program.

Mr. Caragher responded the choral budget is shared with the band and instrumental budget.

4. PUBLIC COMMENT ON AGENDA ITEMS

Heather Robitaille of 45 Springfield Circle expressed her appreciation to everyone for a thoughtful review of the budget She is anxious to hear more about the Master Plan. She supports a performing arts center.

5. ADJOURNMENT

At approximately 7:50 p.m. Board Member Martin made a motion to adjourn. Board Member Hardy seconded the motion.

The motion passed: 5 – 0 – 0.

Merrimack School Board Meeting
Merrimack School District, SAU #26
Town Hall – Memorial Room
January 17, 2023

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

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

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

2. PUBLIC PARTICIPATION

There was no public participation.

3. BUDGET PRESENTATIONS

a. Student Services

Director of Student Services Heather Barker and Director of Student Wellness Fern Seiden presented the student services budget.

Director of Student Services Barker reported a 3.5% increase in the 2023-2024 student services budget due to the increased costs for placements, contracted related services and the increased number of students receiving special education and the related services. The pandemic led to an increased number of students being referred and difficulties with hiring of staff.

Chair Rothhaus asked how many students attend the summer programming. What is the goal of the program and did we do an evaluation of the program?

Mrs. Barker responded last summer the program was open to all students not just those students with severe regression in learning. Last year the program serviced 206 students in the Extended School Year (ESY) Program.

Mrs. Barker reported formal piloting of Social Emotional Learning (SEL) programs were introduced last summer.

Ms. Seiden reported $3,280 was added to the student services budget to provide for an increase of two staff members for the summer programming to accommodate additional students next year. Last summer 32 students in grades K-8 participated in summer programming. Another 34 students received targeted transitional supports. All Extended School Year programs, Title 1, GET SET and 8.5 programs received push-in supports. She also reported positive feedback from parents and staff regarding the K-8 programming.

Chair Rothhaus asked how many staff members we are short at this time.

Mrs. Barker responded coming out of the 2020-2021 school year going into the 2021-2022 school year there were as many as five open MTA special education teaching positions. Most of the open positions were filled, a couple remained open all year. Outside services were contracted to provide specific special education services. She reported all MTA contracted special education positions are filled for this year.

Mrs. Barker reported all paraeducator positions in the three K-4 elementary schools are full. There are two open paraeducator positions at JMUES, 5 open paraeducator positions at the middle school and several at the high school. She noted the open paraeducator positions are in the more intensive needs programs and outside vendors have been contracted to fill that need.

Mrs. Barker highlighted ongoing and successful efforts to provide students with the intensive needs support needed in District rather than outside placement. She noted more students can benefit from the contracted services within the District. Her preference is to hire and train district personnel for the intensive needs programs.

Vice Chair Peters asked for clarification on the $13,000 increase in the SEL budget.

Ms. Seiden responded the increase is due to an upgrade to the curriculum used in grades K-4 and the purchase of an SEL (Social and Emotional Learning) universal screening tool.

Vice Chair Peters stated she is very supportive of social and emotion curriculum in the classroom. She reported in 2020 CASEL updated the second step curriculum. It is specifically and overtly inclusive of critical race theory elements. She expressed her support for the 2011 version of the CASEL curriculum. She suggested maybe adding existing elements from the current curriculum, or a review of Frendzy curriculum, which is similar to the 2011 CASEL curriculum. She wants the community to stay as unified as possible and does not want to blindside parents who may object to those portions of CASEL's additions to the program.

Vice Chair Peters questioned why the psychology testing service budget doubled?

Mrs. Barker responded there was an increased in the number of referrals and number of students in special education needing triennial evaluations and/or psychology services. Nine hundred (900) hours of neuropsychology services with a contracted service provider were added to the high school budget line due to an increase in the number of requests for outside neuropsychological evaluations. A contracted person will allow for fewer outside evaluations and a quicker turnaround time rather than waiting 12 to 24 months for an outside agency.

Vice Chair Peters asked if Mrs. Barker would agree that the significant number of students needing services is primarily due to the pandemic.

Mrs. Barker reported the current fourth grade class has a large number (30%) of students with an Individualized Education Program (IEP) with reading deficiencies.

Mrs. Doyle explained the reason for two additional fifth grade teaching positions is to support next year 's fifth grade students.

For the benefit of the community, Chair Rothhaus noted that the addition of two teaching positions is not due to an increase in enrollments, but rather to support next year's fifth grade students with support in reading.

Board Member Hardy asked for more information on the $60,000 for the contracted Social and Emotional Learning (SEL) services.

Ms. Seiden responded an increase in need for mental health prevention and early intervention supports at the high school. Examples include at-risk students, support for students with substance abuse needs that are interfering with education, supports for students in crisis or adventure-based counseling program.

Mrs. Barker explained last year's budget included contracted services for SEL programs. That need is currently being provided by a district employee. She noted that not all students in need of social and emotional learning programs will have an IEP (Individual Education Plan). Eric Mann from SERESC will be working with students in the K-12 PASS program. Mr. Mann will also be working with the SEL providers to align supports and services to provide families and students with similar experiences as they advance through the system.

Board Member Halter asked why the amount spent in 2021-2022 was so high?

Mrs. Barker responded the increase was an anomaly due to non-violent crisis intervention (CPI) licenses that lapsed during the pandemic. This account will be used to re-train the trainers who will re-train staff to bring licenses up to date.

Board Member Halter asked for clarification on the budget for tuition for students in grade 12.

Mrs. Barker responded a small number of students will continue in the 18 to 22-year-old program. Their services and programming have been accounted for in the budget.

Board Member Halter asked what does "Costs Submitted for Special Education Aid" mean?

Mrs. Barker responded the school district submits meticulous special education costs that exceed a mandated threshold per the State of NH. The State of NH returns a percentage of that money spent back to the district, formerly known as catastrophic aide.

The cost to the district for implementing the student's Individual Education Program (IEP) during the preceding school year must exceed 3.5 times the estimated state average expenditure per pupil.

Mr. Shevenell explained he estimates the amount of the return from the State as an estimated revenue on the revenue side of the budget.

Board Member Halter asked what associations and organizations are you a member of?

Mrs. Barker responded Council for Exceptional Children (CEC), New Hampshire Association of Special Education Administrators (NHASEA), Council for Advancement and Support of Education (CASE), New Hampshire School Administrators Association (NHSAA), Association of Supervision and Curriculum Development (ASCD), New Hampshire Association of Supervision and Curriculum Development (NHASCD), and Global Schools Leadership Alliance (GSLA).

Board Member Martin did not have any questions regarding the student services budget. He clarified for the public that reading recovery support is a priority and is supported by the student services budget.

Vice Chair Peters noted Social and Emotional Learning (SEL) support is needed for academic recovery.

Board Member Martin explained the budget reflects the needs right now and it will ultimately pay back dividends in the future.

Board Member Hardy stated the pandemic has had multiple effects on students that we are seeing now. The District has many supports and plans that will serve the students well.

b. Merrimack High School

Principal Claire presented the Merrimack High School budget. He reported an overall increase of less than 10% with many level funded items. The budget reflects increases and decreases in some line items to categorize expenses into the correct accounts. He provided an overview of each department's budget.

The Board expressed appreciation to the high school administration for how they supported the students and staff following the loss of a high school student.

Chair Rothhaus asked for an update on the proposed 4 by 4 block schedule. This would align with the school board goal of increasing graduation rates. It would also offer a savings to the school district.

Mr. Claire responded a scheduling team has been meeting monthly since the summer to create a proposed schedule. He provided a brief overview of the team's work and stated a proposal would be submitted for review soon.

Chair Rothhaus asked how class size is determined at the high school.

Assistant Principal Zampieri responded the various department heads and the guidance department review class enrollment numbers and determine what classes will be offered. Staff availability and certification are considerations. Student safety and the state requirements drive the number of students per class. Currently there is only one class with 30 students.

Chair Rothhaus asked how many students have a 504 plan. Does the high school work with the middle school to align the transition of 504 plans? Who oversees the compliance of the 504 plans?

Mrs. Doyle responded currently the 504 coordinator is a contracted service position working with middle school and high school students. The 504 coordinator position is included in the proposed budget as a new position within the guidance department. There are approximately 200 students with 504 plans at the high school.

Chair Rothhaus asked how many students are taking advantage of the career and technical programs? How do we advertise these programs? What do we presently do to make sure all students have this opportunity?

Mr. Claire responded 10 students attend programs at Nashua High School North, 16 student attend programs at Nashua High School South and 31 students attend programs at Alvirne High School in Hudson. Students have an opportunity to visit the programs, submit an application for a program. Program participation is determined by the receiving school. The guidance department regularly promotes the various programs in private conversations with students.

Board Member Hardy suggested the vocational programs be shared with parents through the high school email distribution list.

Chair Rothhaus asked if the various career and technical programs accept only a certain number of students from Merrimack in their programs?

Mr. Claire responded yes and that student safety and maximum class size were factors.

Vice Chair Peters asked if the demand for participation in vocational programs was higher than the number of students accept.

Mr. Claire responded yes.

Chair Rothhaus asked who is responsible for co-curricular supplies?

Mr. Claire responded Assistant Principal Hanlon, who was unable to attend the meeting, is responsible for the budget line. All requests were funded last year.

Chair Rothhaus asked why one sport receives more funding than another sport that is similar, example baseball and softball.

Mr. Claire responded baseball has a higher budget because they must wear caps, per New Hampshire Interscholastic Athletic Association (NHIAA). Softball does not have that requirement. There are three baseball teams compared to one or two softball teams.

Chair Rothhaus stated last year she was assured that all teams are treated fairly and equal. Why do we rent space for some programs and make other programs pay for pre-season use through fundraisers?

Mr. Claire responded all teams are treated equally. Soccer balls are more expensive than lacrosse balls and are replaced more often. Space is rented for only those teams that cannot practice onsite or use a town facility. Bowling, swim, alpine ski, ice hockey and indoor track require rental space. Rental space for soccer is needed for home games only, not practice, during the months of August and September only to preserve the high school field. All home games are played at the high school beginning October 1st.

Mr. Claire will have a conversation with Athletic Director Mike Soucy regarding rental space needs for the lacrosse team.

Chair Rothhaus asked how the district determines the need for new textbooks and what is the rotation.

Mr. Zampieri responded that there is no set rotation plan and online support is not available. Additional biology textbooks are needed; however, the current books are not available to purchase. The new textbooks will be a class set with an online component.

Vice Chair Peters asked why we are purchasing so many hard copies of the English novels when the software has all the texts we would want?

Mr. Zampieri responded the online program did not have all the novel titles required by the English department. It was decided to reduce the budget for the online program and use the savings to purchase lost books and purchase new contemporary novels.

Chair Peters asked is there a systematized uniform replacement schedule at the high school like there is at the middle school?

Mr. Claire responded uniforms are replaced every 2-5 years. Replacement uniforms for football are the only uniforms in the budget. All other replacement uniforms are provided by the patrons.

Vice Chair Peters asked why is the social studies field trip budget significantly higher?

Mr. Zampieri responded last year a U.S. History class offered a field trip to all students. The cost of that field trip was more than the budgeted amount. More students will participate in additional field trips next year to support the required civics exam.

Vice Chair Peters requested in the future that adjustments between line items be reflected in the supporting paragraph of the budget book.

Board Member Hardy asked why scoreboard and announcers are paid and not volunteer roles.

Principal Claire responded current scoreboards require technical training prior to operating.

Board Member Hardy asked what is the police detail for at football and basketball games and why is that cost so much higher for basketball than football (when it looks like it is the same number of games)?

Principal Claire responded that the police attend the events for safety. There are fewer football games than basketball games.

Board Member Hardy asked how the $16,000 budget for co-curriculars is divided up between all the various non-sports clubs/co-curriculars that run at the high school?

Mr. Claire responded that Assistant Principal Hanlon would have the answer to this question.

Board Member Hardy spoke to the inequitable funding between sports and co-curricular activities within the district. Mrs. Hardy hopes that will be address in future budgets.

It was noted that students in the band program receive a penalty if they are absent from band to participate in a sports event that conflicts with a band event. All agreed that situation needs to be reviewed.

Mr. Claire responded new equipment for the Little Theatre is being purchased this year with money from the high school improvement account.

Mr. Zampieri stated Assistant Principal Hanlon is the administrator for co-curricular activities and Ms. Hanlon plans to ask the clubs what they need and to let them know that they can ask for items they need.

Vice Chair Peters stated a drama teacher does not fall within the fine arts department. She supports future conversations about what a fine arts department looks like and what it includes.

Board Member Halter noticed some classes are purchasing new equipment and others are not. Is there a rotation cycle for items such as calculators, headphones, flash drives, etc.

Mr. Zampieri responded that math and science departments each asked for one class set of graphic calculators.

Board Member Martin asked what equipment are you looking to replace in the weight room?

Mr. Claire responded frayed cables in one of the weight machines. It is a safety issue.

Board Member Martin supports the purchase of new drums for health and safety issues.

c. Districtwide

Mr. Shevenell explained that the district portion of the budget approximately $30 million dollars consists of contractual obligation, retirement incentive, testing and scoring, contracted services, support staff improvement, contracted services for software, advertising, audit, legal services, transportation, health insurance, New Hampshire retirement, dental insurance, and debt service. He noted the bond for the middle school would be paid off next year.

Mrs. Doyle explained iReady would be used to meet the Board's goal to maximize student learning, identify and systematically fill learning gaps. iReady will replace STARR and other tools.

Mrs. Doyle also noted comprehensive professional development will accompany the implementation of iReady.

Vice Chair Peters asked for an estimate for ongoing costs for iReady after the initial investment.

Mrs. Doyle responded approximately $100,000.

Vice Chair Peters explained iReady monitors ongoing progress that will help all students.

Vice Chair Peters asked many teachers resigned or retired since August 2021 and how many have been hired?

Chief Educational Office Olsen responded 55 teachers resigned or retired, 40 teachers were hired, 4 vacancies remain.

Board Member Halter asked what is the transfer to food service for?

Mr. Business Shevenell responded food service is a special revenue fund and self-supporting. Moneys received from the state are equal or greater than the food service expenditures. In the event of a food service deficit or if there is a need to purchase equipment, money could be transferred through this account.

Board Member Halter why we spent so much on legal services in 2021-22? Are we looking to be closer to the budgeted amount this year?

Mr. Olsen responded legal services can vary greatly from year to year. Much of the costs are special education related.

Board Member Halter asked for clarification on Sup Staff Improvement, Program Prof Staff 3.1A, Workshops/Undergrad 3.1B, and Graduate Studies 3.1C. What are they spent on, and why were they so underspent in 2021-22? Are we looking to be closer to the budgeted amount this year?

Mr. Shevenell responded the amounts are contractual professional development accounts. The reason for the underspending was due to the pandemic. Those amounts can only be changed during negotiations.

Board Member Halter asked what the School Board Contingency was used for and why are we cutting it?

Mr. Shevenell responded during covid years he put $100,000 in that account in the event funds were delayed getting to the district. He will not continue to use that line.

Board Member Martin reported all his questions were answered.

4. PUBLIC COMMENT ON AGENDA ITEMS

There was no public comment on agenda items.

5. ADJOURNMENT

At approximately 8:45 p.m. Board Member Martin made a motion to adjourn. Board Member Halter seconded the motion.

The motion passed: 5 – 0 – 0.

Merrimack School Board Meeting
Merrimack School District, SAU #26
Merrimack Town Hall – Memorial Room
January 19, 2023

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

Not Present: Ms. Kaitlyn Vadney, Student Representative (Excused)

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

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

2. PUBLIC COMMENT

Ms. Heather Robitaille, 45 Springfield Circle, addressed the Board and said she was whole-heartedly in agreement that SEL (Social & Emotional Learning) was a vital piece of the student's education and shared the desire for community synergy in Merrimack, however, she said a comment was made at the January 17, 2023, School Board meeting that she was disappointed in. She said the words used seemed to be in contrast with the goal of harmony.

Chair Rothhaus said that Mr. Shawn Croteau, a teacher at the elementary school had passed away and she requested that the School Board hold a moment of silence.

3. NEW BUSINESS

a. Brief Discussion on State Budgeting

State Representative Rosemarie Rung addressed the Board and said that the state had a constitutional responsibility to provide an adequate education for its children. She said the state defined that in terms of money.

Representative Rung said adequacy was defined on a per-pupil basis which was $3,786.00. (if a school district had 1,000 pupils, they would receive 1,000 x $3,786.00. She further said four things were added to that number; how many students participated in the free and reduced lunch program which was multiplied by $1,893.00; how many students were in special education which was multiplied by $2,037.00, how many students that English was not their primary language which was multiplied by $740.00; and how many third graders who scored less than proficient in reading and that was multiplied by $740.00. She said the above numbers were what the state considered the total cost of an adequate education. Representative Rung stated that the state used "two primary buckets" to provide funding; the Adequacy Grant which came out of the state's Education Trust Fund, and SWEPT (Statewide Education Property Tax) which was a number that the state determined how much money was to be raised to support education, beyond the Adequacy Grant. She said they took that money and divided it by the total value of property in New Hampshire to come up with a tax rate. She added, however, that the state tax rate had nothing to do with the calculation of the Merrimack tax rate.

Representative Rung explained that in 2021 the state lowered the amount of SWEPT monies to $263,000 million which dropped the tax rate because they were collecting $100,000 million less than they had previously. She said Merrimack would see $2 million less in the SWEPT revenue. She said the state increased the Adequacy Grant to make up the difference.

Representative Rung said she was working with her colleagues on the Finance Committee to look at innovative ways to address the needs of local districts beyond the constraints of the formula.

4. BUDGET PRESENTATIONS

a. Work Session

Chair Rothhaus commented as the Board moved forward, the purpose of the School District's budget was to create and implement a financial plan that would support appropriate funding for all programs benefitting all students while balancing the Merrimack community's ability to pay its taxes.

MOTION: Vice-Chair Peters made a motion to reduce line item 100-4600-62-8451-08 – Repair Maintenance – Remove the girls' softball dugout in the amount of $54,553.00 to see it back in the budget the following year. Chair Rothhaus seconded the motion.

Discussion:

Chair Rothhaus said she felt the Board should support the dugout. Vice-Chair Peters replied she supported it as well but there was a $775,000 debt payment left on the middle school that they would not have the following year. Board Member Martin said he agreed with Vice-Chair Peters.

The motion passed: 3 – 2 – 0. (Nay – Chair Rothhaus & Board Member Hardy)

Assistant Superintendent for Business Shevenell proposed the following budget cuts:

1. $239,00 from various salary lines due to rehires.
2. $12,000 in Technology Infrastructure Improvement – Replace only half of the Cisco telephones.
3. $30,000 in Technology Infrastructure Improvement – Some computers were still viable.
4. $20,000 in Technology Infrastructure Improvement – Could do without 2 fewer servers.
5. $63,000 in Technology Infrastructure Improvement – Reduce the number of switches to seven.
6. $25,350 in Furniture Replacement – Reduce the number of replacement furniture.

Assistant Superintendent for Business Shevenell said the total proposed cuts (1 through 6 as listed above) including the proposed cut of $54,553.00 for the dugout was $443,903.00.

Assistant Superintendent for Business Shevenell commented that the proposed cuts would not compromise the education of the students or have a significant impact on the teachers. He also added that the proposed cuts would not be "kicking the can down the road."

MOTION: Board Member Martin made a motion to accept the cuts as proposed by the administration. Chair Rothhaus seconded the motion.

The motion passed: 5 – 0 – 0.

MOTION: Board Member Hardy made a motion to accept the revised budget for the 2023 – 2024 school year in the amount of $88,329,636 and to provide it to the Budget Committee. Board Member Martin seconded the motion.

The motion passed: 5 – 0 – 0.

b. Warrant Article Discussion

ARTICLE 1: To elect all necessary School District officers for the ensuing year. (Vote by ballot.)

ARTICLE 2: Shall the Merrimack School Board be authorized to accept on half of the district, without further action by the voters, gifts, legacies, and devices of personal or real property which may become available to the district during the fiscal year.

MOTION: Board Member Hardy made a motion to accept Warrant Article 2 as presented. Board Member Martin seconded the motion.

The motion passed: 5 – 0 – 0.

ARTICLE 3: Shall the District approve the cost items included in the collective bargaining agreement reached between the School Board and the Merrimack Teachers Association which calls for the following net change in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Year	Estimated Amount
2023 – 2024	$1,205,797
2024 – 2025	$1,272,070
2025 – 2026	$1,230,198

and further raise and appropriate the sum of One Million Two Hundred Five Thousand Seven Hundred Ninety-Seven Dollars ($1,205,797) for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels?

MOTION: Vice-Chair Peters made a motion to accept Warrant Article 3 as presented. Chair Rothhaus seconded the motion.

The motion passed: 5 – 0 – 0.

ARTICLE 4: Shall the district, if Article 3 is defeated, authorize the School Board to call one special meeting, at its option, to address Article 3 cost items only?

MOTION: Chair Rothhaus made a motion to accept Warrant Article 4, as presented. Board Member Martin seconded the motion.

The motion passed: 5 – 0 – 0.

ARTICLE 5: Shall the district raise and appropriate a sum of $1,108,669 for the purpose of roof replacement at the James Mastricola Upper Elementary School?

MOTION: Board Member Hardy made a motion to accept Warrant Article 5, as presented. Board Member Martin seconded the motion.

The motion passed: 5 – 0 – 0.

ARTICLE 6: Shall the district raise and appropriate as an operating budget, not including appropriations by Special Warrant Articles and other appropriations voted separately, the amounts set forth on the budget posted with the Warrant or as amended by vote of the first session, for the purposes set forth therein, totaling $88,329,637, if not, the default budget was $87,167,947, which was the same as the previous years' budget, with certain adjustments required by previous action of the district or by law, or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI to take up the issue of a revised operating budget only.

MOTION: Board Member Hardy made a motion to accept Warrant Article 6, as presented. Chair Rothhaus seconded the motion.

The motion passed: 5 – 0 – 0.

5. PUBLIC COMMENTS ON AGENDA ITEMS

There were no comments from the public.

At approximately 8:22 p.m. Board Member Martin made a motion to adjourn. Chair Rothhaus seconded the motion.

The motion passed: 5 – 0 – 0.

February 14, 2023

RECEIVED

FEB 16 2023

Merrimack School District SAU26

Everett Olsen
Chief Executive Officer
Merrimack School District
35 McElwain St.,
Merrimack, NH, 03054

Dear Mr. Olsen,

I would like to notify you that I am resigning from my position as Special Education Teacher at Mastricola Elementary School at the close of the 2022-2023 school year.

Thank you for the opportunities to grow professionally and improve my teaching practice. I have truly enjoyed being part of the MES community and the faculty that came with it. Although I am moving on to my next steps in my career, I will not forget the staff, students, and the incredible mentors that make Mastricola Elementary School an amazing place to be.

In August, I will be moving to Nagoya, Japan to teach Special Education at an International School. In the meantime, I will make sure to finish my time in Merrimack with the same level of commitment and dedication as I have over the past two and a half years.

With Kindness,

Anissa Cote

MERRIMACK SCHOOL DISTRICT MONTHLY ENROLLMENTS 2022-2023

February 6, 2023

Enrollment On

February 6, 2022	PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	ODP	HSS	TOTALS
MES	42	78	80	69	79	81	429														429
RFS	52	70	89	72	80	92	455														455
TFS	43	103	99	96	104	100	545														545
MUES								247	250	497											497
MMS											278	270	548								548
MHS														279	261	278	286	1104			1104
PR-12 Total																					3578
Student Services ODP**																			21		21
Home Study (HSS)																				123	123
Total	137	251	268	237	263	273	1429	247	250	497	278	270	548	279	261	278	286	1104	21	123	3722

**Out-of-District Placement

MONTHLY ENROLLMENTS 2022-2023

Month	*PRE	K	1	2	3	4	Total	5	6	Total	7	8	Total	9	10	11	12	Total	SSP	HSS	TOTALS
September 12, 2022	129	248	268	239	266	272	1422	248	249	497	277	271	548	278	265	278	303	1124	19	116	3726
October 1, 2022	131	248	265	239	263	272	1418	245	249	494	276	269	545	277	265	279	297	1118	20	115	3710
October 3, 2022	131	248	265	239	263	272	1418	245	249	494	276	269	545	277	265	279	297	1118	20	116	3711
November 7, 2022	132	248	268	237	263	271	1419	246	249	495	277	269	546	277	264	279	294	1114	19	118	3711
December 5, 2022	135	248	269	238	262	271	1423	247	249	496	278	269	547	277	262	278	293	1110	20	119	3715
January 3, 2023	136	249	268	238	262	271	1424	248	249	497	278	271	549	279	261	277	292	1109	20	121	3720
February 6, 2023	137	251	268	237	263	273	1429	247	250	497	278	270	548	279	261	278	286	1104	21	123	3722

BUS SUSPENSIONS FOR THE MONTH OF JANUARY

	MHS	MMS	JMUES	MES	RFS	TFS
Fighting						
Vandalism						
Disrespect/Disruption						
Unsafe Behavior						
Other						
TOTAL	0	0	0	0	0	0