

Posted: Thursday, November 30, 2023

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

School Board Agenda December 4, 2023

Estimated
time

6:30pm

A. Call to Order

Pledge of Allegiance

6:31pm

B. Public Hearing

Pursuant to RSA 198:20-b, and in accordance with Article 4 of the March 6, 1992, Town Meeting and Board [Policy KCD](#), the Hudson School Board shall hold a public hearing to receive donations of property.

[CTE Donation Memo](#)

[Street Sweeper Donation Memo](#)

[Oven Donation Memo](#)

6:35pm

C. Donation of Property (Decision)

The School Board will vote on acceptance of the donations

6:36pm

D. Public Input

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

7:06pm

E. Presentations to the Board

1. Community Partnership (Information)

The Hudson School Board and District convey appreciation to the Erickson Foundation for its recent renovation work at the Hills House. We have provided a link to access a video clip of the project:

[Hills House Renovation](#)

7:06pm

E. Presentations to the Board (continued)

2. Executive Functioning (Information)

Hills Garrison School Psychologist Kacey Broadhurst will share information on executive functioning.

[Executive Functioning Handout 1](#)

[Executive Functioning Handout 2](#)

3. Hudson Memorial School Assessment Data (Discussion)

Principal Keith Bowen will present middle school assessment information.

[Hudson Memorial School Assessment Information](#)

8:15pm

F. New Business

1. First Student and the “Clean Bus Program” Grant (Discussion/Decision)

First Student Manager Shawn Prendable will present information and request the district’s support to apply for a “Clean Bus Program” grant for electric buses.

[First Student EPA Round 3 Funding Details](#)

[2023 Clean School Bus Rebates Program Awareness Certification](#)

[2023 Clean School Bus Rebates Approval Letter for Third Party Applicants](#)

2. Revision to District Calendar (Decision)

Superintendent Moulis will present a revision to the 2023-2024 Hudson School District calendar, as a January 23, 2024, Primary Election date has been announced.

[2023-2024 Hudson School District Calendar \(Adjusted\)](#)

3. Nomination

Superintendent Moulis will present a nomination for the Varsity Baseball Coach position at Alvirne High School.

[Alvirne High School Spring Baseball Nomination](#)

8:35pm

G. Policies Second Reading (Decision)

BEC Non-Public Sessions	Current Policy New NHSBA proposed
DBI Budget Implementation	Withdraw DBI
DFGA Crowd Funding	Current Policy with Revisions
KBA Right to Know	Withdraw KBA
KCD Public Gifts and Donations	Current Policy with Revisions

8:45pm

H. Recommended Action (Decision)

1. Manifests – Recommended action: Confirm required signatures received

[Minutes – November 20, 2023 – Draft minutes](#)

8:50pm

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

9:00pm

J. Committee Reports

Board members will share committee updates

9:05pm

K. Board of Selectmen – Liaison Comments

9:08pm

L. Student Representative Comments

9:10pm

M. Board Member Comments

9:15pm

N. Non-Public Session

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

These conditions are: a and c

a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (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 public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.

(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 by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.

(f) [Repealed.]

(g) Consideration of security-related issues bearing on the immediate safety of security personnel or inmates at the county or state correctional facilities by county correctional superintendents or the commissioner of the department of corrections, or their designees.

(h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.

9:15pm

N. Non-Public Session (Continued)

(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.

(j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

(k) Consideration by a 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 the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.

(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.

9:35pm

O. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	December 20	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 8	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 22	6:30 pm	Hills Memorial Library	Regular Meeting

HUDSON SCHOOL DISTRICT

POLICY CODE: KCD Public Gifts/Donations	FIRST ADOPTION: 11/02/2021
RELATED POLICIES:	LATEST REVISION:

Category: Optional

Gifts from organizations, community groups and/or outside individuals, which will benefit the Hudson School District, shall be encouraged. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the Hudson School District shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Hudson School District or Board reserves the right to refuse any gift that does not contribute to the achievement of the Hudson School District's goals, or in which the ownership of the gift would tend to deplete the resources of the Hudson School District. In determining whether a gift will be accepted, consideration shall be given to the Hudson School District policies, and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation (KCD-R) that accompanies this policy.

The Superintendent may accept gifts in the amount of \$1000 or less. Gifts in excess of \$1000 may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session. If there are more than two weeks between the donation notification and the next board meeting, acceptance is at the discretion of the Superintendent. Item will be on the agenda of the next board meeting.

Any gift accepted shall become the property of the Hudson School District, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the Hudson School District. The Hudson School District may be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the Hudson School District. The Board will make every effort to honor the intent of the donor in its use of the gift but reserves the right to utilize any gift it accepts in the best interest of the educational program of the Hudson School District. In no case shall acceptance of a gift be considered to be an endorsement by the Board or the Hudson School District of a commercial product, business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to

update the Hudson School District's inventory and to notify the donor of acceptance or rejection of a gift.

Voluntary contributions by Hudson School District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by Hudson School District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the Hudson School District.

Active solicitation of gifts to be received by the Hudson School District, including by any school, classroom, or program in the Hudson School District, must be approved in advance by the Superintendent where the value of the gift sought is less than \$1000 and by the Board where the value of the gift sought is \$1000 or greater.

Regulation KCD-R Public Donations to Schools, Acceptance of Gifts

HUDSON SCHOOL DISTRICT

SAU # 81

20 Library Street Hudson, NH 03051-4240

(603) 883-7765 fax (603) 886-1236

Daniel Moulis, Ed. D

Superintendent of Schools

(603) 886-1235

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

jb Burk@sau81.org

To:	Hudson School Board
From:	Jennifer Burk, Business Administrator
Date:	November 28, 2023
Re:	RSA 198:20-b Hearing for Unanticipated Revenue Street Sweeper and Oven Donations

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 \$20,000 or more, the school board shall hold a prior public hearing on the action to be taken..." In addition, district policy KCD on Public Gifts/Donations, requires that the Board hold a public hearing regarding action to be taken with gifts valued at \$5,000 or more. A gift in this policy shall be defined as money, real or personal property, and personal services provided without consideration.

Please see the additional memos from CTE Director Dr. Eric Frauwirth on the donation of a street sweeper worth approximately \$50,000 and for the donation of an oven worth approximately \$39,000.

The process for the hearing is as follows:

1. School Board Chair opens the Hearing.
2. Chair provides an explanation of the purpose of the hearing and reviews the breakdown of the donation sources.
3. Chair accepts comments/questions/discussion from School Board members.
4. Chair 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 the donations of the street sweeper from FB Hale, Inc., and the oven from Welbilt Ovens.)**
7. Vote on the motion.



**PALMER CTE CENTER
HUDSON SCHOOL DISTRICT
MEMORANDUM**

TO: HUDSON SCHOOL BOARD

FROM: ERIC FRAUWIRTH, CTE DIRECTOR
ERNIE BROWN, HEAVY DUTY/DIESEL TEACHER

SUBJECT: DONATION

DATE: NOVEMBER 9, 2023

CC: JEN BURK

FB Hale, Inc. would like to donate a 2012 International Street Sweeper for use by the students enrolled in CTE programs. The vehicle runs and drives, but currently has a non-functional sweeper motor.

This will be utilized as a training vehicle, with no intention to register it for street legal use.

Initially, students in the mechanics, welding and engineering classes will work together to diagnose and repair the sweeper motor. After the initial repairs, this vehicle will be used for future years as a training vehicle for those three, and potentially other, CTE programs.

We are asking for the School Board's support in receiving this donation valued at \$50,000.



**PALMER CTE CENTER
AT ALVIRNE HIGH SCHOOL
HUDSON SCHOOL DISTRICT
MEMORANDUM**

TO: HUDSON SCHOOL BOARD

FROM: ERIC FRAUWIRTH, CTE DIRECTOR
DAVID BRESSLER, CULINARY ARTS TEACHER

SUBJECT: DONATION

DATE: NOVEMBER 14, 2023

CC: JEN BURK

Welbilt Ovens would like to donate a Convotherm Oven to the culinary arts program. This piece of equipment will provide students the opportunity to learn on an item that is commonly found in commercial kitchens.

Our advisory board member and Welbilt employee will conduct a full training for the students and chefs to demonstrate the full capabilities of the unit.

We are asking for the School Board's support in receiving this donation valued at \$39,000.

The 8 Executive Functions

Self-Control

The ability to stop and think before acting

Self-Monitor

The ability to view and evaluate oneself

Emotional Control

The ability to manage feelings to achieve goals and complete tasks

Flexibility

The ability to adapt to changing conditions by revising plans or changing strategies

Task Initiation

The ability to start and finish tasks without procrastinating

Organization

The ability to develop and use systems to keep track of materials and information












Working Memory

The ability to use information held in memory to complete a task

Planning & Time Management

The ability to create steps to reach a goal

Executive Functioning Skill Development by Age

	 PLANNING	 TIME MANGAEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY	 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> focusing for objects pointing & grabbing 			<ul style="list-style-type: none"> shows interest in color, size, shapes beginning matching skills 	<ul style="list-style-type: none"> engages in cause and effect play figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> Older children in this age range play simple role play or imaginative play games 	<ul style="list-style-type: none"> plays hide-and-seek and simple recall games participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> plays simple games like peek-a-boo and pat-a-cake imitation and copying behaviors emerge 	
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> understands simple instructions and can run simple errands 	<ul style="list-style-type: none"> beginning understanding of time concepts including seasons, days, weeks, etc. follows visual picture schedules to order tasks. practices waiting. 	<ul style="list-style-type: none"> able to independently start and complete tasks that take up to 10 minutes 	<ul style="list-style-type: none"> understands categories and patterns can sort toys and objects by function, form, and class cleans up toys and belongings with adult assistance 	<ul style="list-style-type: none"> completes simple puzzles and games that combine language and movement to accomplish a goal. decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> Beginning skills to shift between activities. Sometimes able to manage transitions and unexpected changes without upset. 	<ul style="list-style-type: none"> follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> labels own emotions and the emotions of others may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> plays active inhibition games like musical chairs, and freeze dance learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> able to direct attention to objects and activities for longer periods of time. Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> talks about own feelings and connects simple behaviors with emotions. plays along with other children, directing play and accepting play ideas.
EARLY LEARNER 5-12 YEARS	<ul style="list-style-type: none"> able to follow a planned out set of steps to meet an end goal. plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> developing time estimation and a sense of how long tasks will take. beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> able to independently start and complete tasks that take up to 30-60 minutes 	<ul style="list-style-type: none"> organize and sequence stories can follow simple checklists gathers materials for familiar routines, often with adult assistance and reminders 	<ul style="list-style-type: none"> identifies and defines problems to many simple social and academic tasks; emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust. 	<ul style="list-style-type: none"> Independent with puzzles, logic games, and coordinated group activities. able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> follows safety rules and most social norms for behavior. behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> able to save money for desired objects. developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> able to complete activities like journaling to reflect on own behavior. checks own work for simple mistakes.
TEEN 13-18	<ul style="list-style-type: none"> able to independently plan out the steps of homework or important project to meet an end goal. Works in a group of peers to plan social activities and events. 	<ul style="list-style-type: none"> estimates how long it takes to complete tasks and adjusts working speed to fit. understands and works to avoid the consequences of ineffective time management. 	<ul style="list-style-type: none"> able to independently start tasks that take up to 60-90 minutes to complete 	<ul style="list-style-type: none"> follows complex school schedules combined with home routines. able to use systems for organizing schoolwork and activities. 	<ul style="list-style-type: none"> independently identifies problems at home, work, and with friends. able to sort out many conflicts and make decisions about complex problems independently, make seek adult guidance. 	<ul style="list-style-type: none"> Able to manage many unpredictable changes to schedules and routines, but may sometimes need adult support to identify strategies to dynamically adjust. 	<ul style="list-style-type: none"> able to collect information and apply it to new settings. independent with puzzles, logic games, and coordinated group activities 	<ul style="list-style-type: none"> greater understanding of others emotions, including empathy and a desire for social change. may experience 'adult feelings' but not have experience yet in how to manage them. 	<ul style="list-style-type: none"> greater risk-taking behaviors may begin to test some adult safety behaviors and social norms may engage in self-talk to help manage impulses 	<ul style="list-style-type: none"> able to save money for desired objects as well as creates and executes plans to earn money for desired items. Beginning mindfulness of distractions, but may need adult support to avoid them. 	<ul style="list-style-type: none"> able to monitor performance and adjust/improve. Uses tools to monitor behavior. May recruit adult feedback or need reminders from coaches, parents, friends, teachers, etc.
YOUNG ADULT 18+	<ul style="list-style-type: none"> able to develop and maintain multiple different plans at one time to meet many different goals able to establish and meet long-term goals. 	<ul style="list-style-type: none"> seeks out and implements tools and systems to manage time more efficiently uses routines and modifies schedules dynamically to meet changing demands. 	<ul style="list-style-type: none"> initiates and completes tasks despite adverse conditions and distractions. prioritizing and planning occurs ahead of beginning most activities 	<ul style="list-style-type: none"> maintains neat and orderly systems for daily living tasks. when areas of life like email household chores get out of hand, can re-organize as needed. 	<ul style="list-style-type: none"> generates solutions to complex problems. persists in developing new and creative strategies to ongoing problems. 	<ul style="list-style-type: none"> modifies schedules dynamically to meet changing demands. Unpredictability causes occasional stress, but able to handle most changes easily. 	<ul style="list-style-type: none"> greatest working memory capacity in early adulthood. able to collect, store, and synthesize information from multiple sources to accomplish tasks and goals. 	<ul style="list-style-type: none"> emotional modulation in most settings including controlling outbursts and managing frustration in healthy ways. 	<ul style="list-style-type: none"> manages impulsive behaviors across a variety of settings. Withholds rushing through things inhibits reckless and dangerous behaviors. 	<ul style="list-style-type: none"> Able to sustain attention in the face of many distractions Eliminates or reduces distractions when needed 	<ul style="list-style-type: none"> checks work for mistakes. monitors and compares own behavior to others performance.

Assessment Presentation

Hudson Memorial



December 4, 2023

Hudson Memorial School

Information in this Packet

- Attendance data
- NH state assessment data
- iReady data

Attendance – K-12

				Hybrid 6-12 - Sept-March	Remote - March 2020+		
School	Grade	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Library Street School	K	91.81%	91.43%	94.00%	94.50%	94.84%	95.67%
Dr. H.O.Smith School	1	93.82%	91.91%	95.68%	96.53%	96.09%	96.22%
Hills Garrison School	2	93.82%	92.14%	93.23%	97.46%	90.81%	96.39%
Hills Garrison School	3	94.43%	93.02%	93.98%	96.97%	92.24%	95.92%
Hills Garrison School	4	93.52%	93.17%	92.20%	96.23%	94.98%	95.72%
Hills Garrison School	5	93.82%	91.85%	91.68%	97.30%	95.47%	96.02%
Nottingham West	2	93.93%	92.25%	93.37%	96.26%	95.86%	95.80%
Nottingham West	3	93.98%	92.83%	93.28%	96.45%	95.37%	95.51%
Nottingham West	4	94.50%	92.77%	93.22%	96.52%	95.14%	95.93%
Nottingham West	5	95.52%	92.94%	93.37%	96.26%	95.61%	95.14%
Hudson Memorial School	6	94.10%	89.77%	91.02%	96.49%	95.03%	95.93%
Hudson Memorial School	7	92.94%	88.73%	89.18%	96.01%	94.84%	95.43%
Hudson Memorial School	8	92.88%	89.04%	88.88%	96.25%	94.76%	93.59%
Alvirne High School	9	91.58%	90.48%	94.43%	95.60%	94.01%	94.55%
Alvirne High School	10	91.04%	89.27%	92.76%	95.36%	92.60%	93.38%
Alvirne High School	11	89.84%	87.25%	92.76%	95.03%	92.74%	92.88%
Alvirne High School	12	88.12%	88.58%	92.21%	93.76%	91.32%	92.03%

2019-2020 – 100% remote March – June 2020

2020-2021 – Hybrid learning grade 6-12

2021-2022 – COVID 10-day quarantine requirements/cases

NH Statewide Assessment Data (SAS)

- **Assessment taken between March & May 2023**
- **Data available for 2019, 2021, 2022, 2023**
- **No data for 2020 due to COVID**
- **Reading & math – grades 6, 7 & 8**
- **Science – grade 8**

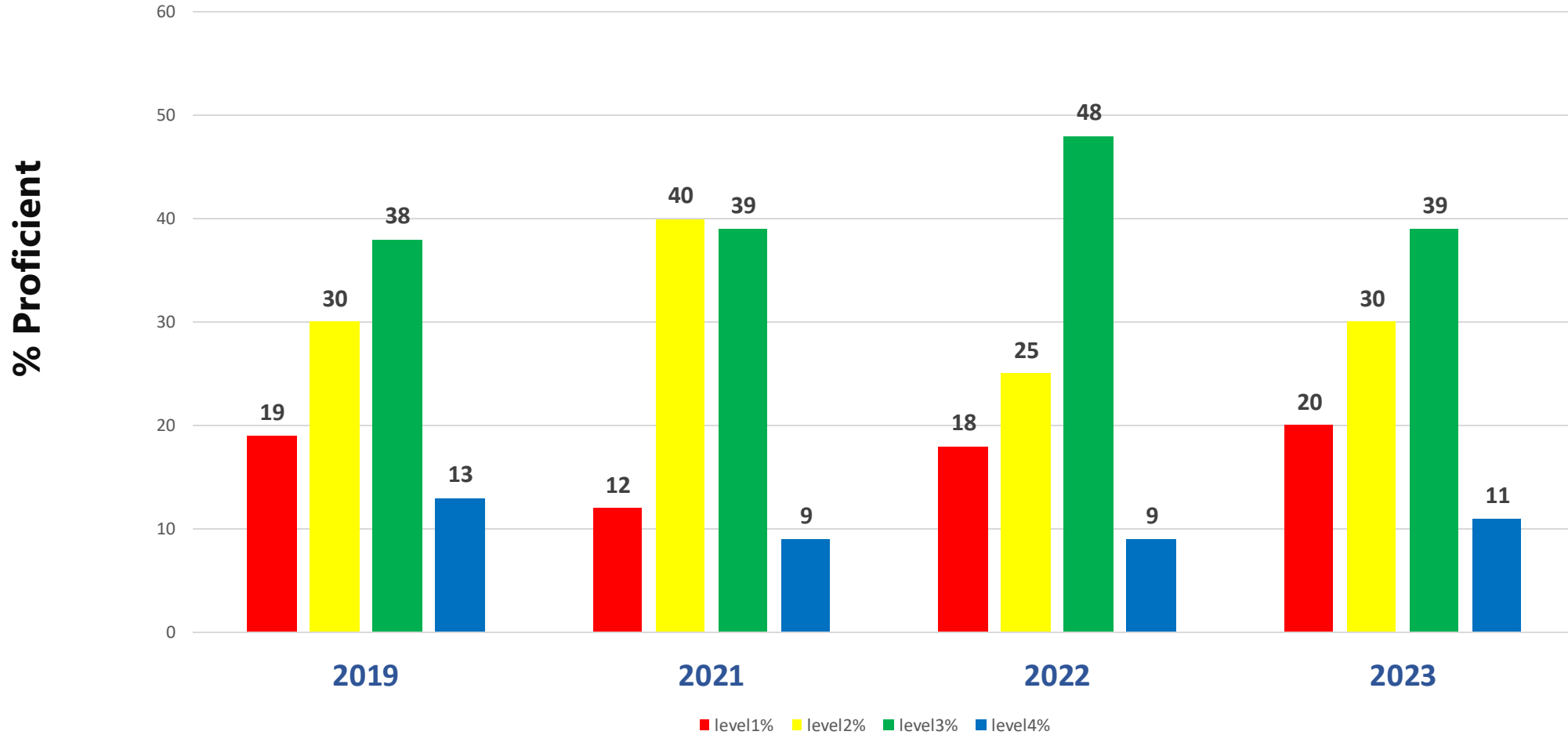
NH Statewide Assessment - Categories

Level 1	Beginning
Level 2	Approaching
Level 3	Proficient
Level 4	Advanced

NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	50	98
2021	49	81
2022	57	99
2023	50	100

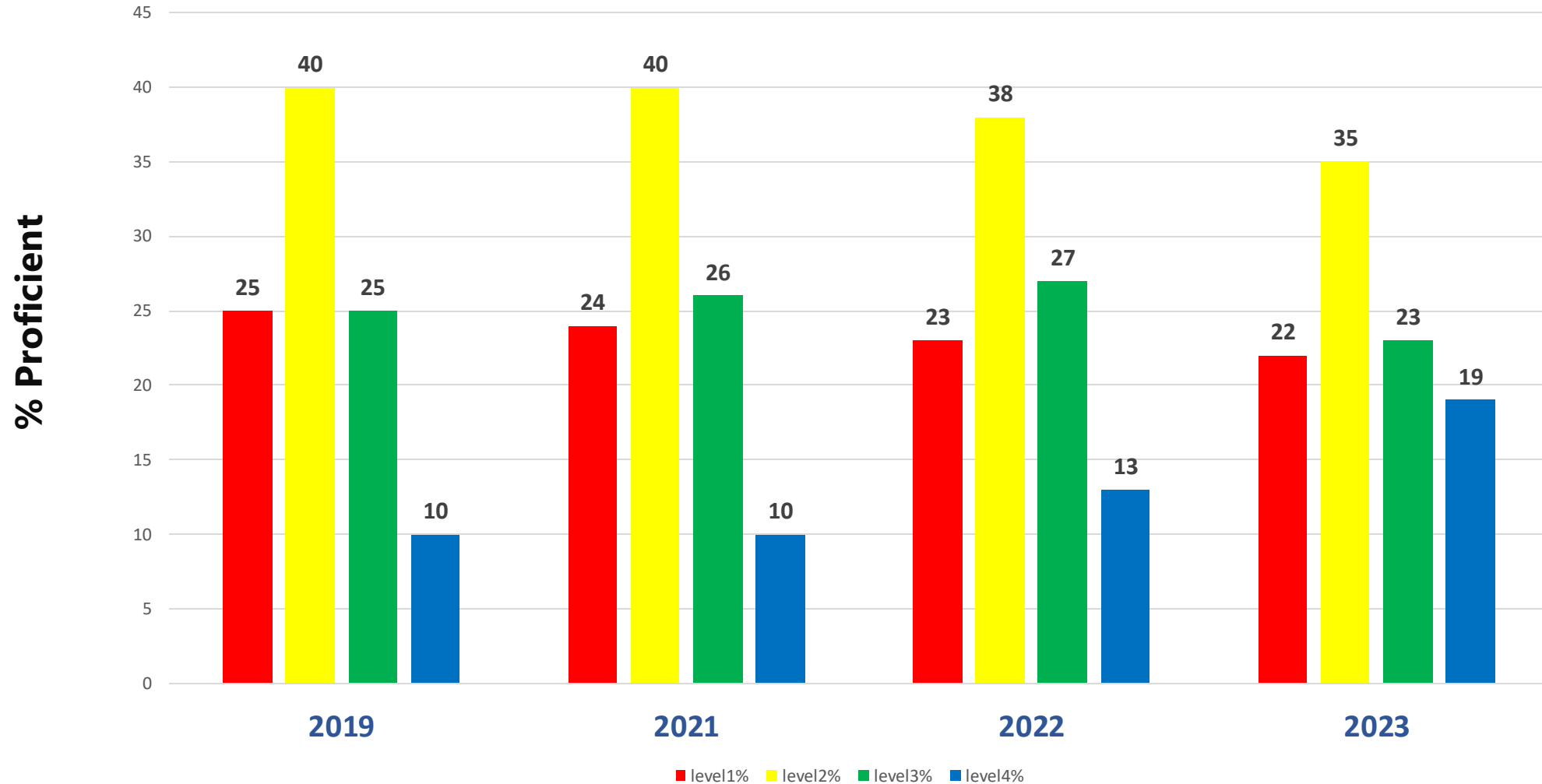
Hudson Memorial School Reading - Grade 6



NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	35	98
2021	36	82
2022	39	99
2023	43	100

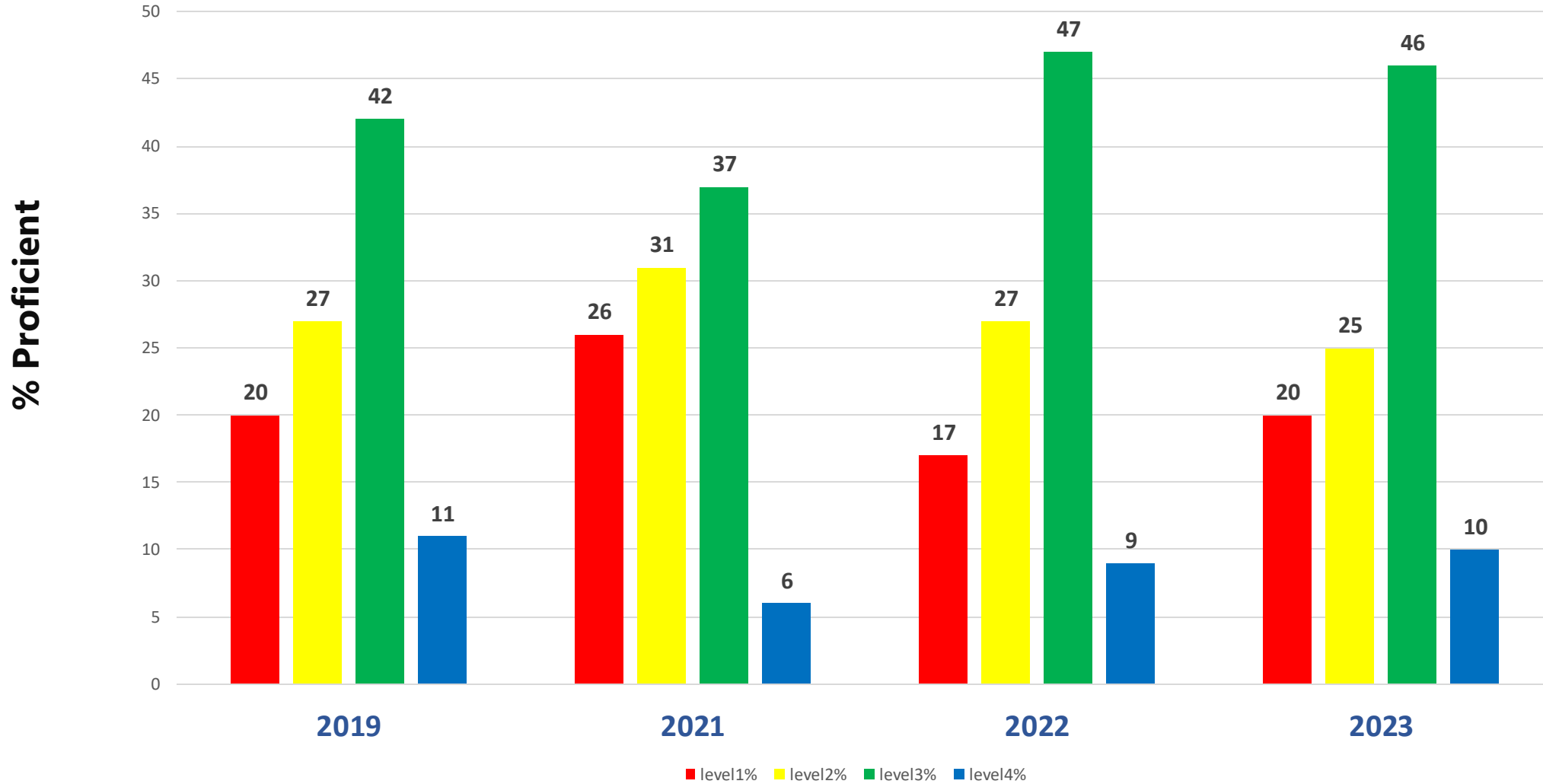
Hudson Memorial School Math - Grade 6



NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	52	97
2021	44	73
2022	56	98
2023	55	99

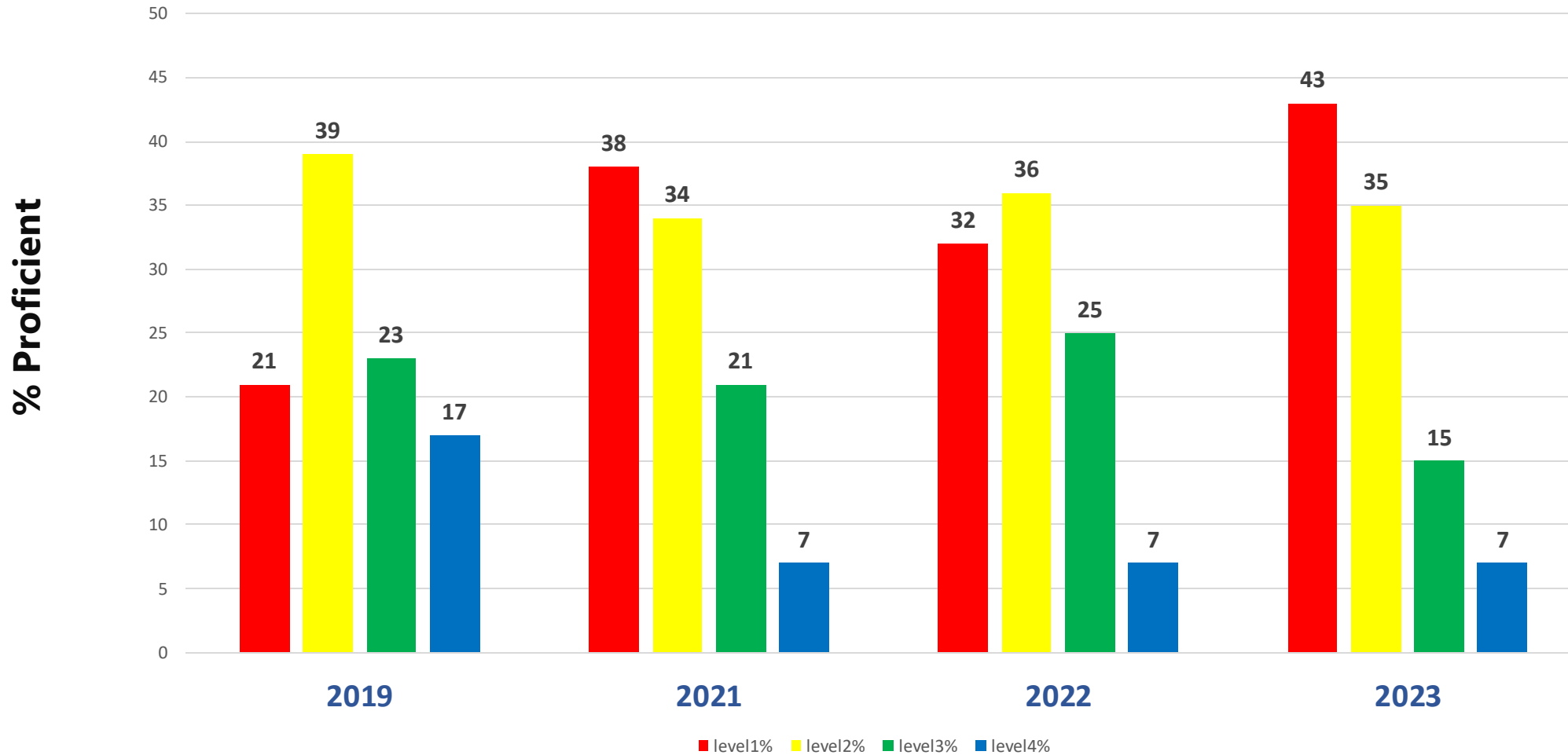
Hudson Memorial School Reading - Grade 7



NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	40	97
2021	28	73
2022	31	98
2023	22	99

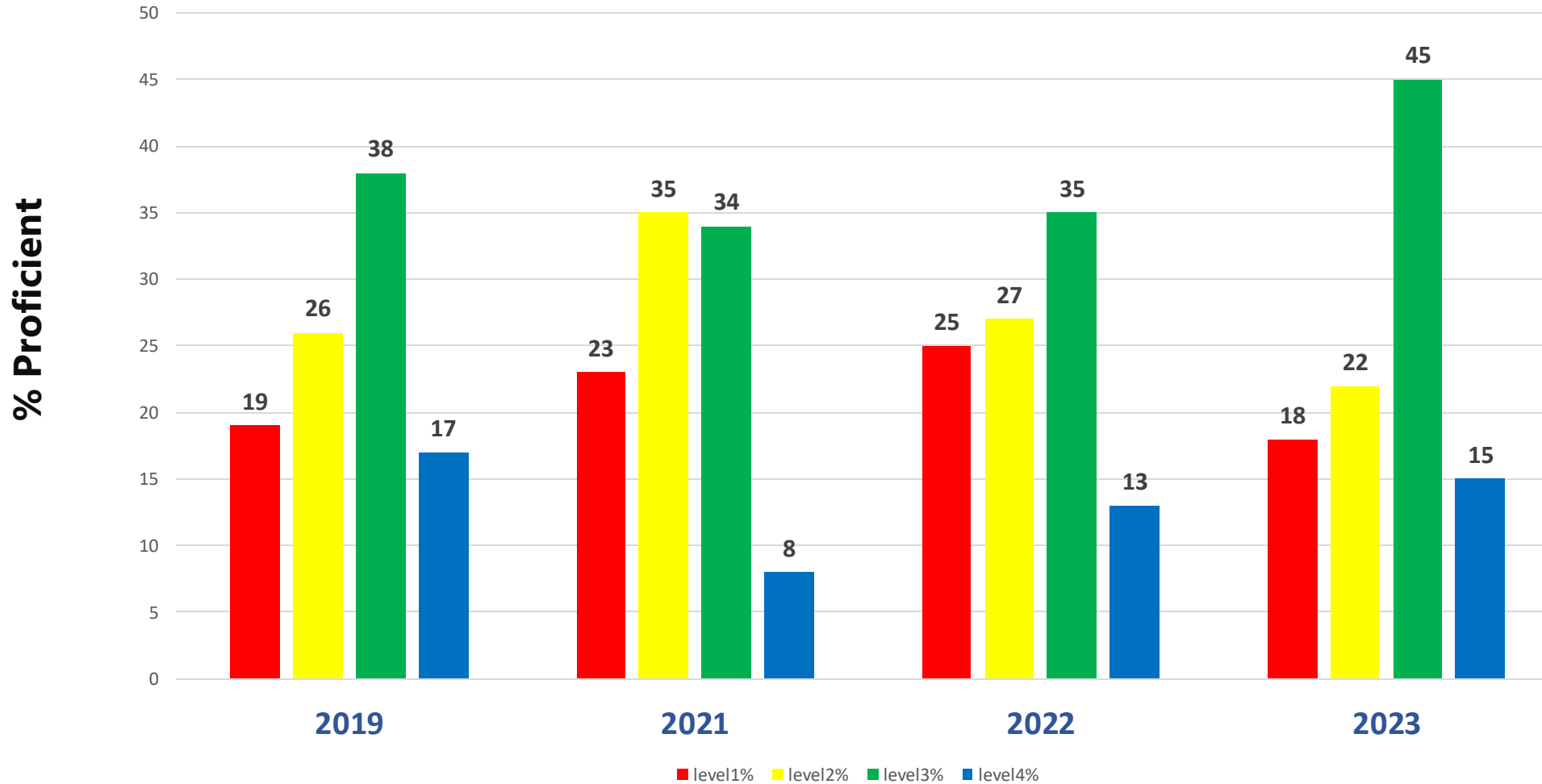
Hudson Memorial School Math - Grade 7



NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	55	98
2021	42	75
2022	48	98
2023	60	98

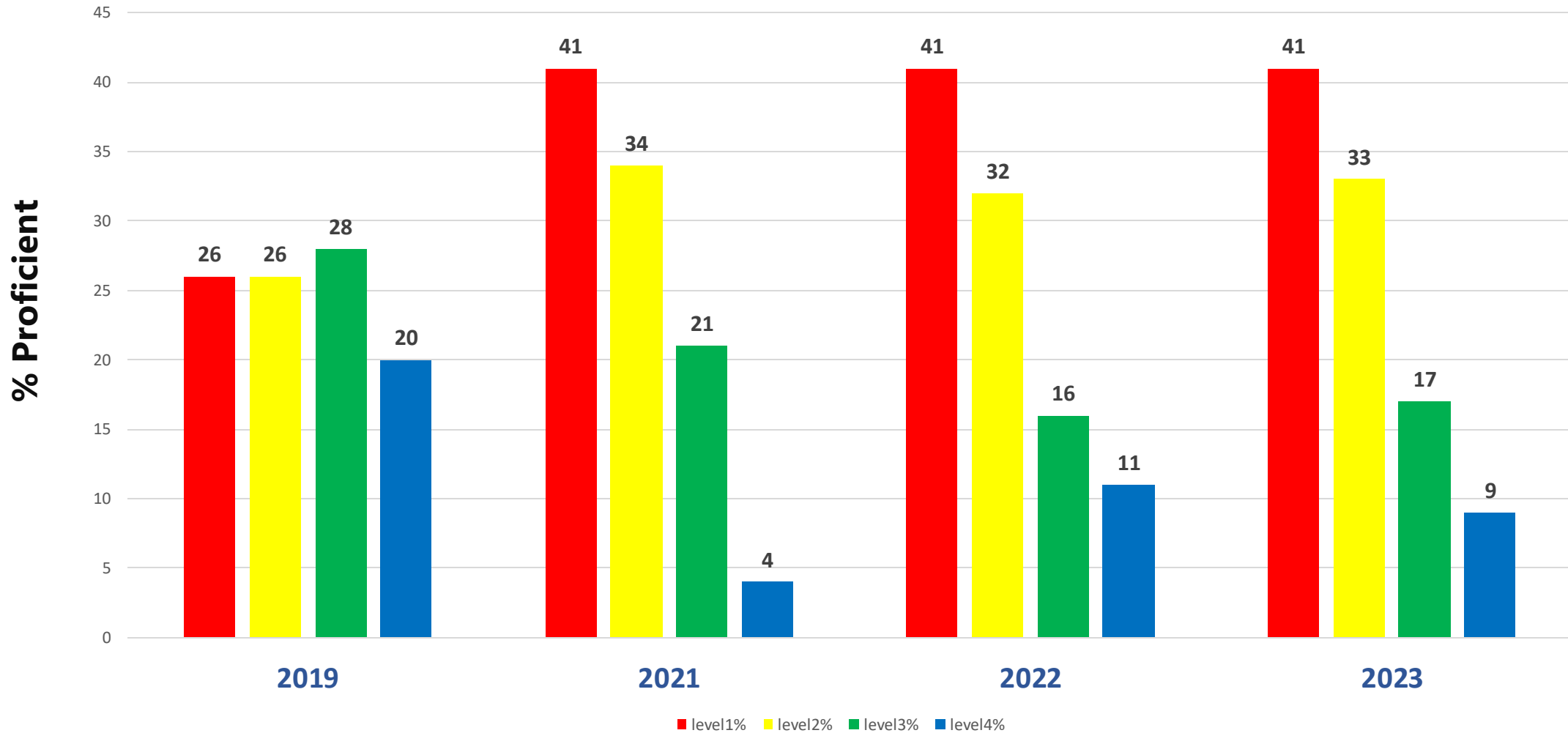
Hudson Memorial School Reading - Grade 8



NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	48	98
2021	25	76
2022	27	97
2023	26	98

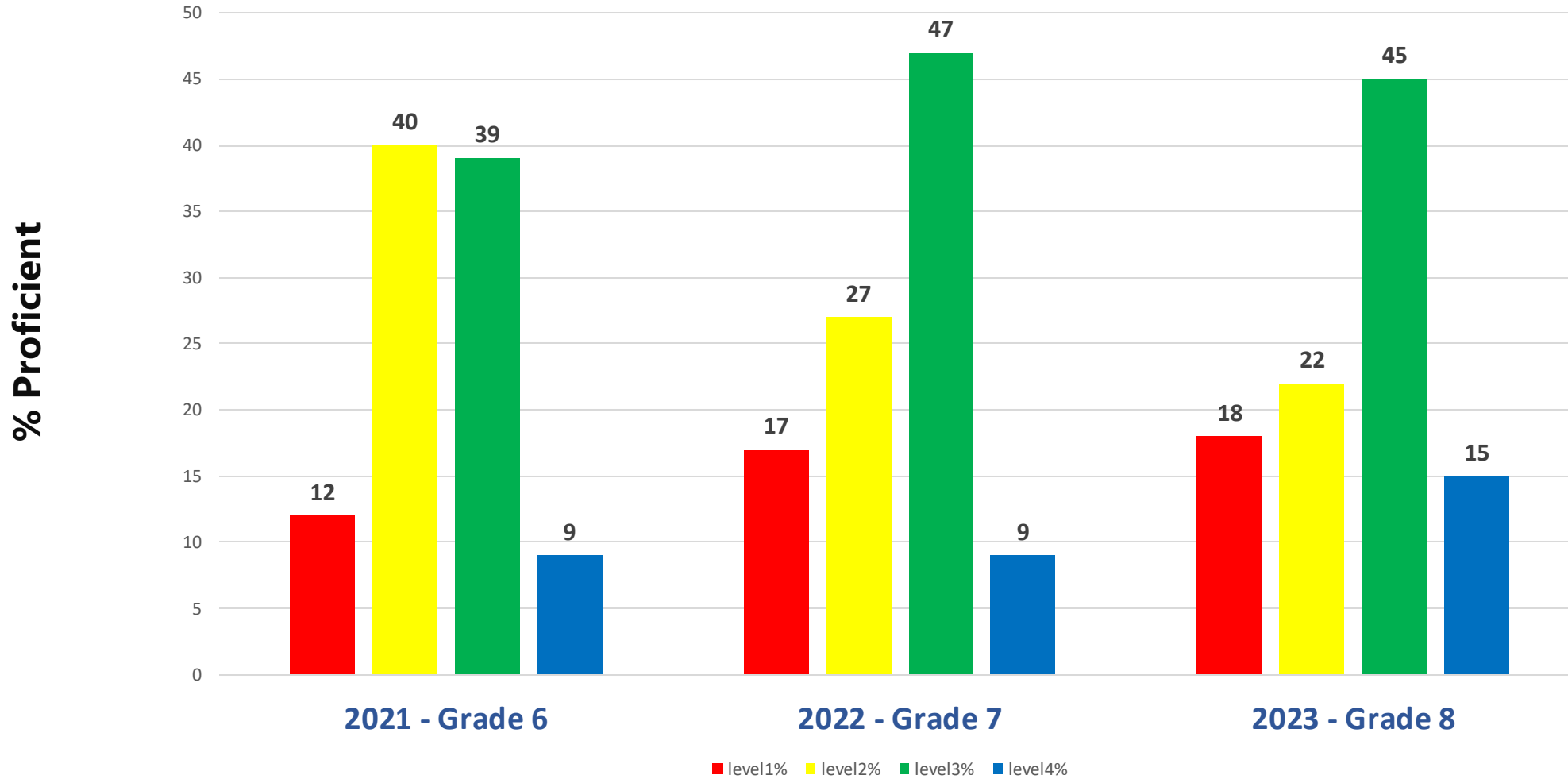
Hudson Memorial School Math - Grade 8



NH Statewide Assessment

Year	Level 3 & 4	Participate%
2021 - Grade 6	49	81
2022 - Grade 7	56	98
2023 - Grade 8	60	98

HMS Reading Cohort

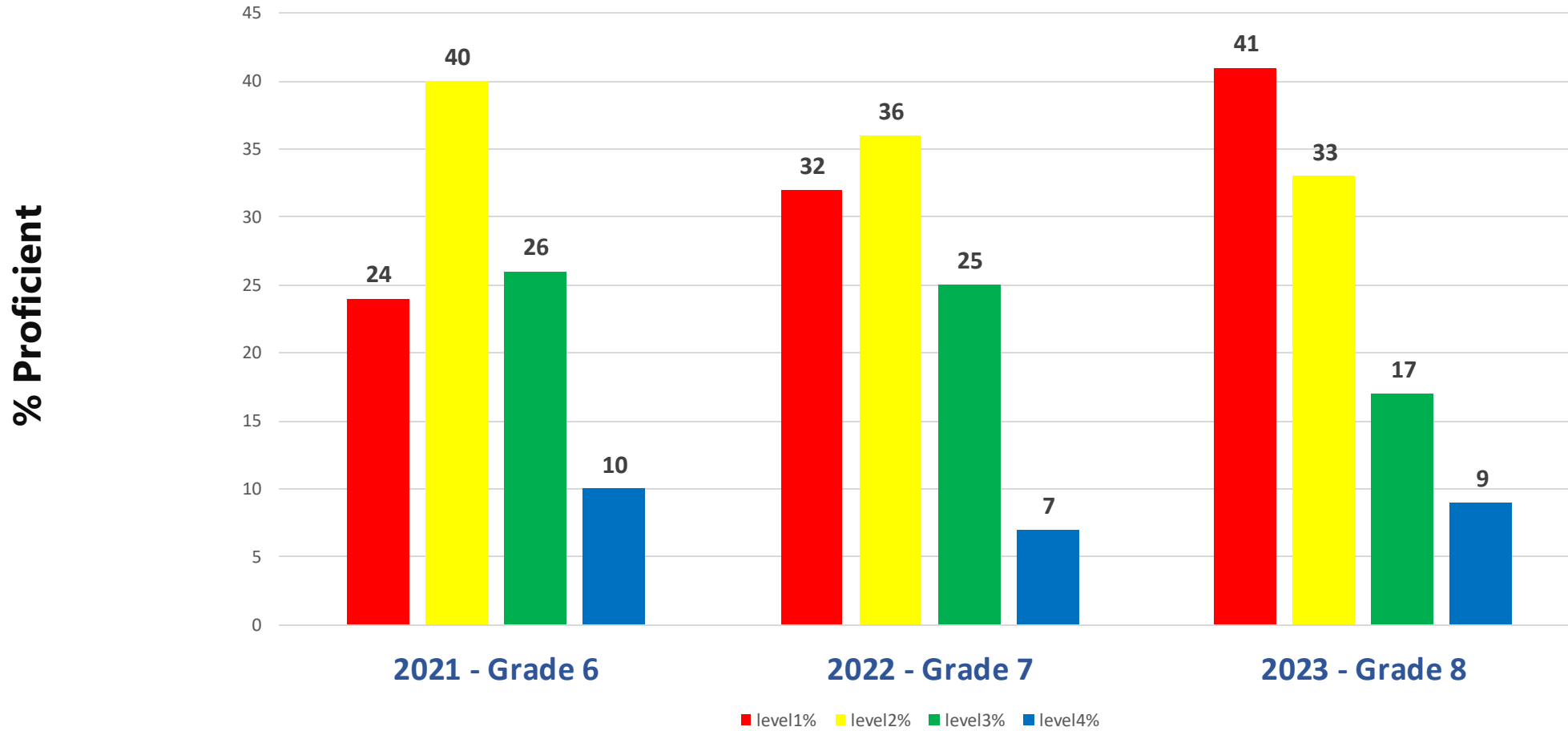


Note: Students in this cohort are in grade 9 in 2023-2024

NH Statewide Assessment

Year	Level 3 & 4	Participate%
2021 - Grade 6	36	82
2022 - Grade 7	31	98
2023 - Grade 8	26	98

HMS Math Cohort

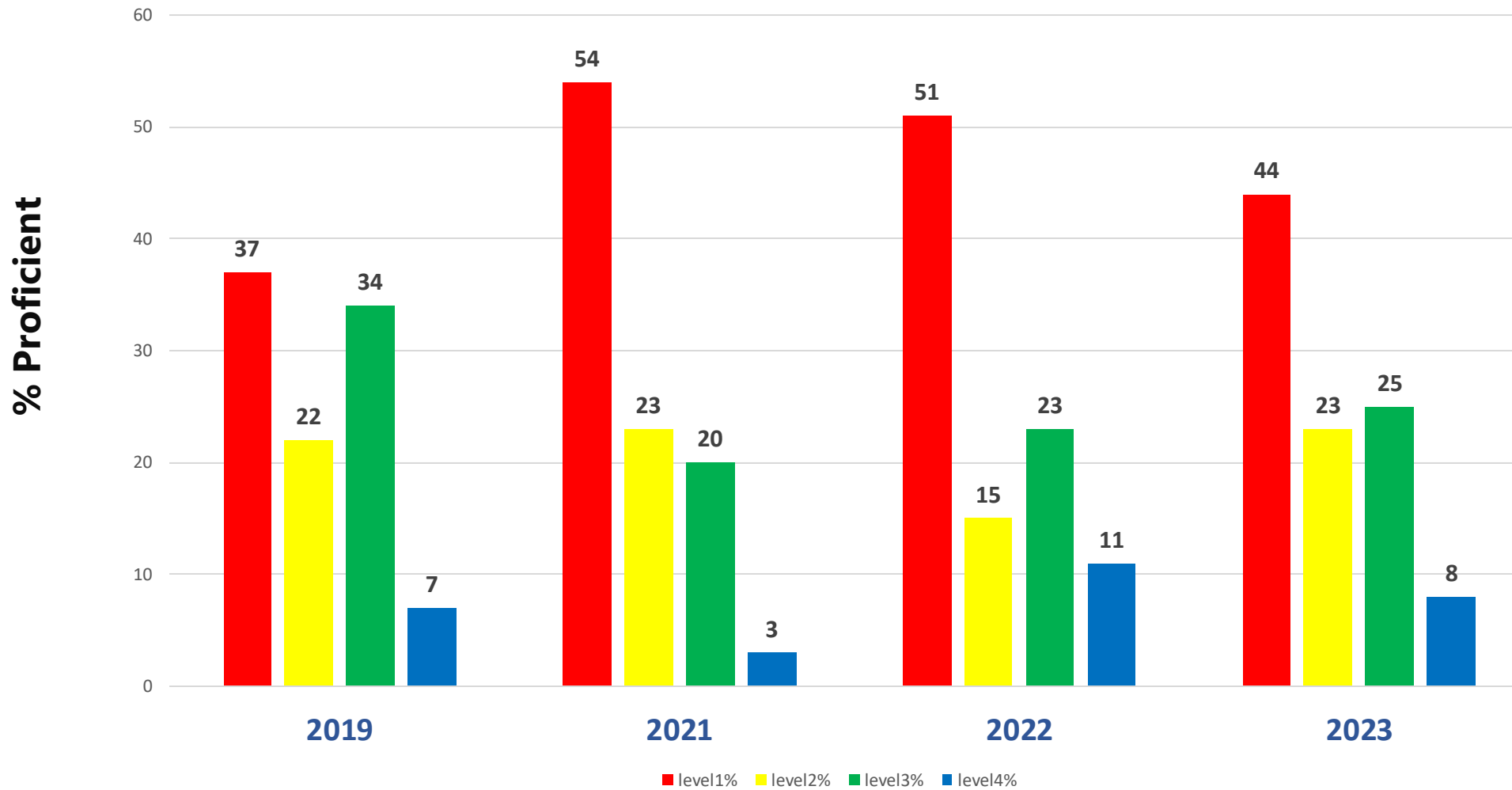


Note: Students in this cohort are in grade 9 in 2023-2024

NH Statewide Assessment

Year	Level 3 & 4	Participate%
2019	41	98
2021	23	76
2022	34	97
2023	32	97

Hudson Memorial School Science - Grade 8



iReady Data - Reading

- Diagnostic in Fall 2022 & Spring 2023
- Data shows placement with grade-level expectations
- Can view growth through the year
- **Reported by domain**
 - Phonological Awareness
 - Phonics
 - High-Frequency Words
 - Vocabulary
 - Comprehension: Overall
 - Literature
 - Informational Text

Diagnostic Results



School	HUDSON MEMORIAL SCHOOL
Subject	Reading
Academic Year	2022 - 2023
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1
Placement Definition	Standard View

Students Assessed/Total: **635/688**

Overall Placement



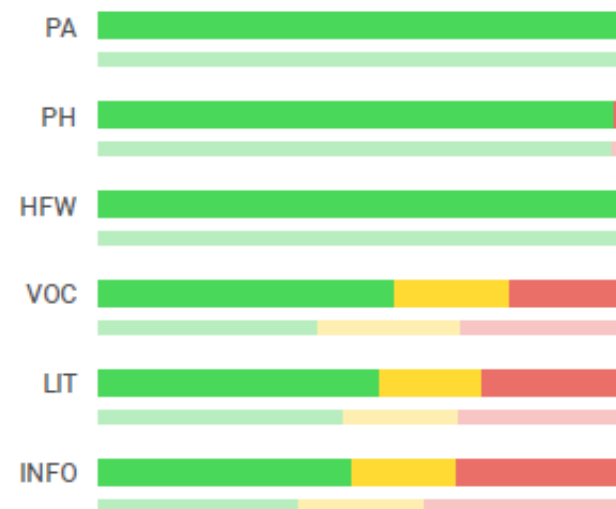
Diagnostic 3




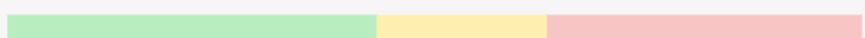

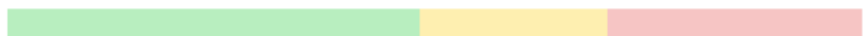
- At Risk for Tier 3
26% (From 34%)
- Tier 2
22% (From 22%)
- Tier 1
52% (From 44%)



Diagnostic 1

Placement by Domain



Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 6	Diagnostic 3	 <p>49% 26% 25%</p>		222/234
	Diagnostic 1	 <p>41% 23% 36%</p>		
Grade 7	Diagnostic 3	 <p>47% 22% 31%</p>		220/235
	Diagnostic 1	 <p>43% 20% 37%</p>		
Grade 8	Diagnostic 3	 <p>62% 18% 20%</p>		193/219
	Diagnostic 1	 <p>48% 22% 30%</p>		

iReady Data - Math

- **Diagnostic in Fall 2022 & Spring 2023**
- **Data shows placement with grade-level expectations**
- **Can view growth through the year**
- **Reported by domain**
 - Number and Operations
 - Algebra and Algebraic Thinking
 - Measurement and Data
 - Geometry

Diagnostic Results



School	HUDSON MEMORIAL SCHOOL
Subject	Math
Academic Year	2022 - 2023
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1
Placement Definition	Standard View

Students Assessed/Total: **646/688**

Overall Placement



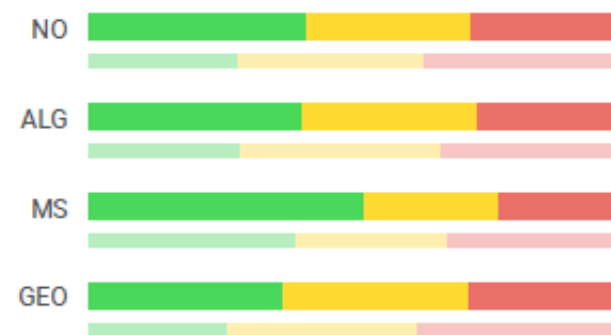
Diagnostic 3




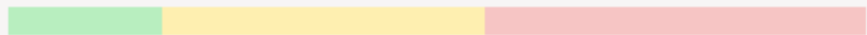


- At Risk for Tier 3
28% (From 37%)
- Tier 2
34% (From 38%)
- Tier 1
38% (From 25%)



Diagnostic 1

Placement By Domain



Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 6	Diagnostic 3	 <p>49% 33% 18%</p>		225/234
	Diagnostic 1	 <p>34% 35% 31%</p>		
Grade 7	Diagnostic 3	 <p>30% 37% 33%</p>		215/235
	Diagnostic 1	 <p>18% 38% 45%</p>		
Grade 8	Diagnostic 3	 <p>34% 31% 34%</p>		206/219
	Diagnostic 1	 <p>22% 41% 37%</p>		

U.S ENVIRONMENTAL PROTECTION AGENCY CLEAN SCHOOL BUS PROGRAM

ROUND 3 FUNDING DETAILS



U.S. EPA Round 3

The Clean School Bus Program is authorized by the Bipartisan Infrastructure Law for replacement of diesel school buses with zero/low emission buses. Round three of the Clean School Bus Program will be a rebate program, similar to the first round of funding but with some new requirements/criteria:

- \$500 million allocated initially for this round of funding
- Funding dollar amounts have changed in round 3 compared to round 1
- 60% allocated to EPA-defined priority school districts and 40% to non-priority school districts
- First Student can submit one (1) application per customer school district for up to 25 buses
- Vehicle eligibility requirements largely mirror previous rounds of funding
- Eligible charging infrastructure needs to comply with U.S. manufacturing requirements
- Rebate can only be used for behind the meter infrastructure costs, not applicable to transformer and/or utility distribution line upgrades
- Workforce training, covering driver and mechanic training and electrician certification, is an eligible expense but no additional funding is provided to cover that
- Each application will require three (3) supplemental certificates:
 - School District Approval Certification
 - School Board Awareness Certification
 - Utility Partnership Agreement

Available Funding

Round 3	Vehicles and Infrastructure*
Priority School Districts – 60% Funding Available	
Type A	\$265,000
Type C/D	\$345,000
Non-Priority School Districts – 40% Funding Available	
Type A	\$145,000
Type C/D	\$200,000

*Additional \$20K for ADA compliant wheelchair buses and additional \$20K for shipping to Alaska and Hawaii

Why Electric School Buses

Electric school buses (ESBs) provide tremendous benefits for student health, air quality, the environment, total cost of ownership reduction, and their potential to support grid resiliency through vehicle to grid and vehicle to building technologies and would contribute directly to an improved environment and cleaner transportation for all school district students.

First Student Advantage

At First Student, we believe that fleet electrification is the future and have made a commitment to electrify 30,000 school buses by 2035.

First Student has over 300 electric school buses deployed across North America and our electrification efforts are supported by a dedicated, in-house, multifaceted team of highly talented and experienced professionals whose subject expertise, motivation and passion sets us apart from our competition:

- Demonstrated experience in navigating the processes of identifying funding opportunities
- Work collaboratively with vehicle manufacturers and vendors
- Conduct site assessments and utility coordination
- Provide extensive driver and mechanic training as well as regularly scheduled preventive maintenance
- Cold weather experts with over 270 electric school buses transporting students daily in Quebec, Canada

If selected, First Student will assist your district with all steps to implement a successful fleet electrification deployment.

Deadlines

September 28, 2023	Application Open
January 31, 2024	Application Submission Deadline
April 2024	Anticipated Notification of Selection
April – October 2024	Selectees Submit Payment Request Forms with Purchase Orders
April 2026	Project Completion Deadline

2023 Clean School Bus (CSB) Rebates Program School Board Awareness Certification

By signing, I certify that I am an Authorized Representative for the Hudson School Board and that First Student (Applicant) has made us aware that First Student is applying for 2023 Clean School Bus Rebate Program funding for the Hudson School District. I also certify that, in discussions with First Student, we have discussed the number of buses for replacement, the fuel type of the new buses, and which party will own the new buses.

School Board Authorized Representative

<hr style="border: 0; border-top: 1px solid black;"/>		
<i>School Board Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<hr style="border: 0; border-top: 1px solid black;"/>		
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

School District Authorized Representative

<hr style="border: 0; border-top: 1px solid black;"/>		
<i>School District Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<hr style="border: 0; border-top: 1px solid black;"/>		
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

Applicant Authorized Representative

<hr style="border: 0; border-top: 1px solid black;"/>		
<i>Applicant Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<hr style="border: 0; border-top: 1px solid black;"/>		
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

2023 Clean School Bus (CSB) Rebates Program School District Approval Letter for Third-Party Applicants

By signing, I certify that I am an Authorized Representative for the Hudson School District (the District) and that First Student (Applicant) has the Hudson School District's approval to apply for 2023 Clean School Bus Rebate Program funding on behalf of the District. I also certify that, in discussions with First Student, we have discussed the number of buses for replacement, the fuel type of the new buses, and which party will own the new buses if the Applicant is selected for funding in the 2023 Clean School Bus Rebate Program.

School District Authorized Representative

<i>School District Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

School District Alternative Representative

<i>School District Alternative Representative Name (Print)</i>	<i>Alternative Representative Signature</i>	
<i>Alternative Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

Applicant Authorized Representative

<i>Applicant Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

Hudson School District Calendar 2023-2024



AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Teacher Workshop – No School for Students
 - Early Release for Students
 - No School
 - First/Last Day
- August thru January: 97 days
February thru June: 88 days
- NOTE:** Last day includes 5 snow days

August

- 17, 18 New Teacher Orientation
- 23 – 25 Teacher Workshop
- 28 First Day for All Students

September

- 1 No School
- 4 Labor Day (No school)

October

- 6 Early Release for Students
Teacher Workshop PM
- 9 Columbus Day (No school)

November

- 7 Teacher Workshop
No school for students
- 10 Veterans Day (Observed – No school)
- 22 – 24 Thanksgiving Break (No school)

December

- 25 – 29 Holiday Break

January

- 1 New Year's Day (No school)
- 15 Martin Luther King/Civil Rights Day
(No school)
- 23 Presidential Primary
Teacher Workshop – No school for students

February

- 26 – 1 Winter Break – February 26-March 1

March

- 1 Winter Break – February 26-March 1
- 12 Teacher Workshop – No school for students

April

- 22 – 26 Spring Break

May

- 27 Memorial Day (No school)

June

- 19 Last day for students (tentative)
(Early release for students)
- 20 Teacher Workshop (am only)

Approved March 13, 2023
Updated December 4, 2023

HUDSON SCHOOL DISTRICT

POLICY CODE: BEC Non-public Sessions	FIRST ADOPTION: 11/04/2019
RELATED POLICIES: [Related Policy Codes]	LATEST REVISION: [Latest Revision] Page 1 of 1

Category: Recommended

The Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Upon motion, the vote to enter non-public session will be a recorded roll-call vote made in public session. The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering non-public session.

The Board shall record minutes of all non-public sessions. Non-public session minutes will be made publicly available within 72 hours of the non-public session, unless the Board votes to seal the minutes. The Board may seal minutes of a non-public session only by a two-thirds vote. The Board will only vote to seal minutes of non-public sessions if divulging such information would:

1. Adversely affect the reputation of a person other than a member of the Board;
2. Render a proposed board action ineffective; or
3. Thwart safety considerations pertaining to terrorism or other emergency functions of the Board.

Board members should refrain from publicly discussing matters that were discussed in a non-public session.

The Superintendent or his/her designated representative may attend all non-public sessions at the pleasure of the Board, except those non-public sessions that pertain to the Superintendent's employment.

Legal References:

RSA 91-A:3, Non-Public Sessions

RSA 91-A:4, Minutes and Records Available for Public Inspection

RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

HUDSON SCHOOL DISTRICT POLICY

BEC Non-Public Sessions

Updated: NHSBA version replaces current policy for Second Reading December 4, 2023

Related Policies: BEDG

Category: Recommended

The School Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Non-public sessions may only occur after a duly noticed public meeting has been called to order and before that meeting is adjourned. Once the public meeting has been convened, the School Board may enter non-public session at any time during such meeting if a majority of the board, by roll-call vote, find that sufficient grounds under 91-A:3, II exists. A non-public session may occur during a duly notice meeting irrespective of whether a non-public session appeared on either the meeting notice or meeting agenda.

The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering non-public session.

The School Board shall record minutes of all non-public sessions, and such minutes shall be made available and or “sealed” in accordance RSA 91-A:3. Required content and availability regarding minutes of non-public sessions are described in School Board policy BEDG Minutes.

The minutes of the non-public session constitute the record of that session. Information discussed in non-public session shall remain confidential except to the extent the same is required to be disclosed subject to applicable law or court order, or as authorized by the board.

The School Board shall require the presence of the superintendent or his/her designee (see N.H. Dept. of Education Rule Ed 303.01(f)), except those non-public sessions that pertain to the superintendent’s employment.

Each year the superintendent is directed to obtain and provide to each board member copies of any NHSBA Non-Public Session Checklist and update the same during the year as made available by NHSBA.

Legal References

RSA 91-A:3, Non-Public Sessions

RSA 91-A:4, Minutes and Records Available for Public Inspection

RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

N.H. Dept. of Education Administrative Rule – Ed 303.01(j); Substantive Duties of School Boards

Adopted: November 4, 2019

First Reading: November 20, 2023

Second Reading: December 4, 2023

POLICY CODE: DBI
BUDGET IMPLEMENTATION

RELATED POLICY CODES: DB

Page 1 of 1

DBI – BUDGET IMPLEMENTATION

Policy is contained within the [DB – ANNUAL BUDGET](#) policy.

WITHDRAWN

HUDSON SCHOOL DISTRICT POLICY

DFGA Crowdfunding

Updated: Current policy with revisions for Second Reading – December 4, 2023

Category: Recommended

Related Policies: EHAB, GBEC, JJE, JLCF, JRA, and KCD

A. Purpose and General Policy Statement

The purpose of this policy is to establish and regulate parameters for use of crowdfunding or other forms of online fundraising and solicitations for classroom, school, or district programs. This policy does not apply to any independent outside organizations, including a parent-teacher organization or other 501c3 groups not under the governance of the Hudson School District.

The School Board recognizes that crowdfunding campaigns and other forms of online fundraising have become an increasingly popular method by which educators and school-sponsored activity groups or organizations can procure funding for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide may be a benefit for district programs and classrooms. The Board further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the district can subject both the district and its employees to significant potential legal liability.

For purposes of this policy, “crowdfunding” is the practice of using online sites (such as donorschoose.org, classful.com, etc.) to solicit donations, whether monetary or in-kind, on behalf of the School District, including any class or extra/co-curricular program. A crowdfunding campaign is considered “to be on behalf of the School District” if it uses imagery, logos or language that would lead a reasonable person to believe that (1) the School District or any school within the district, or program/activity of a school within the district, is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the District.

B. Unapproved Crowdfunding Prohibited

Crowdfunding on behalf of the district is prohibited unless undertaken by a district employee or school-sponsored organization with prior written approval under this policy. No public action towards initiating a crowdfunding campaign on behalf of the district may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the district. Students are permitted to participate in publicizing an employee’s approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the district. Employees or students who participate in crowdfunding on behalf of the district are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an

association with the District; using a District email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the District.

Approved crowdfunding campaigns will operate in compliance with all laws and other Board policies and regulations.

C. Crowdfunding Request and Approval Procedures

1. Crowdfunding Requests

Any request for approval of a crowdfunding campaign shall be in writing and shall include the following information:

- a. The employee's name, job title, school, and email address
- b. The approved crowdfunding website to be used
- c. The nature and quantity or amount of donations being requested
- d. The classroom, program, or activity to be benefitted and the educational purpose to be served
- e. The exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included
- f. The start and end dates of the crowdfunding campaign
- g. A statement of recognition by the requester that any proceeds of the campaign are school property

The Superintendent may create and make available a form, which may be online, to be used for such requests.

2. Approved Crowdfunding Sites

The superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must:

- Be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct
- Have a policy requiring all donations on behalf of the district to go directly to the district. The superintendent/designee shall encourage the use of sites focused on K-12 education

If no site meets these requirements or the superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

3. Approval Process

Notwithstanding anything to the contrary in board policy KCD, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.

~~a. Review by the Building Principal~~

~~To be eligible for approval under this policy, employees must submit in writing a fully completed approval request form to the building Principal. Notwithstanding any contrary~~

~~provision in Board policy KCD, the building Principal has authority to approve proposed campaigns seeking a dollar value up to the amount of \$500. Regardless of the amount sought to be donated, the Building Principal has authority to deny a proposed campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the building Principal, the proposed campaign would produce unacceptable inequity in the educational environment.~~

~~If a proposed campaign seeks a dollar value in excess of \$500, and the building Principal believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the building Principal shall refer the proposed campaign to the Superintendent or designee.~~

a. Review by the Superintendent

The superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. The superintendent or designee has authority to approve proposed campaigns seeking a dollar value up to **\$5,000**. Regardless of the amount sought to be donated, the superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

Consistent with Board policy KCD, if a proposed campaign seeks a dollar value in excess of **the donation limits and process outlined in policy KCD**, and the superintendent or designee believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the superintendent or designee shall refer the proposed campaign to the School Board.

b. Review by the Board

Subject to the requirements of School Board policy KCD, only the board may approve a campaign that seeks a dollar value in excess of **\$the limits outlined policy KCD**, although pursuant to RSA 198:20-b, unanticipated funds of \$20,000 or more also require a public hearing before acceptance.

After considering the superintendent's or designee's recommendation, the School Board will decide whether to approve or deny the proposed campaign.

4. Criteria of Approval of Crowdfunding Requests

Crowdfunding requests will not be approved unless the proposed campaign:

- a. Meets all requirements of applicable board policies and administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable state or federal laws or regulations
- b. Uses a crowdfunding site that has been approved by the superintendent pursuant to Section C.2, above
- c. Is consistent with the district's approved curriculum
- d. Does not create significant disparities or inequities among similarly situated students

- e. Does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose
- f. Seeks donations that are compatible with the District's Data and Privacy Governance Plan, as confirmed by the District's Director of Technology or designee
- g. Has a specific, pre-determined beginning and ending date
- h. Does not disparage the district or any of its buildings, programs, representatives, employees, or students
- i. Does not include pictures or the identifying or confidential information of any district student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form
- j. Furthers the educational mission of the school and is not used for the unrelated personal gain of any individual
- k. Does not result in donations being delivered directly to the requester
- l. Is not contingent on the district matching funds or making any expenditure
- m. Does not request food or beverage items inconsistent with the District Wellness Policy JLCF
- n. Does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The School Board reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time.

D. Receipt and Allocation of Donations

All monetary donations will be made payable to and deposited into an account designated by the SAU business office. All in-kind donations must be inventoried in accordance with School Board policy and district procedures.

All donations, regardless of their form, obtained through crowdfunding on behalf of the district are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained.

Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The School Board reserves the right to transfer donations to a different use at the board's sole discretion.

E. Record Keeping

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the superintendent or building principal detailing how the donations were used and how students benefited. Such records will be forwarded to the district's business office.

Legal References

RSA 198:20-b – Appropriation for Unanticipated Funds Made Available During Year

District Policy History

First Reading: September 26, 2022

Second Reading: October 3, 2022

Adopted: October 3, 2022

First Reading: November 20, 2023

Second Reading: December 4, 2023

PROPOSED

HUDSON SCHOOL DISTRICT

POLICY NUMBER: KBA	APPROVED: 10.16.17 First Reading: 10.02.17 Second Reading: 10.16.17
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Right-to-Know Request for Information

The Hudson School Board recognizes that parent, other citizens, and school and community groups are concerned about the quality of public education. They may question the effectiveness of school programs and activities, and may become actively involved in the planning for educational improvements.

Since community involvement in the educational process requires knowledge of that process, it shall be the policy of the Hudson School Board to comply with all requirements of the Right-to-Know law, RSA 91-A:1.

Any citizen may, with proper care, during office hours, and subject to RSA 91-A regulations as the Superintendent may prescribe, have access to and inspect the public records in the possession of the Hudson School District.

To that end, information such as Hudson School Board meeting minutes, master contracts, district meeting documents and administrator reports are available on the district website. Other information may be readily available in electronic format and citizens wishing specific information should call the SAU office to make their request.

If the information desired is not obtained via the above procedures, citizens have the right to make a formal Request for Information under the Right-to-Know law. The district shall employ a procedure for a formal request, which can found in Request for Information Procedures.

Statutory Reference:

RSA 91-A, Access to Government Records

HUDSON SCHOOL DISTRICT POLICY

KCD Public Gifts/Donations

Updated: Current policy with revisions for Second Reading – December 4, 2023

Category: Recommended

Related policies: DFGA, JJE

Gifts from organizations, community groups and/or outside individuals, which will benefit the Hudson School District, shall be encouraged. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the Hudson School District shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Hudson School District or Board reserves the right to refuse any gift that does not contribute to the achievement of the Hudson School District's goals, or in which the ownership of the gift would tend to deplete the resources of the Hudson School District. In determining whether a gift will be accepted, consideration shall be given to the Hudson School District policies, and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation (KCD-R) that accompanies this policy.

The Superintendent may accept gifts subject to the terms of this policy in the amount of \$5,000 or less. The Superintendent will advise the Board in advance of acceptance if possible, or if after acceptance, at the next regularly scheduled Board meeting. Gifts in excess of \$5,000 may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$20,000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$20,000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session. If there are more than two weeks between the donation notification and the next board meeting, acceptance is at the discretion of the Superintendent. Item will be on the agenda of the next board meeting.

Any gift accepted shall become the property of the Hudson School District, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the Hudson School District. The Hudson School District may be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the Hudson School District. The Board will make every effort to honor the intent of the donor in its use of the gift but reserves the right to utilize any gift it accepts in the best interest of the educational program of the Hudson School District. In no case shall acceptance of a gift be considered to be an endorsement by the Board or the Hudson School District of a commercial product, business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the Hudson School District's inventory and to notify the donor of acceptance or rejection of a gift. Voluntary contributions by Hudson School District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation.

Receipt of voluntary contributions being made by Hudson School District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the Hudson School District.

Active solicitation of gifts to be received by the Hudson School District, including by any school, classroom, or co-curricular program in the Hudson School District through online crowdfunding or donor websites must be approved in accordance with policy DFGA Crowdfunding.

Legal References

RSA 189:70 Educational Institution Policies on Social Media

RSA 198:20-b Appropriation for Unanticipated Funds Made Available During the Year

District History

Adopted: November 2, 2021

First Reading: November 20, 2023

Second Reading: December 4, 2023

Updated:



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

6:30 pm Budget Meeting
Non-Public Session

School Board Meeting Minutes – November 20, 2023 - Draft

In Attendance

Board Members

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

SAU Staff

Dan Moulis, Superintendent of Schools
Kimberly Organeck, Assistant Superintendent
Of Curriculum & Instruction
Rachel Borge, Director Special Services
Jen Burk, Business Administrator

A. Call to Order [0:00:10]

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

B. Public Hearing [0:00:32]

Pursuant to RSA 198:20-b and in accordance with Article 4 of the March 6, 1992 Town Meeting and School Board policy KCD, the Hudson School Board held a public hearing to receive a donation of property. The Friends of Hudson Spirit (FOHS) and the Hudson Litchfield Youth Football at Hudson Memorial School (HLYFC) purchased new cheer mats to replace the mats currently at Hudson Memorial School. The total purchase was \$12,390.32. The donors were thanked. There was no public discussion. The public hearing was closed at 0:01:44.

C. Donation of Property (Decision) [0:01:50]

Gary Gasdia made a motion to accept the donation of new cheer mats as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

D. Public Input [0:02:12]

There was no public input.

E. Presentations to the Board [0:02:25]

1. FFA Nationals and Travel Request (Information and Decision)

FFA student members shared highlights of the recent FFA Nationals and requested to attend the Winter Leadership Camp in Alton, NH on January 12-14, 2024.

Results of the 96th National FFA convention in Indianapolis in October in career development events such as veterinary science, forestry, etc. were reviewed.

Approximately 40 teams participated across the country. The Forestry team worked on demonstrating skills regarding diagnosing forest disorders, managing forests and inventory as well as applying civil culture practices. The team placed overall in the bronze category and individual placements were noted. The Alvirne Speaking Leadership Development representative placed in the bronze category; this dealt with public speaking abilities and the development of self-confidence. The Milk Quality and Products Team addressed milk and dairy product quality, safety, and sanitation, identifying diseases to consumers regarding milk, etc. The team placed in the bronze category with individual silver placements. The Veterinary Science Team worked on technical competency with small and large animals with a written exam and hands-on practicum. The team earned a gold emblem and placed 2nd in the country and individuals also placed gold. Dairy Handling placed in the silver category (Lizzie Bliss is now in college for veterinary technology). Everyone was congratulated including advisors Jen Beaudry and Corie Bliss.

Ethan Beals made a motion to approve the FFA Winter Leadership Camp in Alton, NH travel request as presented. Gary Gasdia seconded the motion. Motion passed 5-0.

2. Alvirne High School Assessment Report (Discussion)

Dean of Academics Joyce Wise and Principal Steve Beals presented high school assessment information.

Attendance K-12:

- Stronger attendance in grades 9 and 10 vs. 11 and 12
- Trying to return to 93% number
- Examination of EA (excessive absence) process/meeting competency

iReady: Internal Assessment:

- 2021-22 implementation; diagnostics for grades 9 and 10
- Online program measuring reading and math growth; yearly progress tracked
- Timed test; additional flex time given up to complete

- Benchmark percentage of proficiency in test-takers was low but there was growth in math diagnostic #2 from 200 to 212. Some teachers do not feel that the data matches how students perform in the classroom. The Alvirne goal is 5-10% growth in the district level.
- Raising attendance of the test is helpful; there is concern in focusing too heavily on this vs. proficiency.
- iReady struggles were seen State-wide. The SAT is given during the Junior year. There is no assessment/progress check for Freshman and Sophomore years. Some districts added a diagnostic for those years so there would be no progress data gap.
- Determining areas of weakness was discussed.
- There was a question on how many high schools use iReady (around 55%) - some districts assess grade K - 8 and perhaps grade 9 and 10.
- Assessment fatigue is a concern.
- In the high school level, data was simplified in levels of proficiency.

SAT - NH State Assessment: Grade 11 ELA and Math:

- ELA - from 507 (59%) in 2021 to 510 (60%) in 2022
- Math - from 492 (39%) in 2021 to 483 (27%) in 2022
- Families are told that participation is important, even if students are not going to college; if a student opts out, that counts as a zero which is detrimental to benchmark data and is also tied to town property values. It was noted that colleges often do not look at SAT scores, and students are told not to take it unless they will do very well (vs. GPA).
- The number of test takers increased from 225 (83%) in 2021 to 227(86%) in 2022. The state participation rate was 94%.
- Assessment graphs were reviewed:
 - Grade 11: proficiency level statewide was 41% and Hudson was 44%.
 - Not all Juniors took science so they would assess in their Senior year. An issue is that students are assessed in chemistry, and they might not have taken that yet.
 - There was a revamp of the science curriculum which might have attributed to the increase in proficiency in 2022.
 - The sequence of math classes was discussed for student learning.
 - Challenges coming out of the pandemic at the high school level impacted data.

AP Data 2022-23 - Pass Rate

The pass rate decreased from 73% in 2022 (133 exams) to 56% in 2023 (183 exams). More AP exams were offered. It was noted that some students took the AP exam for practice for college/challenge.

Completers (Alvirne High School and adult ed. diplomas) and HiSET Statistics equaled 90.84% total in 2022 (state completers was 87.68%).

In 2022, 262 students were in the graduating class, of which 16 were HiSET which was higher than the state. Navigating the HiSET process at Alvirne is easy and helps a

lot. The class of 2022 completer HiSET was 98.84% (6.1% compared to the class) whereas the state was 89.38% (1.71%).

The Hudson 4-year graduation rate in 2022 was 84.73% (4 year cohort of 262 students) vs the state at 87.68%. State data is online. Hudson had 10 dropouts. There was confusion about accounting for the 14 students who were not completers but came back for a fifth year. It is uncertain if they will be added to the graduation rate.

Post-secondary data was reviewed:

- 2022: class size 254: 47% went to a 4-year college; 13% went to a 2-year college; 3% went into the military; 4% went to training school; and 33% work
- 2023: class size 262: 40% went to a 4-year college; 15% went to a 2-year college; 2% went into the military; 42% work. Students who did not fill out the form were recorded under “work”
- Projection is that in 2024, the trend will show a higher percentage of students attending colleges. It was noted that there are savings to first attend a community college for two years and then automatically be accepted to one of the three New Hampshire state schools as part of the Pathways Program.

F. New Business [1:42:55]

1. NASP Conference Request (Decision)

Superintendent Moulis presented a conference request for Hills Garrison School Psychologist Kacey Broadhurst to attend the National Association of School Psychologists Annual Convention from February 14 to 17, 2024 which includes tuition cost, consistent with her contract.

Ethan Beals made a motion to approve the NASP Conference Request as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

2. ASCD Conference (Decision)

Superintendent Moulis presented a conference request to attend the Annual ASCD Conference from March 22 to 25, 2024.

Ethan Beals made a motion to approve the travel request for Superintendent Moulis to attend the Annual ASCD Conference from March 22 to 25, 2024 as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

3. Bid Award - Baseball Dugout Repairs (Decision)

Superintendent Moulis shared bid award information for the Alvirne baseball dugout repairs.

Ethan Beals made a motion to award a contract to Solid Roots Construction, LLC for the AHS JV dugout replacement in the amount of \$27,916.28 per the bid specifications in accordance with policy DJE. Gary Gasdia seconded the motion. Motion passed 5-0.

4. Transfer Request - Special Education (Decision)

Ms. Borge presented a transfer request for Special Education: moving funds from the School Psychologist salary account to contracted services based on the inability to fill the position and on student need.

Ethan Beals made a motion to approve the Special Education transfer request as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

G. Old Business [1:48:34]

1. Warrant Articles (Information)

Ms. Burk shared the updated Warrant Articles. Contract negotiations are ongoing. March 12, 2024, is the Town Election.

H. Policies – First Reading [1:50:26]

The following policies were reviewed:

- BEC - Non-Public Sessions
Current policy to be replaced by new NHSBA policy.
- DBI - Budget Implementation
Withdrawal since it is covered in Policy DB.
- DFGA - Crowd Funding
Current policy with revisions
- KBA - Right to Know
Withdrawal as the content is incorporated in policies EH and BEDG
- KCD - Public Gifts and Donations
Current policy with revisions

I. Policies - Second Reading (Decision)

- JEB - Age of Entrance-
District policy with revisions
- JKAA - Use of Restraints and Seclusion-
Current policy to be replaced by new NHSBA policy
- GBCD - Background investigation and Criminal History Records Check-
District policy with suggested revisions
- JCA - Change of Class or School or Assignment Best Interests and Manifest Hardship-
District policy with suggested revisions
- ACN - Nursing Mothers Accommodations-
New NHSBA policy

- JLCD - Administering Medication to Students-
Current policy to be replaced by new NHSBA policy
- EFAA - Meal Charging-
Current policy with tracked changes

Maureen Dionne made a motion to approve the following policies:

JEB - Age of Entrance

JKAA - Use of Restraints and Seclusion

GBCD - Background investigation and Criminal History Records Check

JCA - Change of Class or School or Assignment Best Interests and Manifest Hardship

ACN - Nursing Mothers Accommodations

JLCD - Administering Medication to Students

EFAA - Meal Charging

Gary Gasdia seconded the motion. Motion passed 5-0.

J. Recommended Action [1:55:11]

1. Manifests

2. Minutes - October 30, 2023

3. Minutes - November 6, 2023

Gary Gasdia made a motion to approve the minutes of October 30, 2023, and November 6, 2023, as written. Mike Campbell seconded the motion. Motion passed 5-0.

K. Reports to the Board (Information) [1:55:48]

1. Superintendent Report

- Communication will be sent to elementary families regarding dyslexia assessment for students in grades K-3.
- The Pathways Program transitioned to Alvirne High School with Mr. Pierce teaching all classes; all involved were thanked.
- Plans are being finalized for the Pathways Coordinator Requirements that will be filled internally by administration.
- CTE programs were discussed for this year and next year including removing the requirement of Natural Resources as a prerequisite for Forestry. Also discussed was reinstating a Careers in Education program for next year and a Careers in Health and Human Services Exploration course (half credit elective in grades 9/10).
- November 8 was the National Honor Society ceremony at Alvirne H.S. and had the largest inductee group to date.
- On November 9 both Nottingham West and Hills Garrison hosted Veterans Day events.
- The Strategic Planning Committee met and began a Portrait of the Graduate review.
- The Evaluation Committee met and reviewed the current evaluation model with survey responses from evaluators and teacher mentors.
- A happy Thanksgiving was wished to all.

L. Correspondence (Information) [2:01:56]

There was review of the discipline report comparison from October 2022 vs 2023.

The finance report included an anticipated fund balance with anticipated expenditures totaling \$1,772,234. The tax rate will be set soon.

Superintendent goals include changes made from prior School Board feedback. Evidence of accomplishment was changed to measure goals out two years. There was a question about using graduation rates; and using the 4-year cohort is the preference. Metrics for improvement for the district website were added, such as school calendars. Quarterly updates to the public were added as part of evidence of accomplishment. Consistency between district and school calendars for events was mentioned.

M. Board Member Comments [2:14:47]

Board members wished everyone a happy Thanksgiving. Mr. Campbell mentioned the idea of volunteering time to local charities. Mr. Gasdia mentioned that Nottingham preschool coordinator Heidi Grieves invited him to visit the preschool class this morning; he thanked everyone for their hospitality.

N. Non-Public Session per RSA 91-A:3 II a [2:17:21]

At 8:50 pm, Ethan Beals made a motion to enter into a non-public session per RSA 91-A:3 II a. Gary Gasdia seconded the motion. Motion passed 5-0. Roll call vote.

Review of letters of resignation
Personnel matters discussed
Student matters discussed

O. Leave Non-Public and Adjourn

At 9:31pm, Gary Gasdia made a motion to return to general session. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

Submitted by Susan DeFelice
Non-Public submitted by Dan Moulis