

Posted: Thursday, December 1, 2022

At: All Hudson schools, SAU building, district website



HUDSON SCHOOL DISTRICT ♦ Hudson, New Hampshire
Hills Memorial Library 18 Library Street

6:30 pm Regular Meeting
followed by non-public session

Agenda – December 5, 2022

Estimated
time

6:30pm

A. Call to Order

Pledge of Allegiance

6:31pm

B. Public Hearing (Decision)

Pursuant to RSA 198:20-b, and in accordance with Article 4 of the March 6, 1992 Town Meeting, the Hudson School Board shall hold a public hearing to receive and authorize to expend a donation of \$15,000.

[Public Hearing Memo](#)

[Donation Memo](#)

6:40pm

C. Public Input

Hudson residents are welcome and encouraged to share feedback with the board on agenda items

7:10pm

D. Good News Update (Information)

Assistant Superintendent Kim Organek will share good news

7:15pm

E. New Business

1. Hills Garrison Nomination (Decision)

Superintendent Moulis will review nomination for Hills Garrison's ski club

[Winter Ski Club nomination](#)

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2. Superintendent Evaluation (Discussion)

The board will discuss the superintendent evaluation process

[Evaluation Template](#)

[CBI Superintendent Evaluation and Goal Setting](#)

3. New England Association of Schools and Colleges (NEASC) Student Survey (Discussion)

Alvirne High School Principal Beals and Superintendent Moulis will share information on the student survey as part of the high school accreditation process

[NEASC CPS Opinion Survey](#)

[ILD Non-Educational Non-academic Questionnaires, Surveys and Research](#)

[ILDA Non-Educational Questionnaires, Surveys and Research](#)

8:15pm

F. Old Business

1. Update on A/B Block Schedule (Discussion)

Alvirne High School administration will provide an update on the A/B block schedule

2. Warrant Article Follow-Up (Decision)

Business Administrator Jen Burk will provide follow up information regarding the warrant articles

[Warrant Articles - Draft](#)

8:35pm

G. Policies

1. Second Reading (Decision)

ADD Safe Schools	Withdrawn by NHSBA – November 2020, Replaced by EBB
EBB School Safety	EBB entirely replaces current policy
EHB Data and Records Retention	Revised with track changes- more specific provisions relating to the destruction of records
IFA Instructional Needs of Each Individual Student	Current policy with minor tracked changes
IMBC Alternative Credit Options	Current policy with updates -awarding credits for courses at another approved school
JCA Change of Class of School or Assignment Best Interests and Manifest Hardship	NHSBA version replaces current policy
JEC Manifest Educational Hardship	Withdrawn by NHSBA I November 2020; language is updated in JCA

8:40pm

H. Recommended Action

1. Manifests – Recommended action: Make necessary corrections and sign
2. [Minutes – November 21, 2022 Draft](#)
3. [Minutes – February 5, 2022 Draft](#)

8:45pm

I. Reports to the Board (Information)

District administrators will share updates for the board and public

1. Superintendent Report
2. Assistant Superintendent Report
3. Director of Special Services Report
4. Business Administrator Report

8:55pm

J. Committee Reports

Board members will share committee updates

9:00pm

K. Board of Selectmen – Liaison Comments

9:05pm

L. Student Representative Comments

9:10pm

M. Board Member Comments

9:20pm

N. Non-Public Session

RSA 91-A:3 II provides certain conditions under which the School Board MAY enter into non-public session: A

These conditions are:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.*
- b. The hiring of any person as a public employee.*
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting.*
- d. Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.*
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency or any subdivision thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.*
- i. Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.*
- k. Consideration by school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or of district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.*
- l. Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.*
- m. Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.*

9:45pm

O. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	December 19	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 9	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 23	6:30 pm	Hills Memorial Library	Regular Meeting

HUDSON SCHOOL DISTRICT

SAU # 81

20 Library Street Hudson, NH 03051-4240
(603) 883-7765 fax (603) 886-1236

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dmoulis@sau81.org

Kimberly Organek
Assistant Superintendent
(603) 886-1235
korganek@sau81.org

Rachel Borge
Director of Special Services
(603) 886-1253
rborge@sau81.org

Jennifer Burk
Business Administrator
(603) 886-1258
jbuk@sau81.org

To:	Hudson School Board Members Dan Moulis, Superintendent
From:	Jennifer Burk, Business Administrator
Date:	November 29, 2022
Re:	RSA 198:20-b Hearing for Unanticipated Revenue

RSA 198:20-b provides that "... any school district at an annual meeting may adopt an article authorizing indefinitely, until specific rescission of such authority, the school board to apply for, accept and expend, without further action by the school district, unanticipated money from a state, federal or other governmental unit or a private source which becomes available during the fiscal year."

The School District adopted the provision of this law at the annual district meeting on March 6, 1992. The reason for this is that, while every attempt is made in developing budgets to estimate the amount of grants and private donations, much of what will be available and received is unknown at that time. This process allows the School District to take advantage of grant and private donation opportunities that occur during the year which were not or could not have been anticipated in advance.

RSA 198:20-b goes on to provide that "for unanticipated funds in the amount of \$5,000 or more, the school board shall hold a prior public hearing on the action to be taken..."

As outlined in the accompanying memo from Eric Frauwirth, CTE Director, our culinary program is in receipt of a donation from FEEDNH in the amount of \$15,000, which they plan to use to enhance the program curriculum.

The process for the hearing is as follows:

1. Chairman opens the Hearing.
2. Chairman provides an explanation of the purpose of the hearing and reviews the breakdown of the donation source.
3. Chairman accepts comments/questions/discussion from School Board members.
4. Chairman accepts comments/questions/discussion from the public.
5. Chairman closes the Hearing, returns to the regular school board meeting.
6. Motion is made by a Board member to receive the donated equipment. **(Suggested motion: I move to accept and expend an additional \$15,000 for the purposes outlined in the donation memo.)**
7. Vote on the motion.



**PALMER CTE CENTER
HUDSON SCHOOL DISTRICT
MEMORANDUM**

TO: HUDSON SCHOOL BOARD

FROM: ERIC FRAUWIRTH, CTE DIRECTOR
DAVID BRESSLER, CULINARY INSTRUCTOR

SUBJECT: DONATION

DATE: 11/22/22

CC: JEN BURK

FEEDNH issued a challenge to high school culinary arts programs as part of their mission to donate \$1 million. The Palmer Center culinary program was selected to receive a \$15,000 donation. The program plans to use the funds to enhance the program curriculum. We will expand our pasteurization program and work in making cheese, also looking for a commercial ice cream freezer for volume and lastly sous vide and immersion circulation.

FEEDNH.org was formed in 2014 and benefits NH based non-profits who support Families, Elderly, Education (as it relates to culinary education), and Disadvantaged. Since our inception, we have donated just over \$900,000 to NH non-profits. We are looking forward to donating our next \$100,000+ to reach the \$1 Million donated mark!

As we climb the Hill to \$1Million, I am writing to share an exciting opportunity that we are offering to 7 deserving CTE culinary programs in New Hampshire.



Great NH Restaurants' Charitable Trust

Dear Chef,

Thank you for taking the time to complete a Hill to \$1Mill application on behalf of your school's Culinary Arts Program. We are writing to share our excitement that the FEEDNH.org Board has decided to award ALL schools who applied with a \$15,000 donation! Congratulations!

As a reminder, the following requirements must be met to receive your \$15,000 donation (Please provide ALL information to Tanya@feednh.org **no later than Monday, December 5th**):

- Proof of your non-profit status ASAP (if you haven't already submitted)
- Be prepared to bring the following dish (note Stationed or Passed below) and send the item name, description, & ingredient list to Tanya@feednh.org and we will create signage for your station. If Passed, please indicate if you can provide your own trays or if you need us to provide them for you.
- Note, open flame cooking is NOT permitted at the venue. Sterno is okay.
 - **Alvirne High School's Wilber H. Palmer CTE Center** – Farmers cheese with bread loaf and homemade cracker along with scallion pancake and 5-spice pork. (Stationed in Entrance at the Rex)
 - **Concord Regional Technical Center** – A savory dish that shows student creativity with local available ingredients (Stationed)
 - **Dover CTE** – Carnitas Tacos (Stationed)
 - **Manchester School of Technology** – Frenched teriyaki drumettes and bulgogi meatballs and Asian noodle salad (Stationed)
 - **Milford High School** – A dessert dish (Passed)
 - **Nashua Technology Center** – Brazilian slider (Stationed)
 - **North Point CTE** – Baklava (Passed)
 - **Pinkerton Academy CTE** – Tapas (Stationed)
 - **Plymouth Regional High School** – Canapes & mac and cheese (Stationed)
 - **Portsmouth CTE** – Pastry assortment (Passed)
 - **White Mountains Regional High School** – The Spartan B2 Bomb (Stationed)
- A description of what your program will use the funding for. We will create a small sign to include at your table for attendees to read. This can be submitted by: **Monday, December 12th**.
- You may arrive between 4pm - 5pm for set-up. Event will run from 6pm – 8pm.
- You will be provided a 6-8 foot table, a trashcan, linens, and plates & plasticware. We only request that you provide the food samples and anything needed for your food set-up or décor.
- We would like to stress that spacing is very tight and items should be fully prepped before arrival. There is no usable kitchen on site. Please be prepared to transport all items back unwashed.



Great NH Restaurants' Charitable Trust

- We completely understand that this is a learning experience for your students so please **have fun with it and keep stress to a minimum** when it comes to packing, preparing items, etc!
- We are here to help with any questions. Just ask!
- Each school will be allowed 12 tickets. Including, chef, students who are coming, and family members/guests. Please let us know how many of your allocated tickets you plan to use by: **Monday, December 12th**
- Please feel free to bring school swag (i.e. banners, signage, etc.)
- To reiterate, this funding must be used for Culinary Arts facility or Culinary Arts students only. It is not approved to be shared with any other CTE program.

Don't forget to bring your A game! We will be giving out a special "tip" to one lucky school the night of the Hill to \$1Mill event!

As always, don't hesitate to reach out with any questions you may have.

We look forward to this evening with all of you as we celebrate climbing the Hill to \$1Mill!

Sincerely,

The FEEDNH.org - Great NH Restaurants' Charitable Trust Board

Contact:

Tanya Randolph - Ambassador of Philanthropy & Community Outreach

Tanya@feednh.org

603-488-2833

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Business Administrator

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TO: Hudson School Board
FROM: Cathy Brackett, HR Generalist
SUBJECT: Fall/Winter Extracurricular Nominations
DATE: November 28, 2022

The following nominations have been submitted for fall/winter of the 2022-2023 school year:

Hills Garrison Elementary School:

Ski Club	Christine Kingsley	\$950.00
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Evaluation of the Superintendent

Purpose: The Board will evaluate, at least annually, the Superintendent's performance and effectiveness, using standards developed by the Superintendent and the Board. The evaluation is based on the domains, qualities and values of leadership found in current research and professional standards, that contribute to student achievement. The Superintendent evaluation is intended to provide opportunities for dialogue between parties resulting in identification and documentation of performance, professional development, priorities, and targeted goal setting. The evaluation process should be viewed as an opportunity for professional growth for the Superintendent and as an opportunity to facilitate growth of the Superintendent/Board relationship making the evaluation process a natural extension of the SAU planning process.

Process Overview: A specific time should be designated for an annual formal evaluation session with all Board members and the Superintendent present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement. The expectation is that by the end of the evaluation cycle, the Superintendent and District Board evaluators have gathered and shared a reasonable amount of evidence on every, or the prioritized, Performance Standard(s) to support a rating for each Standard. Also, the Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits. Finally, goals shall be defined with timelines, ie. annual or long-term.

A mid-year evaluation check should occur. The Superintendent presents to the Board an update on their own progress to date on each of the goals and expectations that have been agreed to. This is an opportunity for both the Board and Superintendent to determine if any adjustments to the yearly plan are required, due to unforeseen circumstances or a shift in SAU priorities. It is also an opportunity for the Board to express to the Superintendent any concerns to date, so the Superintendent can react and make corrections where appropriate prior to the formal annual review.

Procedures: All parties shall receive and review the Superintendent's job description. Each Board member shall independently complete the Superintendent Evaluation Rating Form. The Superintendent shall complete the form as a means of self-reflection, providing evidence and developing goals.

Subsequently, the Director of Human Resources (DHR) shall compile the Board's ratings and produce an evaluation summary from the Board. Also, the DHR with the Superintendent shall compile the Superintendent's self-evaluation and any supporting evidence for the Board. The DHR shall provide the Board with all the summary documents for review prior to the evaluation meeting with the Superintendent. In advance of the evaluation meeting, the Chair, or designee, may provide the Superintendent with a brief overview of key results of the evaluation.

The Chair, or designee, shall facilitate the evaluation meeting and provide the results and discuss the proposed goals in the evaluation meeting. An open dialogue should occur where goal setting is finalized, job description is confirmed, any performance improvement plans are developed, and the final evaluation summary document is compiled and signed by both the Board Chair and the Superintendent.

Superintendent Evaluation Rating Form

Superintendent Evaluation Rating Scale					
	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

Performance Standards for Superintendent

Standard 1. Mission, vision, and core values: Advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Performance Indicators

- a) Has developed an educational mission that defines the district’s vision and core values, and promotes the academic success and well-being of each student.
- b) Promotes a shared understanding of and commitment to mission, vision, and core values within the district and the community.
- c) Articulates, advocates, and cultivates core values that define the district’s culture and stresses the imperative of student and employee success with high expectations and support; equity, inclusiveness, and social justice; openness caring, and trust; and continuous improvement.
- d) Works collaboratively with district personnel and the community and uses relevant data to develop and promote a vision for the district on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- d) Models and pursues the district’s mission, vision, and core values in all aspects of leadership.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 2. Ethics and professional norms: Act ethically and according to professional norms to promote each student’s academic success and well-being.

Performance Indicators

- a) Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the district’s resources, and all aspects of district leadership.
- b) Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Leads with interpersonal and communication skill, social-emotional insight, and understanding of students’ and employees’ backgrounds, identities and cultures.
- d) Provides moral direction for the district and promotes ethical and professional behavior among all district employees.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK

	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,
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COMMENTS:

Standard 3. Equity and cultural responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Performance Indicators

- a) Recognizes, respects, and fosters each student’s strengths, diversity, and culture as assets for teaching and learning.
- b) Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- c) Continues to develop student and district policies and addresses student and educator misconduct in a positive, fair, and unbiased manner.
- d) Acts with cultural competence and responsiveness in their interactions, decision making, and practice.
- e) Address matters of equity and cultural responsiveness in all aspects of leadership.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 4. Curriculum, instruction, and assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Performance Indicators

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Promotes and supports efforts to establish and improve pre-K-12 curriculum development that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- c) Requires school programs and support services to reflect sound educational practices supported by the effective use of technology.
- d) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement while adhering to student privacy laws.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 5. Community of care and support for students: Cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of each student.

Performance Indicators

- a) Builds and maintains a safe, caring, and healthy environment that meets the academic, social, emotional, and physical needs of each student.
- b) Create and sustain school environments in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community and district.
- c) Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promotes adult-student, student-peer, and district-community relationships that value and support academic learning and positive social and emotional development.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 6. Professional capacity of district personnel: Develop the professional capacity and practice of district personnel to promote each student’s academic success and well-being.

Performance Indicators

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other staff by providing opportunities for effective onboarding, orientation and mentoring of new personnel. Plan for and manage staff turnover and succession.
- b) Develops teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- c) Delivers actionable feedback about instruction and other professional practice through supervision and evaluation that supports the development of teachers’ and staff members’ knowledge, skills, and practice.
- d) Empowers and motivates teachers and staff to the highest levels of professional practice and dedication to continuous learning and improvement.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 7. Professional community for teachers and staff: Foster a professional community of educators, administrators and staff to promote each student’s academic success and well-being.

Performance Indicators

- a) Provides workplace conditions for educators, administrators and other staff that promote effective professional development, practice, and student learning.
- b) Empowers and entrusts district staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the district.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy; and continuous individual and organizational learning and improvement.
- d) Develops and supports open, productive, caring, and trusting working relationships among leaders, educators, and staff to promote professional capacity and the improvement of practice.
- e) Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 8. Meaningful engagement of families and community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Performance Indicators

- a) Is approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of the students.
- c) Engages in regular and open two-way communication with families and the community about the district, students, needs, problems, and accomplishments.

d) Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the district.

e) Builds and maintains productive partnerships with public and private sectors to promote district improvement and student learning.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 9. School Board relations: Work cooperatively and effectively with the School Board to promote each student’s academic success and well-being, and to address district-level matters

Performance Indicators

- a) Is knowledgeable of, adheres to, and enforces all policies and fulfills all directives of the Hudson School District School Board
- b) Communicates with the School Board in a consistent, clear and timely manner both in writing and verbally.
- c) Alerts the School Board when new policies are needed, or old policies need updating
- d) Participates actively in the contract negotiations process
- e) Anticipates sensitive issues and acts proactively to minimize potential difficulties
- f) Works in cooperation with School Board members on matters under discussion until final decision is reached; then implements the decision in a timely and effective manner.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 10. Operations and Fiscal Management: Manage school operations, finances and resources in accordance with policies, laws and regulations to promote student success.

Performance Indicators

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district.
- b) Seek, acquire and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- c) Are responsible, ethical, and accountable stewards of the district’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

- d) Employs the use of data and communication systems along with current Information technology systems for effective budget reporting
- e) Acts as a fiduciary in the development and recommendation of the annual budget to the district school board that aligns with the district school board's objectives
- f) Monitors the ongoing physical and financial needs of the district ensuring responsible and ethical budgeting and accounting practices.
- g) Provides leadership in identifying, planning and implementing capital improvements.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Standard 11. School improvement: Act as agent of continuous improvement to promote each student's academic success and well-being.

Performance Indicators:

- a) Seek to make the district more effective for each student, employees, families and the community.
- b) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district improvement.
- c) Offers a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.
- d) Prepares the district and community for improvement by promoting readiness and instilling mutual commitment and accountability and develop the knowledge, skills and motivation to succeed in improvement.
- e) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- f) Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

	Needs Improvement	Developing	Proficient	Exceeds Expectation	Unknown
Circle one >	1	2	3	4	UK
	Insufficient implementation of standard. Requires reviewer to provide documentation/data	Meets the standard occasionally but not consistently.	Consistently meets the standard.	Consistently meets the standard with Exemplary performance. Provide examples.	Have not had ample opportunity to evaluate or observe,

COMMENTS:

Individual rating ends here.

Rater's Signature: _____

Date: _____

HUDSON SCHOOL DISTRICT

POLICY CODE: CBI Superintendent Evaluation and Goal Setting	FIRST ADOPTION: 12/12/2019
RELATED POLICIES: BDD	LATEST REVISION: 12/12/2019 Page 1 of 1

Category: Recommended

See Also: CBI-F1 & CBI-F2

The Board will annually evaluate the Superintendent based on written criteria as established by the Board. Co-extensive with the Superintendent evaluation, the Board and Superintendent will jointly establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the Superintendent's annual evaluation.

The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:

1. Mission, Vision, and Core Values
2. Fiscal management
3. Curriculum, instruction, and assessment
4. Relationship with the school board
5. Administration of educational services
6. Administration of school facilities
7. Governance and wellness and safety of students
8. Hiring and supervision of school district staff
9. Overall leadership on educational issues
10. Meaningful engagement of families and community

The board may choose not to annually evaluate and review every area listed above.

The Board desires that the annual Superintendent evaluation and goal setting will clarify the Superintendent's role within the school community, address areas for the Superintendent to improve, and address areas for which the Superintendent should be commended.

Legal References:

N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards, Superintendent Evaluation

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Opinion Surveys

Student Survey

Welcome to the New England Association of Schools and Colleges, Commission on Public Schools Survey.

The purpose of this survey is to gather student opinions about how well your school is meeting your needs. The survey is confidential, and results will be used to help improve your school. Please answer all questions as accurately and honestly as possible. Thank you for your time.

Note: questions with an asterisk (*) are required.

Note: Once you begin the survey, you cannot restart. Please complete the entire survey in one session.

Terms of use for this survey are available for review here: [NEASC Survey Terms of Use](#)

[GDPR Privacy Statement](#)

How often does the following happen at this school?

People treat students from different backgrounds with respect.

I treat the adults with respect, even if I don't know them.

I feel safe.

People like me feel welcome.

I trust the teachers, even if I don't have them.

I trust other students, even if I don't know them.

I feel valued.

I feel connected to other students.

How familiar are you with this school's core values and beliefs about learning?

How familiar are you with this school's vision of the graduate?

How true are the following statements at this school?

All adults seem to take responsibility for the academic well-being of all students (not just the students they teach)?

All adults seem to take responsibility for the social and emotional well-being of all students (not just the students they teach)?

All adults seem to take responsibility for getting to know all students (not just the students they teach)?

At least one caring adult knows me well.

I am given important leadership opportunities.

I learn about current social issues.

I make contributions to the community.

I take responsibility for my own actions.

I learn that mistakes are part of my learning process.

I am taught to respect the views of others—even when they disagree with me.
I am encouraged to try new things or experiment.
The principal, and other school leaders, ask students like me how to make this school better.
This school has a clear vision about the skills and knowledge I need to develop to be successful in life.
I receive feedback on the progress I am making in achieving the skills and knowledge I need to be successful in life.
This school sets high standards for academic performance.
Adults notice when someone needs help.
Adults do something when someone needs help.
I know who to go to if I need social or emotional help.
I use the academic supports available when I need them.
I use the social and emotional supports available when I need them.
A counselor is available when I need help.
If I need to improve academically, my counselor helps me find ways to do it.
If I need help with social or emotional issues, my counselor helps me figure things out.
If I need help with career decisions, my counselor helps me figure things out.
The nurse is available when I need help.
I use the library/information services to support my learning.
I can use the library when I need to, including before or after school.
I receive the services and supports I need.
This school is clean and well-maintained.
The building and/or grounds support my learning.
We have enough money and resources for athletic activities.
We have enough money and resources for co-curricular activities.
I have access to all the learning materials I need (books, supplies, equipment).
I know what to do when there is a crisis.
How often do you meet with your counselor, either individually or in a group?
For the questions below, please think about your first class of the day this Monday. If you did not have a class first period this Monday or that class was a study hall, think of your second period class.
How true are the following statements?
I like the ways we learn in this class.
My teacher makes lessons interesting.
My teacher makes learning enjoyable.
My teacher in this class makes me feel that s/he really cares about me.
My teacher really tries to understand how students feel about things.
My teacher seems to know if something is bothering me.

In this class, my teacher accepts nothing less than our full effort.
My teacher makes us explain our answers -- why we think what we think.
My teacher wants us to use our thinking skills, not just memorize things.
If you don't understand something, my teacher explains it another way.
My teacher has several good ways to explain each topic that we cover in this class.
My teacher explains difficult things clearly.
My classmates behave the way my teacher wants them to.
Our class stays busy and doesn't waste time.
Students in this class treat the teacher with respect.
My teacher wants us to share our thoughts.
Students speak up and share their ideas about class work.
My teacher gives us time to explain our ideas.
My teacher asks questions to be sure we are following along when s/he is teaching.
My teacher takes the time to summarize what we learn each day.
In this class, we learn a lot almost every day.
In this class, I can suggest ideas about how my teacher can assess what we have learned.
In this class, my teacher allows me to make choices about my learning.
In this class, my teacher provides opportunities for students to pursue their own interests.
In this class, I can suggest ideas about what we learn about or how we learn.
In this class, the teacher provides opportunities for me to revise my assignments to improve my grades.
In this class, I am given multiple opportunities to show what I know about the themes we are learning.
In this class, I regularly reflect on my learning.
In this class, I use technology to learn.
In this class, my teacher asks me how he/she can improve his/her teaching.
My teacher works with my parents to support my learning.
This class is challenging for me.
This class meets my learning needs.
The students in this class are as diverse as the students in this school.
There are students of all ability levels in this class.
In this class, how often do you:
work on a project in the community?
tutor or teach other students?
do an activity such as a role-play, demonstration, debate, or game?

Additional Background Questions

What grade are you in? (Select one choice.)	5, 6, 7, 8, 9, 10, 11, 12
Do you have any of the following or get any of the following services:	<input type="checkbox"/> s4.5a1: IEP <input type="checkbox"/> s4.5a2: 504 <input type="checkbox"/> s4.5a3: ELL <input type="checkbox"/> s4.5a4: None <input type="checkbox"/> s4.5a5: Do not know
What was your Grade Point Average (GPA) last term FOR ALL OF YOUR CLASSES? (Select one choice.)	A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F
How many books are there in your home?	0-10, 11-24, 25-99, 100-250, more than 250
Think of the adult at your home who went to school for the most years. This person:	Did not finish high school, Finished high school, Attended some college or earned a 2-year degree, Finished a 4-year college degree, Finished a professional or graduate degree after college, I don't know
Is there a computer with internet access in your home? If yes, how many? (Select one choice)	No, Yes, one, Yes, two, Yes, three or more
How many computers are there in your home?	
What is your race/ethnicity? (Please mark all that apply)	Hispanic/Latino Black/African American White Native American (Indian) Asian Pacific Islander Arab/Middle Eastern West Indian/Caribbean South Asian Other

Thank You!

Thank you for taking our survey. Your responses are very important to us.

Family Survey

Welcome to the New England Association of Schools and Colleges, Commission on Public Schools Survey.

The purpose of this survey is to gather your opinions about how well your child's school is meeting your and your child's needs. The survey is confidential, and results will be used to help improve your school. Please answer all questions as accurately and honestly as possible. Thank you for your time.

Note: questions with an asterisk (*) are required.

Note: Once you begin the survey, you cannot restart. Please complete the entire survey in one session.

Terms of use for this survey are available for review here: [NEASC Survey Terms of Use](#)

How often do any of the following happen at this school?
People treat students from different backgrounds with respect.
People like me feel welcome.
I treat school staff with respect, even if I don't know them.
Staff treat me with respect, even if they don't know me.
The school feels safe.
Parents and school staff treat each other respectfully.
How true are the following statements at this school?
Teachers seem eager to try new ideas.
My child learns that mistakes are part of the learning process.
I am given important leadership opportunities.
The principal, and other school leaders, ask parents like me how to make this school better.
My child is taught to take responsibility for his/her own actions.
All adults seem to take responsibility for the academic well-being of my child (even if they do not teach him/her).
All adults seem to take responsibility for the social and emotional well-being of my child (even if they do not teach him/her).
My child feels valued at this school.
My child feels connected to other students at this school.
A caring adult knows my child well.
This school has a clear vision of the skills and knowledge my child needs to develop to be successful in life.
I know what my child is learning at school.
I receive feedback on the progress my child is making in achieving the skills and knowledge he/she needs to be successful in life.
This school sets high standards for my child's academic performance.
My child's teachers ask me how my child learns best.
Teachers allow my child to revise assignments to improve his/her grades.
Teachers provide my child with useful and timely feedback on his/her assignments.
Technology helps my child learn.

This school often provides opportunities to learn from community members or community programs (parents, local businesses, local colleges and universities, etc.).
The classes my child takes are challenging.
This school places a high priority on engaging me as a partner in helping my child learn.
I know who to go to in this school if my child needs academic help.
I know who to go to in this school if my child needs social or emotional help.
If my child needs services or supports, this school has a clear and timely referral process.
A nurse is available when my child needs help.
Health staff effectively support my child's well-being.
A counselor is available when my child needs help.
The counseling services meet my child's college and/or career needs.
My child is receiving appropriate services and supports.
This school is clean and well-maintained.
This school has enough money and resources for athletic activities.
This school has enough money and resources for other kinds of co-curricular activities.
My child has access to all the learning materials he/she needs (books, supplies, equipment, technology).
I am familiar with the school's crisis procedures.
Adults know what to do when there is a crisis.

Demographics

What is your child's race/ethnicity? (Please mark all that apply).	pb_a1: White pb_a2: Black or African American pb_a3: Hispanic, Latino, or Spanish pb_a4: Asian pb_a5: Native Hawaiian or Other Pacific Islander pb_a6: American Indian or Alaskan Native pb_a7: Middle Eastern or North African pb_a8: Some Other Race, Ethnicity, or Origin pb_a9: No Response
Does your child have any of the following or get any of the following services? (Check all that apply)	pb_c1: IEP pb_c2: 504 pb_c3: ELL pb_c4: None pb_c5: Don't Know
Is your child eligible for free or reduced price lunch?	Yes, No
What was your child's Grade Point Average (GPA) last term FOR ALL OF HIS/HER CLASSES? (Select one choice.)	pb_e1: A pb_e2: B pb_e3: C pb_e4: D pb_e5: F pb_e6: Don't Know
How many children do you have currently attending the school?	

Thank You! Thank you for taking our survey. Your responses are very important to us.

Faculty Survey

Welcome to the New England Association of Schools and Colleges, Commission on Public Schools Survey.

The purpose of this survey is to gather faculty opinions about how well your school is meeting students' and your needs. The survey is confidential, and results will be used to help improve your school. Please answer all questions as accurately and honestly as possible. Thank you for your time.

Note: questions with an asterisk (*) are required.

Note: Once you begin the survey, you cannot restart. Please complete the entire survey in one session.

Terms of use for this survey are available for review here: [NEASC Survey Terms of Use](#)

Questions
At this school, people treat students from different backgrounds with respect.
At this school, students treat me with respect, even if they don't know me.
At this school, I feel safe.
At this school, teachers and administrators treat each other respectfully.
How familiar are you with this school's core values and beliefs about learning?
How familiar are you with this school's vision of the graduate?
How true are the following statements?
The school's core values and beliefs about learning influence teacher professional development.
This school's core values and beliefs about learning influence the way teachers and administrators design the school's academic program.
At this school, the principal and other administrators lead in ways that are consistent with the school's core values, beliefs about learning, and vision of the graduate.
At this school, I am given important leadership opportunities.
At this school, the principal, and other school leaders, ask educators like me how to make this school better.
At this school, I teach students that mistakes are part of the learning process.
At this school, I teach students to respect the views of others, even when they disagree.
At this school, I encourage students to try new things or experiment.
This school is clear about the skills and knowledge students need to be successful in life.
At this school, we provide feedback on the progress students are making in achieving the skills and knowledge they need to be successful in life.
This school sets high standards for academic performance.
At this school, there is a consistent curriculum that includes transferable skills and dispositions.
At this school, there is a consistent curriculum that embeds the school's vision of the graduate.
At this school, there is a consistent curriculum that is regularly reviewed and revised.
At this school, I help develop school improvement plans.
I am familiar with this school's improvement plan.
I have a role in implementing this school's improvement plan.

At this school, I generally ask students for feedback to improve my teaching (or my practice as an educator).
At this school, all students have learning opportunities that involve community members or programs (parents, local businesses, local colleges and universities, etc.)
I work hard to build trusting relationships with parents.
I place a high priority on engaging parents as partners in helping children to learn.
I communicate with parents to let them know what goes on in my class or at our school.
I notice when a student needs help.
I do something when a student needs help.
In this school, there is a system in place to find the right supports (academic, social-emotional, health, after school, etc.) for students who need them.
I am familiar with the steps I need to take to ensure my students receive the extra supports they need.
I am confident that in this school we have strategies in place to support the needs of students.
At this school, if a student needs any additional services or supports, staff follow a clear and timely referral process.
At this school, a counselor is available when a student needs help.
At this school, the counseling services meet students' academic needs.
At this school, the counseling services meet students' social and emotional needs.
At this school, the counseling services meet students' college and/or career-related needs.
At this school, a nurse is available when students need help.
At this school, the nurse effectively supports students' social and emotional well-being.
At this school, the nurse effectively supports students' physical well-being.
At this school, library/information services effectively support students' learning.
At this school, students can use the library/media when they need to, including before or after school.
At this school, library/information services are integrated into the curriculum.
At this school, students with IEPs and 504 plans receive appropriate services and supports.
At this school, English Language Learners receive appropriate services and supports.
At this school, special education students are appropriately included in in-school and after school activities.
At this school, English Language Learners are appropriately included in in-school and after school activities.
This school is clean and well-maintained.
At this school, the building and/or grounds support student learning.
At this school, sufficient funding is available for professional development.
At this school, an appropriate amount of time is provided for professional development.
At this school, how often is there time built into your schedule to collaborate with other teachers?
At this school, we have enough money for co-curricular learning programs (e.g. field trips, after-school, educational events, etc.).
This school/district has short-term and long-term plans to address the capital and maintenance needs of the school.
At this school, I know what to do if there is a crisis.
At this school, we have clear policies and procedures for managing crisis situations.

At this school, how many of your colleagues ...
Take responsibility for the academic well-being of all students (not just the students they teach)?
Take responsibility for the social and emotional well-being of all students (not just the students they teach)?
Take responsibility for getting to know all students (not just the students they teach or work with)?
Are open to trying new ideas?
How often do you...
Set concrete improvement goals for your instruction (or improve your practice as an educator).
Develop concrete plans to improve your instruction (or improve your practice as an educator).
Implement concrete plans you developed to improve your instruction (or improve your practice as an educator).
Evaluate your lessons and adjust your teaching accordingly (or evaluate your practice and adjust accordingly).
How much influence do educators have over school policy in each of the areas below?
Planning how school funds should be used.
Determining the content of in-service professional development days.
Setting standards for student behavior.
In the current school year, how much has each of the following helped you improve student learning, achievement, or well-being?
On-site workshops or trainings.
Professional learning community (PLC) meetings.
Collaborative planning time with colleagues (e.g. grade level meetings, department meetings).
Instructional coaching.
Classroom observations with other colleagues at your school.
Question
My primary role in the school is
TEACHER QUESTIONS (If your role is other than a teacher please skip)
How true are the following statements? I feel successful with my ability to consistently...
Have my students understand that I care about their individual growth and development.
Help students learn by talking among themselves about key concepts, ideas, and interests.
Get students to treat me and one another respectfully.
Get students to behave in ways that support their learning.
Know how each of my students learns best
Make lessons relevant to students' lives.
Explain the things that students find difficult to understand.
Summarize lessons in ways that help students remember main ideas and concepts.
Get students to think deeply and rigorously, instead of just trying to memorize things.

Teach students about the culture and history of people from different backgrounds.
How true are the following statements?
I allow students to make choices about their learning.
I provide opportunities for students to pursue their own interests.
I allow my students to suggest ideas about what or how they can learn.
I give students opportunities to design their own learning.
I use a variety of assessments to understand student learning.
I allow my students to show what they have learned in different ways, not just tests.
I allow my students to suggest ideas about how I can assess what they have learned.
In my department/grade, teachers use common assessments across classrooms to ensure consistent and equitable learning opportunities.
I use assessments to adjust instruction and meet my students' learning needs.
I provide opportunities for students to revise their assignments to improve their grades.
I give my students multiple opportunities to show what they know about the themes we are learning.
At this school, students regularly reflect on their learning.
I use technology to individualize the pace of learning.
In my class(es), students use technology to collaborate with others.
I have access to the technology I need to support student learning.
I use technology to collaborate with colleagues.
At this school, students have opportunities to learn in ways that combine different subjects (math, English, social studies, art, etc.).
In my department/grade, we make sure that the curriculum is aligned well across different grade levels.
I have sufficient instructional time to meet the learning needs of all students.
I have sufficient access to the instructional materials I need (books, supplies, equipment, technology).
How much influence do educators have over school policy in each of the areas below?
Determining which books and other instructional materials are used in classrooms.
Developing the curriculum.
This school year, how often have you had formal collaboration with colleagues to do the following?
Revise and refine the curriculum.
Design lessons with the right level of challenge for our students.
Design assessments of student learning.
Discuss how to improve instruction.
Discuss what helps students learn the best.
Discuss the goals of this school.
Discuss how to manage classroom behavior.
Discuss how to partner with families to support learning.

Examined student work to make instructional decisions?
--

End of Teacher only section

Additional Background Questions

How many years have you been a K-12 educator?

For how many years have you worked at this school?
--

Thank You!

Thank you for taking the survey. Your responses are very important.

HUDSON SCHOOL DISTRICT

POLICY CODE: ILD Non-educational/Non-academic Questionnaires, Surveys & Research	FIRST ADOPTION: 06/17/2020
RELATED POLICIES:	LATEST REVISION: Page 1 of 1

Category: Priority - Required by Law
See also Appendix ILD-R

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. While similar, the two laws are not co-extensive, with slightly different scope, procedures and exceptions.

A. General.

1. For the purpose of this policy, "non-academic survey" shall include a survey, questionnaire, analysis, evaluation or any other document which seeks any information in the categories listed in sections B (as to state law) or C (as to federal law), below. However, non-academic surveys should not be deemed to include questions directed to an individual student by a school counselor, nurse or appropriate personnel under circumstances indicating such questions are reasonably necessary for such person's compliance with applicable laws or regulations, and the discharge his or her duties.
2. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.
3. Non-academic surveys conducted for other agencies, organizations or individuals must have both the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved non-academic surveys must be shared with the School Board.
4. No non-academic survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.
5. As used below, the consent and notification provisions apply to a child's parent/legal guardian(s), unless the student is an adult or an emancipated minor who consents.

B. New Hampshire Law.

Under RSA 186:11, IX-d, prior notice and prior consent (opt-in) is required for any non-academic survey designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;

4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;
8. or any other information not related to a student's academics.

C. Federal Law.

1. Protection of Pupil Rights Amendment. Under the federal Protection of Pupil Rights Amendment, prior written consent is required only if the non-academic survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:

- a. Political affiliations;
- b. Mental and psychological problems potentially embarrassing to the student or the family;
- c. Sexual behavior and attitudes;
- d. Illegal, anti-social, self-incriminating, and demeaning behavior;
- e. Critical appraisals of other individuals with whom respondents have close family relationships;
- f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

2. Federal Exception. Non-academic surveys which do not require consent and notice under New Hampshire law (section B) but might otherwise require notice and consent under the federal law (section C.1 above). However, the federal requirement exempts to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- a. College or post-secondary education recruitment, or military recruitment;
- b. Book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- e. The sale of products or services to raise funds for school-related or education-related activities; and

f. Student recognition programs.

Caution: This exception only applies if the non-academic survey is otherwise exempt under New Hampshire law (section B, above).

D. Notification and Inspection.

When school personnel intend on administering a non-academic survey the school shall provide ten (10) day notice to parents/guardians. Included in the notice will be information regarding the purpose of the non-academic survey; how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the school's administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

E. Consent Exception for Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention.

Neither state nor federal law requires prior written consent for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

However, New Hampshire law nonetheless requires the District to provide parents/guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

Legal References:

*20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment
RSA 186:11, IX-d
2017 CDC YRBS Guidance Manual*

HUDSON SCHOOL DISTRICT

POLICY NUMBER: ILDA Non-Educational Questionnaires, Surveys and Research

Page 1 of 2

ADOPTED: 7/18/2005

First Reading: 7/11/2005

Second Reading: 7/18/2005

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) provides parents, students of majority (18 years or older), and emancipated minors rights regarding the district's conduct of surveys, collections and use of information for marketing purposes, and certain physical exams.

Parent Rights Include:

1. Parents must receive notice and provide written consent before students are required to submit to a survey that concerns one or more of the following areas:
 - a. Political affiliation or beliefs of the students or the student's parents
 - b. Mental or psychological problems the students or the student's parents
 - c. Sex behaviors or attitudes
 - d. Illegal, anti-social, self-incriminating or demeaning behavior
 - e. Critical appraisals of others with whom the respondents have close family relationships
 - f. Religious practices, affiliations or beliefs the students or the student's parents
 - g. Income, other than is required by law to determine program eligibility
 - h. Legally recognized privileged relationships such as lawyers, doctors or ministers
2. Parents must receive annual notice with approximate dates and be provided an opportunity to opt a student out of activities that include:
 - a. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, not necessary to protect the immediate health and safety of students except for hearing, vision, or scoliosis screenings
 - b. Activities involving collection, disclosure, or use of personal information for the purpose of marketing or selling that information
3. Parents may inspect, upon request and before administration or use –
 - a. Protected information surveys of students that are created by third parties
 - b. Instruments used to collect personal information from students for any marketing, sales, or other distribution purposes and
 - c. Instructional material used as part of the educational curriculum

The Hudson School District has developed this policy, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Hudson School District will notify parents and eligible students annually at the start of each school year of this policy and after any substantive changes.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: ILDA Non-Educational Questionnaires, Surveys and Research

Page 2 of 2

ADOPTED: 7/18/2005

First Reading: 7/11/2005
Second Reading: 7/18/2005

Protection of Pupil Rights Amendment Opt Out Form

School:

Date:

Student Name:

Date of Birth:

As a parent you have the right to request that your child does not participate in surveys, collection and use of information for marketing purposes and certain physical exams.

_____ I request that my child, _____, not participate in surveys, the collection of information for marketing purposes and certain physical exams.

Signature of parent or guardian: _____

As required by 20 U.S.C. 1232h

WARRANT ARTICLES

HUDSON SCHOOL DISTRICT State of New Hampshire

To the inhabitants of the School District of Hudson, New Hampshire qualified to vote in district affairs:

FIRST SESSION OF ANNUAL MEETING (DELIBERATIVE SESSION)

You are hereby notified to meet in the Hudson Community Center in said district on the 11th day of February 2023 at 9:00 am for the first session of the annual school district meeting, for explanation, discussion, and debate of the Warrant Articles **1 through 11**. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

SECOND SESSION OF ANNUAL MEETING (OFFICIAL BALLOT VOTING)

You are hereby notified to meet again at the Hudson Community Center or the Alvirne High School Cafeteria in said district on Tuesday, March 14, 2023 between the hours of 7:00 am and 8:00 pm for the second session of the annual school district meeting to vote by official ballot upon the following subjects:

ELECTION OF OFFICERS (Separate Ballot Vote)

- To choose two (2) members of the School Board for the ensuing three (3) years
- To choose one (1) School District Treasurer for the ensuing three (3) years
- To choose one (1) School District Clerk for the ensuing three (3) years
- To choose one (1) School District Moderator for the ensuing three (3) years

WARRANT ARTICLES 2023-2024

Warrant Article 1 Alvirne High School Renovation

[Passage of this article shall override the 10 percent limitation imposed on this appropriation due to the non-recommendation of the budget committee.] Shall the Hudson School District raise and appropriate the sum of \$27,000,000 for the design, construction, and equipping of additions and renovations to Alvirne High School; and authorize the School Board to accept a grant or grants and/or any other federal, state, or other aid which may be available for said project; and further authorize the School Board to issue not more than \$27,000,000 in bonds or notes in accordance with the Municipal Finance Act, (RSA Chapter 33) and authorize the School Board to issue, negotiate, sell, and deliver such bonds and notes and to determine the rate of interest thereon and the maturity and other terms thereof; and further raise and appropriate the additional sum of **\$750,000** for the first year payment on the bond and authorize the School Board to take any other action necessary to carry out this vote or pass any other vote relative thereto?

(3/5 ballot vote required)

Estimated tax rate impact: **\$.16**

Recommended by the Hudson School Board 3-2

WARRANT ARTICLES

Not/Recommended by the Budget Committee X-X

Warrant Article 2 Operating Budget

Shall the Hudson School District vote to raise and appropriate as an operating budget, not including appropriations by special warrant article and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by the vote at the first session for the purposes set forth therein, totaling \$63,392,486? Should this article be defeated, the operating budget will be \$63,748,201 which is the same as last year with certain adjustments required by previous action of the Hudson School District or by law; or the governing body may hold one special meeting under RSA 40:13-X and XVI to take up a revised operating budget only.

Estimated tax rate impact: \$.27

Default tax rate impact: \$.34

Estimated tax rate: \$XX.XX

Default estimated tax rate: \$XX.XX

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 3 Collective Bargaining Agreement between the Hudson School Board and the Hudson Federation of Teachers

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement between the Hudson Federation of Teachers, Local 2263 AFT-NH, AFL-CIO and the Hudson School Board which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

2023-24	\$XXX,XXX
2024-25	\$XXX,XXX
2025-26	\$XXX,XXX

and to further raise and appropriate \$XXX,XXX for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement that would be paid at current staffing levels.

Estimated tax rate impact: \$.XX

Not/Recommended by the Hudson School Board X-X
Not/Recommended by the Budget Committee X-X

Warrant Article 4 Collective Bargaining Agreement between the Hudson School Board and the Teamsters

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement between the Teamsters Local No. 633 of NH for the Hudson School District Custodians, Electricians, HVAC

WARRANT ARTICLES

Technicians and Maintenance Staff and the Hudson School Board which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

2023-24	\$116,106
2024-25	\$66,435
2025-26	\$74,970

and to further raise and appropriate \$116,106 for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement that would be paid at current staffing levels.

Estimated tax rate impact: \$.02

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 5 Roof Replacement at Library Street Elementary School

Shall the Hudson School District vote to raise and appropriate a sum of \$400,000 to replace the roof at Library Street Elementary School?

Estimated tax rate impact: \$.08

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 6 Science Labs at Hudson Memorial School

Shall the Hudson School District vote to raise and appropriate a sum of up to \$200,000 to upgrade two Science Classrooms/Labs at Hudson Memorial School? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$.00

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 7 Replace the Chair Lift in the SAU Office

Shall the Hudson School District vote to raise and appropriate a sum of up to \$75,000 to replace the chair lift in the SAU Office? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$.00

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

WARRANT ARTICLES

Warrant Article 8

Band Uniforms for Alvirne High School Marching Band

Shall the Hudson School District vote to raise and appropriate a sum of up to \$56,200 to replace 125 Band Uniforms for the Alvirne High School Marching Band? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$.00

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 9

Music Instruments at Alvirne High School

Shall the Hudson School District vote to raise and appropriate a sum of up to \$27,350 to purchase musical instruments for Alvirne High School? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation.

Estimated tax rate impact: \$.00

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 10

Expand Playground at Dr. H.O. Smith Elementary School

Shall the Hudson School District vote to raise and appropriate a sum of up to \$30,000 to expand the playground at the Dr. H.O. Smith Elementary School? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$.00

Recommended by the Hudson School Board 5-0
Not/Recommended by the Budget Committee X-X

Warrant Article 11

Paving at the SAU Office

Shall the Hudson School District vote to raise and appropriate a sum of \$150,000 to repave the driveway and parking lot at the SAU Office?

Estimated tax rate impact: \$.03

Not/Recommended by the Hudson School Board X-X
Not/Recommended by the Budget Committee X-X

WARRANT ARTICLES

GIVEN UNDER OUR HANDS AT SAID HUDSON THIS _____ DAY OF JANUARY _____.

True Copy of Warrant – Attest:

Hudson School Board

DRAFT

HUDSON SCHOOL DISTRICT

POLICY CODE: ADD/EBB Safe Schools Page 1 of 2	ADOPTED: 09/09/2019
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Category: Recommended See also EB, JICK

Safe Schools

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

HUDSON SCHOOL DISTRICT POLICY

EBB School Safety

Update: NHSBA version for School Board Second Reading – December 5, 2022; replaces [current policy](#)

Related Policies: EB, EBCA, EBCB, EBCC, ECA, EEAE, EG, KAA, JLCJA, JLIA, KFA, KI

Category: Priority/Required by Law

The Board recognizes that effective learning and teaching takes place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety program/plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. While the comprehensive safety program need not be a single consolidated document, it should include:

- The Districtwide Crisis Prevention and Response Plan prepared under policy EBCA, which, in turn, includes the site-specific Emergency Operations Plan for each school (see also RSA 189:64 and policy EBCA)
- The Sports Injury Emergency Action Plan prepared under policy JLCJA
- The District Communication Plan EG
- The School Bus Safety Program established under policy EEAE

Additionally, to the extent not included in the above specific Board directed plans, the Superintendent will address the following areas of emphasis in the comprehensive safety plan:

1. Procedures that address the supervision and security of school buildings and grounds. See also ECA
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities. See also JLIA
3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also KI and KFA
4. Training programs for staff and students in crisis prevention and management. See EBCA
5. Training programs for staff and students in emergency response procedures that include practice drills for fire and all hazard as required by law and Board policy EBCB.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems. See also EBCC.

Procedures and training to implement employee and work-place safety per Board policy EB.

7. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe and confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary. See also ECA
10. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy JKAA
12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4

Whenever the Superintendent delegates tasks relating to the above to other District personnel, that delegation should be recorded in a manner readily accessible to others in the instance of the Superintendent's absence or departure.

Each Principal shall be responsible for the supervision and implementation of components of the safety programs in his/her school, inclusive of school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

Legal References

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

RSA 281-A:64, Safety Provisions

N.H. Dept. of Ed. Rules - Ed. 306.04(a)(2), and 306.04(d), Promoting School Safety

Adopted: January 6, 2020

First Reading: November 21, 2022

Second Reading: December 5, 2022

HUDSON SCHOOL DISTRICT

POLICY CODE: EBB School Safety	FIRST ADOPTION: 01/06/2020
RELATED POLICIES: ADD	LATEST REVISION: 01/06/2020 Page 1 of 1

Category: Recommended See also ADD, EB

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan consistent with ADD.

CURRENT POLICY

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

HUDSON SCHOOL DISTRICT POLICY

EHB Data and Records Retention

Updated: Current policy with revisions for School Board Second Reading - December 5, 2022

Category: Priority/Required by Law

The Superintendent shall develop and maintain (a) a schedule for the minimum retention of various district records (“Record Retention Schedule”) as required under RSA 189:29-a, and (2) procedures for records retention and/or destruction. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc.

A. Record Retention Schedule

Records of the District shall be retained no less than the time prescribed in District’s Record Retention Schedule EHB-R. The Superintendent shall update the Record Retention Schedule from time-to-time in accordance with legislative or regulatory changes, directives of the Board, as recommended by the New Hampshire School Boards Association, or upon advice of counsel. The Superintendent shall inform the Board of any revisions to EHB-R no later than the second School Board meeting after the changes were made.

B. Special Holding or Destruction Provisions

Notwithstanding the District’s Record Retention Schedule

- (a) Special destruction rules may apply to student special education records and
- (b) For other records, the normal retention periods may be suspended when the records are implicated by either a litigation hold or a request for records under the New Hampshire Right to Know law, RSA 91-A.

1. Special Education Records

- a. Upon a student’s graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student’s special education records, including any final individualized education program.
- b. The parent(s)/guardian(s) may, at any time prior to the student’s twenty-sixth birthday, request, in writing, that the records be retained until the student’s thirtieth birthday.
- c. Absent any request by a student’s parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student’s thirtieth birthday, the District shall destroy a student’s records and final individualized education program within a reasonable time after the student’s twenty-sixth birthday, provided that all such records be destroyed by the student’s thirtieth birthday.
- d. A permanent record of a student’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitations. Federal Code 34 CFR 300.624.
- e. The District shall provide parents/guardians, or where applicable, the adult student, with

a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.

- f. The District shall provide public notice of its document destruction policy at least annually.

2. Litigation Hold

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

3. Right-to-Know Request Hold

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been fully resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

Legal References

RSA 91-A, Right to Know Law

RSA 189:29-a, Records Retention and Disposition

NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention

NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention

NH Code of Administrative Rules, Section Ed 1119.01, Confidentiality Requirements

20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

Appendix EHB-R, Records Retention Schedule

Board Policy History

First Reading: July 20, 2014

Second Reading/Adopted: July 20, 2014

First Reading: May 9, 2022

Second Reading/Adopted: May 23, 2022

First Reading: November 21, 2022

Second Reading: December 5, 2022

HUDSON SCHOOL DISTRICT

IFA Instructional Needs of Each Individual Student

Updated: **Current policy with NHSBA revisions – School Board Second Reading – December 5, 2022**

Related Policies:

Category: [Priority/Require by Law](#)

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

~~The Board encourages those programs, instructional arrangements and forms of class-organization, which provide opportunities for each student to progress in school at his/her own pace and attain the highest educational achievement possible as an individual.~~

~~Ref: Ed 306.04 (j) The policy relative to meeting the instructional needs of each student shall require administrators and teachers to consider students' differing talents, interests, and development when planning the educational programs.~~

Legal References

Ed 306.04(a)(6), Instructional Needs of Each Individual Students

Ed 306.04(j), Instructional Needs of Each Individual Student

First Reading: September 24, 2007

Second Reading: October 1, 2007

First Reading: November 21, 2022

Second Reading: December 5, 2022

Adopted:-

HUDSON SCHOOL DISTRICT POLICY

IMBC ~~High School~~ Alternative Credit Options

Updated: Current version with NHSBA changes -School Board Second Reading December 5, 2022

Related Policies: IHBH, IKF, IKFA, and ILBAA

Category: Priority/Required by Law

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the school district. Awarding of credits to be applied toward high school graduation will be determined by the high school principal or other administrator and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.

Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the district.

- ~~1. The student follows the regulations and procedures as described in Policy ILBAA and demonstrates mastery of the identified competencies.~~

The School Board encourages increased educational options for hospitalized or homebound students, ~~at-risk students~~, suspended or expelled students or other atypical students for whom regular classrooms are not practical.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The School Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year, both school-wide and per student.
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress

- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- ~~Assurance of equal access for all students. The Hudson School District does not discriminate on the basis of race, color, religion, marital status, family responsibilities, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices.~~
- The procedure will be made available to the public

It is the policy of the School Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Board policy {**} ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at: ~~another public school district, an approved private school, or a home schooling experience.~~
 - An approved school under the provisions of Board policy {**} IK
 - An approved home education program (see Board policies {**} IK and Board policy {**} IHBG, and N.H. Dept. of Education Rule Ed 315)
- Demonstration of mastery of required coursework and material, pursuant to Board policy {**} IK.
- ~~Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country.~~
- Distance, online, or virtual learning opportunities under the provisions of Board policy {**} IMBA
- Extended learning opportunities under the provisions of Policy IHBH.
- College Credit/~~Dual Credit~~; including credit earned through Dual and/or Concurrent Enrollment under Board policy {**} IHCD/LEB
- Early Graduation under Board policy {**} IKFA
- 7th and 8th grade coursework meeting the standards of Board policy {**} IMBD
- ~~Middle school course work to the extent that it exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student demonstrates mastery of course competencies.~~

~~Pre tests are separate and distinct from competency assessments.~~ If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course but shall be allowed to take a more advanced level of the subject or an elective. ~~If a student demonstrates mastery of competency for a course, then the student will receive credit without impact to grade point average.~~

Funding

Unless otherwise recommended by the Superintendent and approved by the School Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition, transportation, and textbooks. The district may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Legal Reference

RSA 193-A, Home Education

RSA 193-E:3-f, Approval of Courses and Programs

N.H. Dept. of Education Administrative Rules:

Ed 306.04(a)(13), Alternative Means of Earning Credit

Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation Competencies

Ed 306.21, Alternative Programs

Ed 306.26(f), Credit for 7th & 8th Grade Course Work

Ed 306.27(ad), Early Graduation

Ed 315, Home Education Programs

First Reading: August 6, 2018

Second Reading: waived

Adopted: August 6, 2018

~~Updated:~~

First Reading: November 21, 2022

Second Reading: December 5, 2022

HUDSON SCHOOL DISTRICT POLICY

JCA Change of School or Assignment

Second Reading: December 5, 2022

Related Policies: JFAA, JFAB & JG

Category: Priority/Required by Law

The Superintendent is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

- A. Best Interest Re-Assignment - Determination by Superintendent
Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District to another class within the school or to another public school public academy or approved private school in another district.

Authorization granted to the Superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure
 - a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
 - b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.
 - c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, another school, public school, public academy, or approved private school in another district.
 - d. At the reassignment meeting, the parent/guardian may present documents, witnesses,

or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.

- e. The Superintendent may present such information as he or she deems appropriate.
- f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.

2. Finding Reassignment Is or Is Not in Best Interest

- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
- b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:
 - i. A change of assignment within the student's current assigned school
 - ii. The student's transfer to another public school or public academy within the district of residence or
 - iii. The student's transfer to a public school, public academy, or approved private school in another district
- c. If the Superintendent *does not find that it is in the best interest* of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

3. Tuition Determination

If a student is to be reassigned to another school district or approved school as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.

If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance.

The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

4. Transportation

Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.

5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I

It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.
- B. Manifest Educational Hardship - Determination by School Board and Appeal to State Board
- If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.
1. "Manifest Educational Hardship" Defined
As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
 2. Procedure for Determination of Manifest Educational Hardship
 - a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.c, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The Superintendent shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than **15 days after** the request has been received by the Superintendent. The Board shall provide at least two full **days'** notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
 - c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student **attend another school**, attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
 - d. At such hearing, the parent/guardian may present documents, witnesses, or other

relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.

- e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).
3. Finding of Manifest Educational Hardship
If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student to a public school, public academy, or approved private school in another district.
4. Finding that Manifest Educational Hardship Was Not Established - Appeal to the New Hampshire State Board of Education
If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship
If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.
- Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.
6. Transportation
Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.
- C. Admission Requirements
Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit

The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

F. Notice to the Department of Education

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

G. Special Education Placements. A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Legal References

Ed RSA 193:3, III, Change of School Assignment

RSA 193:14-a, Change of School Assignment; Duties of State Board of Education

N.H. Dept. of Education Administrative Rule Ed. 320 [Pending revision]

District Policy History

Adopted: July 20, 2020

First Reading: November 21, 2022

Second Reading: December 5, 2022

Adopted or Reviewed:

HUDSON SCHOOL DISTRICT

POLICY CODE: JCA Change of School or Assignment	FIRST ADOPTION: 07/20/2020
RELATED POLICIES: JEC & JFAB	LATEST REVISION:

Category: Priority/Required by Law

In circumstances where the best interests of a student warrant a change of school or assignment, the Superintendent is authorized to reassign a student from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a student from a school district that is not part of the SAU, under the following conditions and procedures.

A. Manifest Educational Hardship Change of Assignment Distinguished.

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the student, the parent/guardian may seek a change of assignment in accordance with provisions of RSA 193:3, I, as the same may be amended or replaced from time-to-time, and Board Policy JEC - Manifest Educational Hardship.

B. Conditions and Procedures for Reassignment Based upon Best Interests.

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the student warrant a reassignment.
2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a determination concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the student, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent determines that the best interests of the student warrant a reassignment, he/she will present the matter to the school board. The board must vote to approve the re-assignment before the reassignment can occur. Upon school board approval, the Superintendent may reassign the student to: (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the student meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the school boards of both the sending and receiving school districts.
5. The Superintendent will issue a written decision to the parent/guardian.
6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the school board votes to exceed this limit.

7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

C. Count of Reassigned Students, Tuition Payment and Rate, and Transportation.

Students reassigned under this policy will be counted in the average daily membership in residence of a given student's resident school district. Said student's resident district will forward any tuition payment due to the District to which the student was assigned.

The Superintendents involved in the reassignment of a student will jointly establish a tuition rate for each such student. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any student reassigned under this policy will be the sole responsibility of the parent/guardian.

D. Notice to the Department of Education.

The Superintendent of the student's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

E. Special Education Placements.

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Legal References:

- *RSA 193:3, III, Change of School Assignment*
 - *RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*
- Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

HUDSON SCHOOL DISTRICT

**POLICY NUMBER: JEC Manifest
Educational Hardship**

ADOPTED: 11/7/2005

Page 1 of 2

First Reading: 10/3/2005
Second Reading: 11/7/2005

MANIFEST EDUCATIONAL HARDSHIP

formerly 3.4(3)

The Hudson School District recognizes that parent(s) or guardian may request a change of school assignment for their child due to a manifest educational hardship in accordance with the provisions of RSA 193:3 and ED. 320.01. If the parent(s) or guardian believes that the attendance of their child at the assigned school will result in a manifest educational hardship, they may petition the Hudson School Board for a change of school assignment to attend another public school in the same district or a public school in another district.

- I. Parent(s) or guardian must submit a written request for a change of school assignment to the Superintendent of Schools.
 - A. The parent(s) or guardian must cite what they believe is the detrimental or negative effect on the pupil which will result if he/she continues to attend the school to which he/she is assigned.
 - B. The Board will determine whether a manifest educational hardship exists.
- II. The parent(s) or guardian is entitled to a hearing before the Board with regard to the issue of whether a manifest educational hardship exists. Within 30 days of receipt of the written request described above, the Board will schedule a time at a regular Board meeting to hear the request of the parent(s) or guardian. Such hearing may be in public or nonpublic session as determined by the parent(s) or guardian. This hearing may be waived at the discretion of the parent(s) or guardian.
- III. The parent(s) or guardian has the burden of establishing the detrimental or negative effect on the pupil which will result if he/she continues to attend the school to which he/she is assigned. A manifest educational hardship arises from an obvious or apparent detrimental or negative effect on a pupil as a result of
 - a highly unique and substantial educational need not shared by other children attending schools in the district.
- IV. If the claim of manifest educational hardship cites a medical condition or a health related environmental concern:
 - A. Parent(s) or guardian will be requested to provide a release for all their child's medical records, including permission for school officials to speak with the child's physician(s) directly.

HUDSON SCHOOL DISTRICT

**POLICY NUMBER: JEC Manifest
Educational Hardship**

ADOPTED: 11/7/2005

Page 2 of 2

First Reading: 10/3/2005
Second Reading: 11/7/2005

- B. The Board reserves the right to have its own medical expert review the records and speak with the child's physician(s).
- C. The time limits expressed in this policy will be extended by the Board as necessary, in its discretion, to accommodate delays in obtaining necessary medical information, upon notice of the extension(s) to the parent(s) or guardian.
- V. After a thorough review of the evidence presented and any information the Board deems relevant and useful, and following a recommendation by the Superintendent of Schools, if the Board determines that a manifest educational hardship does exist, appropriate action will be taken including, but not limited to, assignment to another public school in the district or another available public school in another district. The Board reserves the right to make determinations regarding manifest educational hardships and the resulting action, if any, on a case by case basis. In making its determination regarding a reassignment on the basis of manifest educational hardship, the Board will not consider a private or parochial institution as an appropriate placement. The Board will render its decision in writing within fifteen (15) days of the meeting in which the parent(s) or guardian addressed the Board, and will forward its written decision to the parent(s) or guardian via U.S. Mail. If the parent(s) or guardian waive the hearing, the Board will render its decision within fifteen (15) days of the meeting at which it considers the petition.
- VI. If a parent(s) or guardian is aggrieved by the decision of the School Board, he/she may appeal to the State Board of Education in accordance with the provisions of ED. 200.



HUDSON SCHOOL BOARD

18 Library Street Hudson, New Hampshire

6:30 pm

Regular Meeting
Non-Public Session

DRAFT Minutes - November 21, 2022

In Attendance

Board Members

Gary Gasdia, Chairman
Gretchen Whiting, Vice Chair
Ethan Beals
Mike Campbell
Maureen Dionne

SAU Staff

Dan Moulis, Superintendent of Schools
Kimberly Organek, Assistant
Superintendent of Schools
Rachel Borge, Director Special Services
Jen Burk, Business Administrator

Brett Gagnon, Board of Selectmen Liaison

A. Call to Order [0:00:07]

1. Pledge of Allegiance

Chair Gary Gasdia called the meeting to order at 6:30pm. Mike Campbell led the Pledge of Allegiance.

B. Public Input [0:00:35]

Diana LaMothe of 21 St. Laurent Drive expressed concern that passage of the Alvirne warrant article is dependent on state funding of \$8.1 million, which seems unlikely as Hudson ranks ninth out of seventeen districts. She understands taxpayers' concerns and hopes for further consideration about the wording of the article. She read from materials provided during board member orientation on how to be effective school board members which include being cheerleaders for the public schools and communities, communicating goals clearly and doing what is best for children. She thanked everyone for their work and wished a happy Thanksgiving to all.

C. Good News Update (Information) [00:05:22]

Ms. Organek attended the Hills Garrison Veterans Day celebration on November 10. Seventeen veterans attended and those not in attendance were also recognized. The Palmer Center CTE

students will receive a Feed NH grant in the amount of \$15,000. A notice of a public hearing will be necessary to accept this.

D. New Business [0:07:05]

1. Teamsters Tentative Agreement Ratification (Decision)

Ms. Burk reviewed the Teamsters tentative agreement ratification. Highlights include:

- 3-year agreement
- Changes regarding vacation time
- Cleanup regarding monthly accrual and time to be used as accrued; clarified to start in year 1
- Proposed wage increase is 4% for year 1 and 3% for years 2 and 3
- Language clarifying pay for actual hours worked
- Concession on health insurance effective year 1: from 91 to 90%
- Sick day buy back: need 10 years of service in the New Hampshire Retirement System; increase from \$7,500 to \$10,000 buyback maximum
- Increase in allowance for safety shoes and eyeglass lenses from \$100 to \$200
- Cost for warrant article = \$116,106 year 1; \$66,435 year 2; \$74,970 year 3

Ethan Beals made a motion to ratify the Teamsters contract as presented. Mike Campbell seconded the motion. Motion passed 5:0.

2. Staples Donation (Decision)

The Londonderry Staples store offered to donate eight hundred school supply kits to Hudson students valued at \$5 each. The board thanked Staples for the donation.

Gretchen Whiting made a motion to approve the Staples donation of eight hundred supply kits as presented. Mike Campbell seconded the motion. Motion passed 5:0.

3. Class of 1962 Scholarship and Donation (Decision)

Class of 1962 alumnus John Kendall is donating his artwork to Alvirne in support of the FFA program. The artwork is \$80 per print and funds will be used to benefit the Aggie Maggie scholarship fund established by the Class of 1962 to recognize classmate Claire Mansfield, the first female FFA student in NH. The overall value of the donation is approximately \$2,400.

Gretchen Whiting made a motion to accept the art donation from John Kendall for the purposes of the Aggie Maggie scholarship as presented. Maureen Dionne seconded the motion. Motion passed 5:0.

E. Old Business [0:15:36]

1. Hudson School District Warrant Articles (Decision)

Superintendent Moulis and Ms. Burk presented the FY24 Warrant Articles. Changes were made in articles 7-10. There were two versions of the article for the Alvirne renovation. Draft 1 was an article for the full amount of the project, at \$27,000,000. Draft 2 included \$8,100,000 in potential building aid from the state. The operating budget was updated. A second quote for the partial roof replacement for Library Street School was obtained and the budgeted

amount was increased to \$400,000. Estimated tax impacts were added. The articles from end of year fund balance are drafts with no tax impact.

Ethan Beals made a motion to remove Warrant Article 13: Update to the Fund Balance Retention. Mike Campbell seconded the motion. Motion passed 5:0

Ethan Beals made a motion to approve and recommend:

- ***Warrant Article 7: Band Uniforms for Alvirne High School Marching Band***
- ***Warrant Article 8: Expand Playground at Dr. H.O. Smith Elementary School***
- ***Warrant Article 9: Science Labs at Hudson Memorial School***
- ***Warrant Article 10: Music Instruments at Alvirne High School***
- ***Warrant Article 11: Replace Chair Lift in the SAU Office; the order to be determined.***

Mike Campbell seconded the motion. Motion passed 5:0.

Mr. Beals expressed concern about repaving the SAU driveway and parking lot due to possible drainage issues. A request was made to have the town engineer's feedback.

Ethan Beals made a motion to approve Warrant Article 4: Collective Bargaining Agreement between the Hudson School Board and the Teamsters. Mike Campbell seconded the motion. Motion passed 5:0.

Ethan Beals made a motion to approve Warrant Article 5: Partial Roof Replacement at Library Street Elementary School. Gretchen Whiting seconded the motion. Motion passed 5:0.

The roof replacement is the entire roof. The language will be updated.

Ethan Beals made a motion to approve Warrant Article 5 as a Whole Roof Replacement at Library Street Elementary School with amended language. Gretchen Whiting seconded the motion. Motion passed 5:0.

There was discussion about Warrant Article 1: Alvirne High School Renovation including concerns about need, benefit, increasing costs, unknown teacher contract cost, timing, and tying it to state aid or not. Board members spoke about it never being the "right" time. Mr. Gasdia was concerned about the \$27 million cost considering the other district needs, especially in assessment score improvement.

Ethan Beals made a motion to approve Warrant Article 1 draft version 1: Alvirne High School Renovation as presented. Maureen Dionne seconded the motion. Motion passed 3:2 (no votes were Gary Gasdia and Gretchen Whiting)

Ethan Beals made a motion to remove Warrant Article 12: Increasing Funds in the Capital Reserve School Renovation Fund. Mike Campbell seconded the motion. Motion passed 5:0.

There was discussion about the order of warrant articles and questions regarding the chairlift at the SAU. It was noted that there are alternative options for the chairlift for people coming to the SAU from the outside. Safety in the district is a concern.

The following order of articles was decided:

Mike Campbell made a motion to order the Warrant Articles as: 1, 2, 3, 4, 5, 6 (HMS science labs), 7 (chairlift), 8 (band uniforms), 9 (musical instruments), and 10 (playground). Maureen Dionne seconded the motion. Motion passed 5:0.

More information was requested for the SAU paving project.

2. Superintendent's Goals (Discussion)

- Goal 1: As the new superintendent, I will engage in meaningful engagement with families and the community.
- Goal 2: I will continue to foster the safety, and social and emotional wellness of the schools for students.
- Goal 3: I will assess and evaluate school district systems and processes for improvement and efficiency.
- Goal 4: I will improve the budget process for increased transparency and voter approval of school district budget and warrant articles.
- Goal 5: I will articulate curriculum, instruction, and assessment priorities for the school district to improve students' academic success.

Ms. Whiting asked if the superintendent has any personal development goals. Ms. Dionne asked about roadmaps for goal implementation. Superintendent Moulis said there will be meetings with the administrative teams regarding academic success, that a three to five percent growth in iReady is reasonable, and it would take time. Increasing graduation rates to 100% might be a multi-year goal. Mr. Gasdia feels that the rate should be more realistic and attainable. Assessment reports will be done at a minimum twice a year. Superintendent Moulis will share the updated goals on the agenda under correspondence.

F. Policies [1:04:35]

1. Second Reading (Decision)

- BHE School Board Use of Email
- EEAEA Mandatory Drug and Alcohol Testing
- EHAB Data Governance and Security
- GBCD Background Investigation and Criminal History Records Check
- Advanced Coursework/Advanced Placement Courses & STEM Dual and Concurrent Enrollment Prog.
- IJOC Volunteers
- IK Earning of High School Credit
- ILBA Assessment of Educational Programs
- ILBAA High School Graduation Competencies

Gretchen Whiting made a motion to approve the second reading of these policies.

Maureen Dionne seconded the motion. Motion passed 5:0.

2. First Reading (Discussion)

- ADD Safe Schools- withdrawn by NHSBA November 2020, replaced by EBB
- EBB School Safety- EBB entirely replaces current policy
- EHB Data and Records Retention-revised with track changes, more specific provisions regarding the destruction of records
- IFA Instructional Needs of Each Individual Student- current policy with minor tracked changes
- IMBC Alternative Credit Options- current policy with updates, awarding credits for courses at another approved school
- JCA Change of Class of School or Assignment Best Interests and Manifest Hardship- NHSBA version replaces current policy
- JEC Manifest Educational Hardship- withdrawn by NHSB November 2020, language is updated in JCA

Policy edits included:

- JCA: p. 3, #3 highlighted should be removed, p. 4 section B2e: typographic error - #4 to be removed; after p. 5 - unnumbered pages to be removed (old version)
- EBB: p. 3 seems erroneous and could be removed
- EHB: p. 1 section 1D reference - write out that it was a federal code; appendix R (process) should be made available within the district
- IMBC: p. 1 paragraph 5 - Superintendent Moulis will review this to determine if regulations for implementation were created

G. Recommended Action [1:13:24]

- 1. Manifests**
- 2. Minutes - October 26, 2022, and November 7, 2022**

Gretchen Whiting made a motion to approve the minutes of October 26, 2022, and November 7, 2022, as presented. Mike Campbell seconded the motion. Motion passed 5:0.

H. Reports to the Board (Information) [1:13:47]

1. Superintendent Report

Superintendent Moulis reported professional development took place to review updates to procedures including the district bullying form as well as investigation and notification procedures. He held coffees with staff at each school last week regarding safety and security, the budget overview, Alvirne renovations, long term facilities planning for the Early Learning Center and the NESDEC enrollment study. Questions included hiring challenges, staffing shortages, parking lot lighting and security cameras in schools. Superintendent Moulis also held two community conversations, including one via Zoom. There was a professional development day on November 8 regarding the review of assessment results and NEASC standards. He attended the NHSAA Excellence Through Equity Conference, and both the National Honor Society ceremony and a drama performance at Alvirne.

I. Committee Reports [1:17:22]

Ms. Dionne reported that the Diversity, Equity and Inclusion Committee met last week and there is greater representation from district schools and community members.

Ms. Whiting mentioned that the Budget Committee will meet tomorrow night and a tour of the school buildings will be scheduled. A Budget Committee member asked about FY22 fund balance spending, and this will be addressed at their upcoming meeting.

J. Correspondence (Information) [1:19:03]

1. Discipline Report

Ms. Dionne asked to more clearly delineate the number of students compared to the number of days as well as comparing data and trend analysis from the current year to the last year (September). Mr. Gasdia asked about communicating with families regarding the disconnect between if an incident finding is of bullying or not. Processes will be discussed at an upcoming board meeting.

Ethan Beals made a motion to approve the JV Girls Basketball Coach nomination. Mike Campbell seconded the motion. Motion passed, 5:0.

2. Advanced Placement Course Enrollments

Data was provided regarding AP courses, student numbers enrolled in them, and exams taken.

K. Board Of Selectmen - Liaison Comments []

Mr. Gagnon reported the Sustainability Committee held a successful public hearing last week on the power aggregation. The election on November 8 was successful with about 60% voter turnout. The American Rescue Plan Committee met again, and the town received \$2.4 million in two lump sums. A \$600,000 grant came through specifically for bridges, and a project came in under budget by \$300,000, so this \$900,000 could be used for new projects.

L. Student Representative Comments [1:28:10]

Emily Dozois was not able to attend this evening.

M. Board Member Comments [1:28:13]

Mike Campbell wished everyone a happy Thanksgiving and encouraged donating to charities.

Ms. Whiting noted that the high school was working on capstones and seniors need volunteer opportunities.

Mr. Gasdia wished everyone a happy Thanksgiving and noted that there will be a tree lighting on Friday, and that the marching band will be marching in the Derry Christmas Parade.

N. Non-Public Session [1:29:39]

At 8pm, Ethan Beals made a motion to enter non-public session per RSA 91-A:3 II (a). Maureen Dionne seconded the motion. Motion passed 5:0.

A personnel matter was discussed.

O. Leave Non-Public Session and Adjourn [1:39:39]

At 8:10pm, Ethan Beals made a motion to leave non-public session and adjourn. Mike Campbell seconded the motion. Motion passed 5:0.

Submitted by
Susan DeFelice
Non-public by Dan Moulis

Draft



HUDSON SCHOOL BOARD

Hudson Community Center Hudson, New Hampshire

2:15 pm Meeting after the Deliberative Session

Minutes – February 5, 2022 Draft

In Attendance

Board Members

Gary Gasdia, Chairman
Diane LaMothe, Vice Chair
Ethan Beals
Mike Campbell
Gretchen Whiting

A. Call to Order [0:00:13]

1. Pledge of Allegiance

Mr. Gasdia called the meeting to order at 2:18pm. Ethan Beals led the Pledge of Allegiance.

B. Public Input [0:00:30]

There was no public input.

C. Deliberative Session Warrant Article review [0:00:50]

1. Article 1

Article 1 was amended at the deliberative session to \$62,245,033. Gretchen Whiting extended a thank you to the voters for having a passionate discussion on what the budget should be for the district. She is excited that the voters did vote to amend the warrant article and that the district will be able to continue what they had planned.

***Ethan Beals made a motion to recommend Article 1. Diana LaMothe seconded.
Motion passed 5-0. Article 1 is recommended by the School Board***

No motions were made on Articles 2 through 7.

2. Article 8

This would be funded out of the end of year fund balance, on June 30, with a transfer on July 1.

***Ethan Beals made a motion to recommend Warrant Article 8. Diana LaMothe seconded.
Motion passed 5-0. Article 8 is recommended by the school board 5-0***

No motions were made on Articles 9 or 10.

D. School Board Member Comments [0:3:40]

Mike Campbell thanked everyone that came out and thanked HCTV for their amazing work, recognizing that it was a long meeting.

Gary Gasdia mentioned the next meeting will be Monday.

E. Adjournment [0:4:02]

At 2:22pm pm, Ethan Beals made a motion to return adjourn. Diana LaMothe seconded the motion. Motion passed 5:0.

Submitted by Debi Leary

DRAFT