



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

**5:00 pm**      **Non-Public Session**  
**6:30 pm**      **Regular Meeting**  
**followed by non-public session**

## School Board Agenda December 20, 2023

Estimated  
time

5:00pm

### **A. Call to Order**

5:00pm

### **B. Non-Public Meeting**

*RSA 91-A:3 II provides certain conditions under which the School Board MAY enter into non-public session. These conditions are (c) (I)*  
*(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.*  
*(I) 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.*

6:30pm

### **C. Resume Regular Session**

Pledge of Allegiance

6:31pm

### **D. Public Input**

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

7:01pm

### **E. Good News Update (Information)**

Nottingham West Grade 4 teacher Ms. Anna Dubois and her students will share their published book about kindness, which was created using the "Being A Writer" Curriculum.

["Make the World A Happier Place: Be Kind" book cover](#)

7:05pm

**F. Presentations to the Board**

**1. Review of HMS Science Lab Update work in 2023 (Information)**

Superintendent Moulis will provide an update on the HMS Science Labs that were upgraded in the fall of 2023.

[Presentation](#)

**2. Alvirne New Course Offerings for Program of Studies (Information)**

Principal Beals and Dean of Academics Joyce Wise will present the new course offerings.

[Course Approval Request](#)

7:25pm

**G. New Business**

**1. Distributive Education Clubs of America (DECA) (Decision)**

DECA Advisor Sarah Compagna and students will request permission to attend the state conference in February.

[DECA CDC 2024 Conference Request](#)

**2. Dental Health Equipment Donation (Decision)**

Health Science Instructor Julie Nelson will share details of this donation. Dr. Peter Reich and NH Oral and Maxillofacial Surgery would like to donate dental equipment for use by the CTE's Health and Human Services program.

[Dental Equipment Donation Memo](#)

**3. Conference Request (Decision)**

HRIS Coordinator Cathy Brackett, and Finance Director Melissa Van Sickle, will present a request to attend the Tyler Technologies Conference in May 2024 in Indianapolis, for training on MUNIS (the district's HR & Finance software).

[Tyler Conference Request Memo](#)

**4. Alvirne High School Graduation (Decision)**

Principal Beals will provide the high school graduation date for the School Board's approval.

[Graduation Ceremony Approval Request](#)

**5. Natural Resources Position (Decision)**

Mr. Beals and Dr. Frauwirth will make a request regarding the Natural Resources program.

[Natural Resources Request](#)

7:50pm

**G. New Business (continued)**

**6. PSRP Contract Review and Ratification (Decision)**

Superintendent Moulis will review the draft PSRP tentative agreement.

**7. Nomination (Decision)**

Superintendent Moulis will present a nomination for the Alvirne High School Assistant Indoor Track Coach.

[Nomination](#)

8:00pm

**H. Old Business**

**1. Review of Warrant Articles (Decision)**

The School Board will review and vote on the current FY25 warrant articles.

[FY25 Warrant Articles](#)

8:10pm

**I. Policies – First Reading (Decision)**

BEDG Meeting Minutes	<a href="#">Current policy</a> <a href="#">New NHSBA proposed</a>
BEDH Public Comment and Participation at Board Meetings	<a href="#">Current policy</a> <a href="#">NHSBA version proposed</a>
DK Payment Procedures	<a href="#">NHSBA version w tracked changes</a>
EBBC Emergency Care and First Aid	<a href="#">EBBC for withdrawal</a>
EBBD Indoor Air Quality and Water Quality	<a href="#">EBBD NHSBA version with tracked changes</a> <a href="#">RSA 485:17-a Lead in Drinking Water in Schools and Licensed Childcare Facilities</a>
EHAB Data Governance and Security	<a href="#">Current policy with tracked changes</a>
KF Use of School Buildings and Facilities	<a href="#">Current policy with tracked changes</a>

8:15pm

**J. Recommended Action**

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [December 4, 2023 - Draft minutes](#)

**Posted:** Monday, December 18, 2023

**At:** All Hudson schools, SAU building, district website

8:17pm

**K. Reports to the Board (Information)**

The Superintendent will share an update for the board and public

1. Superintendent Report

8:22pm

**L. Committee Reports**

Board members will share committee updates

8:27pm

**M. Correspondence (Information)**

1. [Discipline Report](#)
2. [Financial Report](#)
3. [Alvirne High School NEASC Report](#)

8:32pm

**N. Board of Selectmen – Liaison Comments**

8:35pm

**O. Student Representative Comments**

8:38pm

**P. Board Member Comments**

8:43pm

**Q. 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), (b) 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.*

*(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.*

8:55pm

**R. Adjourn**

**Upcoming Meetings**

Meeting	Date	Time	Location	Purpose
School Board	January 8	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 22	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	February 5	6:30 pm	Hills Memorial Library	Regular Meeting



Make the World

a

Happier Place:

BE

KIND

Written and Illustrated by Mrs. Dubois' Class  
Nottingham West Elementary School 2023-24



# HMS Science Labs Update

December 20, 2023

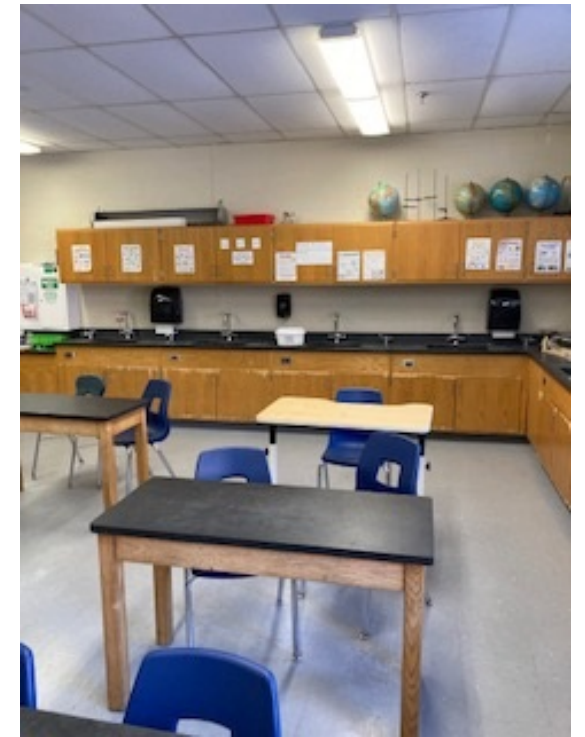
# Science Labs at Hudson Memorial School

- Eight science labs needed renovation
- Renovate two labs per year over the next 4 years
- Some of the labs were built in the 1960s, some in the 1980s
- Updates include:
  - Removal of old gas lines (no longer used/needed)
  - Making labs ADA compliant
  - Adding more/better storage for equipment & supplies
  - Increasing the learning spaces and making those adaptable/movable
  - Increasing whiteboard space to enhance learning
  - Refresh paint to make a more inviting space



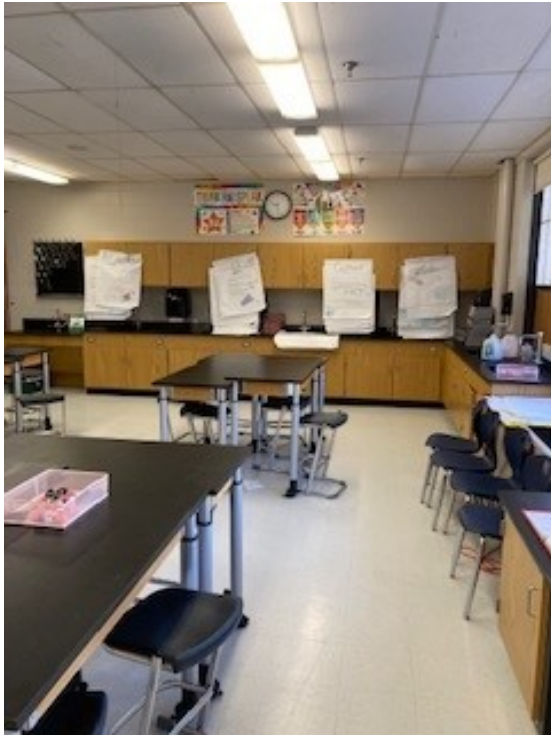
# Science Labs at Hudson Memorial School

What it used to look like...  
Room 106



# Science Labs at Hudson Memorial School

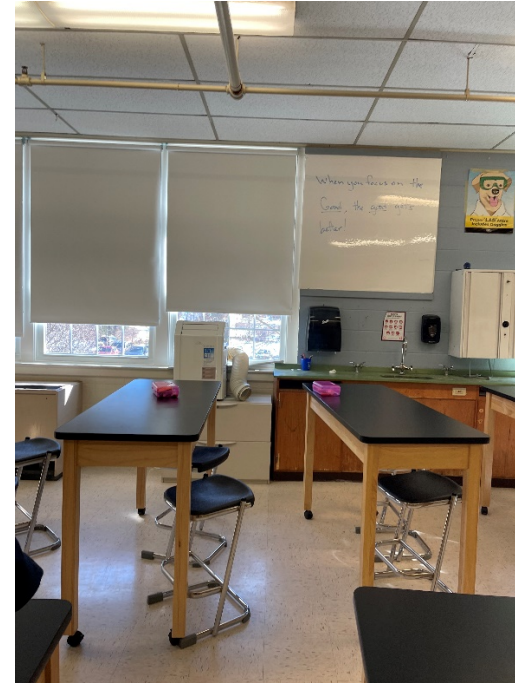
## Updated Room 106



# Science Labs at Hudson Memorial School

What it used to look like...

Room 201



# Science Labs at Hudson Memorial School

## Updated Room 201



## Memo

**To:** Hudson School Board  
Daniel Moulis, Superintendent

**From:** Steve Beals, Principal

December 18, 2023

The following have been recommended by our teachers and department head for new course offerings for Alvirne High School Program of Studies. Student interest and staffing will determine if curriculum will be developed, and the courses offered in the master schedule.

**ENG099E Capstone-An Education Experience**

**Semester course**

This themed specific Capstone Class is for those students who have an interest in pursuing a career in the educational field. In addition to all the requirements of Senior Capstone, students in this course will participate in an internship with other schools in the area to support their learning and full understanding of an educator's experience.

**SS240 Law in Action**

**Semester course**

Course Description: Students enrolled in this course will gain practical information and problem-solving skills regarding the law and our legal system. Students will engage in active learning experiences such as mock trials, moot courts, case studies, simulations, and small group exercises. Community resource people such as lawyers, judges, and police officers will be involved as guests in class. Students explore the definition of law, citizen rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues. Exploration of legal careers will be a theme throughout the course.

**SCI531 AP Environmental Science**

**Year Long course**

This course is the equivalent of a college level environmental science course. The AP curriculum is established by the College Board. This curriculum includes the following big ideas: (1) energy transfer, (2) interactions between earth systems, (3) interactions between different species and the environment, and (4) sustainability. Students will analyze environmental concepts and processes to propose and justify solutions to environmental problems. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<https://apcentral.collegeboard.org/courses/ap-environmental-science>. Serious students who will pursue majors in environmental studies or related majors are advised to enroll in this course.

Prerequisite as set by the College Board: **Successful completion of earth science and biology, and complete or concurrent enrollment in chemistry. \*\*\*Students are required to take the AP exam in May\*\*\***



**SCI532 CP Environmental Science****Year Long course**

Students will analyze environmental concepts and processes to propose and justify solutions to environmental problems. This curriculum includes the following big ideas: (1) energy transfer, (2) interactions between earth systems, (3) interactions between different species and the environment, and (4) sustainability. Students who are interested in or plan to pursue majors in environmental studies or related majors are advised to enroll in this course. **Prerequisite: Successful completion of earth science and biology, and completion or concurrent enrollment in chemistry.**

**CTE886H Human Services II Honors Grades 11-12 Double Period Year-long course**

This course will introduce the background information and concepts necessary to understand the theory and practice of Human Services. The information will be drawn from disciplines including history, sociology, and psychology, as well as understanding the valuing of social roles, ethical behaviors, and quality of life. Current influences on Human Services such as managed care may also be discussed. This pathway is geared towards students who are interested in pursuing a career as a Human service professional.

**Prerequisite: Students must earn a grade of B- or better in Health and Human Services Honors**

**CTE880 Health and Human Services Exploration****Semester course**

In this Introductory course students will explore the Health Care System, complete a *career interest inventory* as part of developing a career plan, and research a variety of careers in Health and Human Services. Careers in each of 5 career clusters will be explored:

*Therapeutic Services* - including physical therapist, athletic trainer, and dental hygienist

*Diagnostic Services* - including medical lab techs, pathologists, and radiology techs

*Health Informatics* - including health care administrator, medical librarian, transcriptionist

*Support Services*- dietary technicians, social workers, hospital maintenance engineers

*Biotechnology Research and Development* - biomedical chemist, microbiologist, pharmacist.

**CTE848 Forestry and Natural Resources****Year-long course**

This full-year course is an introduction to the field of Forestry. Designed to encourage students to go out into the natural world and learn about the management of its natural resources through modern technology and field practices. Topics will include tree identification, resource & wildlife management, and the management & production of forest products such as lumber, firewood, and maple syrup. Introductory safe operation of equipment such as tractors, sawmill, chainsaws is included. A considerable amount of time will be spent outdoors in various weather and steel toed boots are required.

**CTE864 Forestry and Wildlife Management II Double Period**  
**Grade Levels 10-12****Year-long course**

Students will be required to demonstrate foundational skills and knowledge and build upon them through completion of more independent learning projects. Year two students will be involved in the development and implementation of the Tree Farms Forest Management Plan and community wide conservation projects, including conducting natural resource inventories, remote sensing and satellite image interpretation, resource mapping with drones, Geographic Information Systems (GIS), global positioning systems (GPS), and other cutting-edge technologies used in the field of forest and wildlife management.

**Prerequisite: Successful completion of Forestry and Natural Resources**



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**PALMER CTE CENTER  
HUDSON SCHOOL DISTRICT  
MEMORANDUM**

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**TO:** HUDSON SCHOOL BOARD

**FROM:** SARAH COMPAGNA, DECA ADVISOR  
ERIC FRAUWIRTH, CTE DIRECTOR

**SUBJECT:** DECA STATE LEADERSHIP CONFERENCE

**DATE:** 12/4/2023

**CC:** JENNIFER BURK

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We are requesting permission for our DECA students to attend the annual state DECA Career Development Conference on February 14-16, 2024. We will leave for the conference after school on Wednesday and return on Friday before the end of the school day.

Students participate in the annual conference with other DECA members from the state during a 3-day, two-night stay at the Double Tree Hotel in Manchester, NH. At this event, DECA members compete in various business events. These activities provide students the opportunity to gain valuable real world business experience during their role play competitions with NH business professionals. Students also gain the chance to interact with other business students across the state to build lasting relationships with students with similar interests. Lastly, students that place in the top 3 of their categories are eligible for several scholarships through the national and local DECA organization.

The cost per student is approximately \$199.00 per member. This amount will be paid through fundraising and student/family contribution.

Thank you for your consideration.



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

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**TO:** HUDSON SCHOOL BOARD

**FROM:** ERIC FRAUWIRTH, CTE DIRECTOR  
JULIE NELSON, HEALTH SCIENCE TEACHER

**SUBJECT:** DONATION

**DATE:** NOVEMBER 28, 2023

**CC:** JEN BURK

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Dr. Peter Reich and NH Oral & Maxillofacial Surgery would like to donate some dental equipment for use by our Health & Human Services program as we add some coursework in dental procedures.

1. Itero Intraoral Scanner. Optil impression Device.  
Model HDU-U  
Used value \$ 1,500
2. Three wall Mounted Belmont Dental periapical X-ray units.  
Model 096-H  
Used value \$ 1,400 each.
3. Two Nobel Biocare Osseoset 100 Dental implant drills.  
Model SI-95 115  
Used value \$ 700 each
4. Biomet 3i Dental implant drill.  
Model Pending  
Used Value \$500
5. Used hand Held surgical equipment such as Dental mirrors, Elevators and Forceps. @ 25 items. Henry Schein products.  
Value total @ \$100.

We are asking for the School Board's support in receiving this donation valued at \$7,700.



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**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*

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**Kimberly Organek**

*Assistant Superintendent*

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**Rachel Borge**

*Director of Special Services*

(603) 886-1253

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**Jennifer Burk**

*Business Administrator*

(603) 886-1258

[jb Burk@sau81.org](mailto:jb Burk@sau81.org)

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To:	Hudson School Board
From:	Cathy Brackett, HRIS Coordinator and Melissa Van Sickle, Finance Director
Date:	December 11, 2023
Re:	Out of State Conference Request

We are requesting your permission to attend the Tyler Technologies CONNECT Conference on May 19-22, 2024 (Sunday through Wednesday), taking place in Indianapolis, IN. This conference brings together users of the full suite of Tyler Technologies software programs supporting school districts and municipalities in the areas of human resources and accounting, which for the Hudson School District is the MUNIS product. Early Bird registration for this conference is now open.

In addition to formal workshop sessions on a wide variety of relevant topics, we look forward to networking with other MUNIS product users from around the country and discussing not only the problems we face, but also solutions and best practices in all aspects of school operations.

Estimated costs for attending this conference are as follows per person:

- Registration \$1,199 ("early bird" rate through March 22<sup>nd</sup>, \$1,449 thereafter)
- Hotel (4 Nights) \$1,450
- Airfare \$500 (estimate)
- Food & Incidentals \$400 (estimate)
- Total for each \$3,549
  
- Total for both \$7,098

We appreciate your consideration of our request to attend this valuable conference.

# ALVIRNE HIGH SCHOOL

Steven Beals, Principal

*Educating today. Empowering  
tomorrow.*

## Memo


**To:** Hudson School Board  
Dan Moulis, Superintendent


**From:** Steve Beals, Principal


December 15, 2023

Alvirne High School will hold the Class of 2024 graduation ceremony, on Thursday, June 13, 2024, at 7:00 PM.

The SNHU Arena has confirmed the availability for this date.

 (603) 886-1260

 Fax: (603) 816-3513

 200 Derry Rd., Hudson NH 03051

 [www.sau81.org/ahs](http://www.sau81.org/ahs)



## Memo

**To:** Hudson School Board  
Dan Moulis, Superintendent

**From:** Steve Beals, Principal

**CC:** Eric Frauwirth, CTE Director

December 18, 2023

With a second recent resignation in our Natural Resources program, Eric Frauwirth and I are requesting that the two part-time positions become a full-time teaching position. If approved, we would advertise for a full-time Natural Resources and Forestry teacher.

Currently our applicant pool is very limited, and we have not been able to secure suitable coverage for our offered courses. We appreciate your consideration in this request.

Current course offerings include Natural Resources I, Grow Your Own, Intro to Forestry and Forestry and Wildlife Management II. We hope to continue to grow enrollment in all of our natural resource offerings.



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**Jennifer Burk**

*Business Administrator*

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**TO:** Hudson School Board  
**FROM:** Cathy Brackett, HRIS Coordinator  
**SUBJECT:** Winter Sport Nominations  
**DATE:** December 15, 2023

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The following nominations have been submitted for the Winter Sports 2023-2024 school year:

**Alvirne High School:**

Assistant indoor track coach

Jeff Ogiba

\$1225

# 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 10<sup>th</sup> day of February 2024 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 8**. 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 12, 2024 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 one (1) members of the School Board for the ensuing three (3) years

## WARRANT ARTICLES 2024-2025

### Warrant Article 1 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 \$**68,363,461**? Should this article be defeated, the operating budget will be \$**67,596,534** 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: \$.XX

Default tax rate impact: \$.XX

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

### Warrant Article 2 Collective Bargaining Agreement between the Hudson School Board and PSRPs

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement between the PSRP AFT Local #6245, AFT-NH, AFL-CIO (Hudson School District full- and part-time cafeteria personnel, part-time para-educators and part-time licensed practical nurses) and the Hudson School Board

# WARRANT ARTICLES

which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

2024-25	\$XXX
2025-26	\$XXX

and to further raise and appropriate \$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

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

## Warrant Article 3

### Collective Bargaining Agreement between the Hudson School Board and AFSCME

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement between the AFSCME Local 1906 (Hudson School District building administration, department heads, psychologists and school counselors) 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:

2024-25	\$XXX
2025-26	\$XXX

and to further raise and appropriate \$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

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

## Warrant Article 4

### Roof Replacement at Dr. H.O. Smith Elementary School

Shall the Hudson School District vote to raise and appropriate a sum of \$250,000 to replace a section of the roof at the Dr. H.O. Smith Elementary School, and authorize the withdrawal of \$250,000 from the Schools Renovations capital reserve fund created for that purpose?

Estimated tax rate impact: \$.00

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

# WARRANT ARTICLES

## **Warrant Article 5 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/Not by the Hudson School Board X-X  
Recommended/Not by the Budget Committee X-X

## **Warrant Article 6 Renovate the Checkers Kitchen at Alvirne**

Shall the Hudson School District vote to raise and appropriate a sum of up to \$250,000 to renovate the former Checkers kitchen at Alvirne for the school's food service program? 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/Not by the Hudson School Board X-X  
Recommended/Not by the Budget Committee X-X

## **Warrant Article 7 Replace the Hallway Flooring at Hudson Memorial School**

Shall the Hudson School District vote to raise and appropriate a sum of up to \$94,000 to replace the hallway flooring in the 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/Not by the Hudson School Board X-X  
Recommended/Not by the Budget Committee X-X

## **Warrant Article 8 Establish a Capital Reserve Account for the Alvirne Farm**

Shall the Hudson School District vote to establish an Alvirne Farm Capital Reserve Fund under the provisions of RSA 35:1 for the purpose of repairing and maintaining the farm, furthermore to raise and appropriate the sum of \$150,000 from the June 30 year end undesignated fund balance available for transfer on July 1 to be placed in this fund, and to name the Hudson School Board as agents to expend from the fund?

Estimated tax rate impact: \$.00

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

<b>POLICY CODE: BEDG Minutes</b>	<b>FIRST ADOPTION: 11/04/2019</b>
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 2

*Category: Recommended*

Under RSA 91-A, the school board, and each of the school board's committees (whether standing or ad hoc, or whether deemed a sub-committee or an advisory committees) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the district school board, and each such board committee.

The Board will keep a record of the actions taken at Board meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include:

- 1) the names of members participating,
- 2) persons appearing before the School Board (any persons other than board members who address the board or speak at the meeting;
- 3) a brief description of each subject matter discussed;
- 4) identification of each member who made a first or second of any motion;
- 5) a record of all final decisions;
- 6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
- 7) In the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II-a.).

Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to minutes of non-public sessions when the Board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present supporting the motion. Drafts of non-public minutes will be provided to the Board either at the conclusion of the non-public session and may be approved at the time - prior to any vote to seal, or if sealed, provided to Board at the meeting at which they are to be approved.

Draft minutes of all public meetings, clearly marked as drafts, will be made available for public inspection no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed in accordance with the procedure described in the preceding paragraph.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized.

All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent.

Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's web site in a reasonably accessible location or the web site shall contain a notice describing where the minutes may be reviewed and copies requested. Draft minutes will be available for inspection at the District's administrative office.

Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. The Superintendent shall identify and bring to the Board's attention minutes which have been sealed because disclosure would render the proposed action ineffective where the action has been completed and the minutes no longer need to be sealed. The Superintendent will also identify any other sealed minutes where the justification for sealing no longer applies due to the passage of time. Generally, non-public session minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the School Board, will remain sealed.

**Legal References:**

*RSA 91-A:2 II, Public Records and Meetings: Meetings Open to Public*

*RSA 91-A:2,II-a,*

*RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions*

*RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection*

# HUDSON SCHOOL DISTRICT POLICY

## BEDG Meeting Minutes

Updated: NHSBA version with revisions for First Reading December 20, 2023

Category: Recommended

Related Policies: BEC, EH

### A. Minutes Required

Under RSA 91-A, the School Board, and each of the School Board's committees (~~irrespective of whether standing or ad hoc, and irrespective of whether deemed a sub-committee or an advisory committee~~) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "board" shall mean and include the district School Board, and each such board committee. ~~The board will appoint a ["minute taker"/"recording clerk"<sup>3</sup>~~(delete fn.)~~] to prepare the minutes of each meeting. Should the person so appointed be absent from all or part of a meeting (e.g., non-public session), the Chair, subject to being overruled by the board, shall appoint a person to take the minutes.~~

~~In addition to "minutes" as described below, a more comprehensive "record" and/or "decision" may be required in the event of a "hearing" regarding individual rights/claims (e.g., teacher non-renewal, student expulsion, manifest educational hardship, etc.). In such instances, the board and or superintendent should consult with counsel to assure that any statutory or regulatory requirements are satisfied.~~

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### B. Required Content of Minutes

At a minimum, all minutes, including minutes of non-public sessions, must include:

- A. The names of members participating;
- B. Persons appearing before or addressing the board ~~School Board~~ (members of the public who do not address the board, and are there as attendees only, do not need to be identified);
- C. A brief description of each subject matter discussed;
- D. Identification of each member who made a first or second of any motion;
- E. A record of all final decisions;
- F. When a recorded or roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
- G. In the event that a board member believes that any discussion in a meeting including a non-public session violates RSA 91-A, objects to the subject matter discussed by the board, if the board continues the discussion despite above the member's objection, and upon the request of the objecting member, ~~then—and irrespective of whether the objection/discussion occurred in public or non-public session~~—the public minutes shall include also reflect (i) the objecting member's name, (ii) a statement that the member objected to the discussion, and (iii) if the discussion is in non-public, a reference a "reference to the provision of RSA 91-A:3, II that was the basis for the objection and non-public discussion." (See RSA 91-A:2, II a.).

### C. Approval of Minutes and Access to Minutes

~~Copies of the draft minutes of a meeting will be sent to the members of the board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to minutes of non-public sessions when the board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present. Drafts of non-public minutes will be provided to the board either at the conclusion of the non-public session and may be approved at the time - prior to any vote to seal, or if sealed, provided to the board at the meeting at which they are to be approved. Approval and availability of minutes will depend in part on whether the minutes are of a public or non-public session, and as to non-public minutes, whether they are sealed or not. "Approved minutes" refers to the final version of minutes approved by vote of the board. "Draft minutes" refers to minutes that have not been formally approved by the board. "Sealed minutes" refers to minutes from a non-public session and which the board has determined should not be disclosed pursuant to RSA 91-A:3, III and as discussed in Section D, and paragraph C5, below.~~

~~Draft minutes of all public meetings, clearly marked as drafts, will be made available for public inspection no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed.~~

#### ~~A. Location and Retention of Minutes~~

~~In accordance with board policy EH, and N.H. Dept. of Education rule Ed 302.02 (j), all minutes will be kept at the office of the superintendent. Minutes for non-public sessions that have not been sealed shall be kept in the same location and indexed in the same manner as for public minutes.~~

#### ~~B. Access to Approved & Unsealed Minutes~~

~~Approved and unsealed minutes shall be available for inspection by the public during the normal business hours of the SAU office, and in accordance with RSA 91-A:2 through 91-A:4 (subject to the exemptions stated in RSA 91-A:5), and board policy EH. Requests for access to minutes shall be processed in accordance with district administrative procedures <sup>{\*\*}</sup> EH R.~~

~~All Additionally, all approved and unsealed minutes shall be posted in a consistent and reasonably accessible location on the District's district's web site, or the web site shall contain a notice describing where the minutes may be reviewed and copies requested.~~

#### ~~Access to Draft Minutes and Minute Preparation Materials~~

~~"Draft" or "unapproved" minutes that have not been sealed will be available for inspection upon request at the SAU office during normal business hours. Drafts for public sessions must be available within 5 business days of the meeting, while drafts of non-public session minutes that have not been sealed by the board must be available within 72 hours (3 calendar days) of the meeting. Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized and shall likewise be available for inspection during that period.~~

#### ~~D. Approval of All Minutes Other Than Sealed~~

~~Draft public minutes and non-public minutes that were not sealed will be circulated to the members of the board before the meeting at which they are to be approved. Board members may send suggested changes back to the minute recorder **without copying the other members**. Changes made by the board to draft minutes shall be recorded either by (i) retaining the draft with the final~~

approved minutes, (ii) including notations (e.g., “redline” edits) in the final approved minutes, or (iii) outlined/described in the minutes of the meeting at which the board approved.

#### ~~E. Approval of Sealed Non-Public Minutes of Non-Public Sessions~~

~~Unless previously sealed by the board, draft minutes for all non-public sessions will be made available for public inspection within seventy two (72) hours after the non-public session.~~

~~Drafts of non-public minutes will be provided to the board, either (i) at the conclusion of the non-public session and may be approved at the time, prior to any vote to seal, or (ii) if sealed, provided to board at the meeting, if any, at which they are to be approved. If copies of draft, sealed minutes are provided to board members for the purpose of review and/or approval, the copies shall be recovered by the Chair or recording clerk and destroyed. Only the official record copy may be retained, with a list maintained for sealed non-public minutes as described in Section D, below.~~

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#### ~~Special Provisions for Minutes Relating to Non-Public Sessions~~

~~For any public meeting that includes a non-public session (see School Board policy BEC for statutorily required procedures relative to entering and exiting non-public sessions), additional information beyond that discussed in paragraphs B.1–7, is required both for the public meeting minutes, and for minutes specific to the non-public session, irrespective of whether the non-public minutes are “sealed” (see discussion in Paragraph D.2, below).~~

#### ~~Information Regarding Non-Public Session Included in Public Minutes~~

~~The public minutes of the meeting at which the non-public session occurs must include the statutory reason given in the motion as the foundation for each non-public session, as well as a roll-call record of how each board member voted on the motion to enter. Public minutes must also reflect any motion to seal (described in paragraph C.2., above), along with the statutory reason permitting the sealing (see D.2, below), and record how each member voted on the motion to seal.~~

#### ~~Sealing Non-Public Minutes~~

~~As used in this policy, “sealed” minutes in reference to minutes of non-public sessions, means that the board determined by 2/3 majority vote in public session that “divulgence of the information” (i.e., information in the minutes of the non-public session):~~

~~Would affect adversely the reputation of a person other than a board member;~~

~~Would render ineffective the action/proposed action taken in non-public session; or~~

~~Pertains matters relating the preparation for and carrying out of all emergency functions intended to thwart a deliberate act intended to result in widespread or severe damage to property or widespread injury or loss of life (i.e., terrorism)~~

~~A motion to seal, if any, should be the first item of public business after the board exits the non-public session, and must state one of the three grounds above allowing sealing.~~

~~If the minutes are not prepared/approved during the non-public sessions itself, the board should discuss the content of the minutes prior to exiting so that any vote to seal will be an informed vote.~~

~~When making or voting upon a motion to seal, the movant/board should consider and state the duration that minutes be sealed based upon the grounds supporting the sealing. This can be done either by stating a date they sealed until, or a date by which the board might review the minutes' status. For instance, minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the board might be remain~~

~~sealed permanently, while minutes sealed because disclosure would “render the action ineffective” should be sealed only for as long as that reason exists or is anticipated to exist. Pursuant to RSA 91-A:3, III, non-public minutes relating to discussion about lease, purchase or sale of property (91-A:3, II(d)) must be made available “as soon as practicable after the transaction has closed or the board has decided not to proceed with the transaction.”~~

#### ~~Minutes of the Non-Public Session Itself~~

~~In addition to the information included in all minutes as described in paragraphs B.1-7, above, minutes of the non-public session must include “all actions” and decisions (i.e., votes, including negative votes) taken by the board, with a record of how each member voted. If the board does not “seal” the minutes of the non-public session, then such information must be disclosed to the public within 72 hours of the close of the meeting.~~

#### D. Sealed Minutes List

For non-public sessions beginning January 1, 2022, ~~In order to comply with RSA 91-A:3, III, the Superintendent superintendent~~ is directed to maintain a list of all sealed minutes for non-public sessions ~~occurring after July 1, 2021~~. The list (referred to as the “Sealed Minutes List”) shall include: *[NOTE: items marked with an \* are specifically required under RSA 91-A:3, III. The remaining items on the list are recommended to help assure compliance.]*

- a. the name of the public body (e.g., School Board, Policy Committee, etc.); \*
- b. the date, and time of the non-public meeting \* time \* and location of the public meeting (from meeting notice);
- c. the start and end times \* of the non-public session;
- d. the specific exemption in RSA 91-A:3, II for grounds upon which the non-public session; occurred (e.g., RSA 91-A:3, II (b) and (c), etc.); \*
- e. ~~the specific grounds upon which the minutes were sealed (e.g., “disclosure would render the action ineffective” or “disclosure would likely adversely affect the reputation of a non-board member,” etc.);~~
- f.e. the date the vote to seal the minutes occurred; and \*
- g. ~~the date, if any stated in the original motion or subsequently, on which the sealed minutes will be unsealed; the motion to seal should, <sup>4 [delete fn.]</sup> when possible, state the date the minutes should be unsealed or at least reviewed by the Board or other public body; and~~
- f. the date, if any, of a subsequent decision to unseal the minutes. \*

The sealed minutes list shall be updated each time the public body seals non-public minutes, and the updated list shall be made available for public disclosure as soon as practicable ~~for public disclosure~~.

#### E. Reviewing and Unsealing Previously Sealed Minutes

Sealed minutes related to discussions in non-public session under RSA 91-A:3, II(d) shall be made available to the public as soon as practicable after the transaction has closed or the board has decided not to proceed with the transaction. Pursuant to RSA 91-A:3, IV, starting on October 3, 2023, sealed

~~E.—Sealed~~ minutes must either be reviewed within each ten year period or unsealed no later than the expiration of ten years following the date they were sealed or last reviewed. **Minutes sealed prior to October 3, 2023 must be reviewed and/or unsealed by October 3, 2033.**

~~TWO OPTIONS—RSA 91-A:3, IV provides two options for boards to consider, one with adopted procedures (91-A:3, IV(a)), and one without (91-A:3, IV(b)). Procedures (i.e., Option 1) are necessary if the board wishes to delegate initial review. Such procedures would also help ensure that the statute is followed not only for minutes currently sealed, but for going forward as well. Option 1 below establishes sample procedures. The procedures can be modified as deemed appropriate by the board. Option 2 below simply and generally restates the new statute's requirements/directives.—~~

~~OPTION 1—procedures.—~~

The board establishes the following procedures pursuant to RSA 91-A:3, IV(a) for reviewing sealed minutes: <sup>5{delete fn.}</sup>

~~a.—Record of Minutes Sealed Prior to October 3, 2023~~

~~The board directs the superintendent for her/his designee to compile a log of non-public minutes that have been sealed prior to October 3, 2023 ("Record of Minutes Sealed Before 10/3/2023" or "Record") using information from the exterior of the envelopes or other available external notations for the sealed minutes. The preparation of the Record will include minutes that are also included on the Sealed Minutes List kept according to paragraph D, above.—~~

~~The preparation of the Record shall not include reviewing the sealed minutes themselves. The Record should include as much of the same information for all previously sealed minutes as is required on the Sealed Minutes List (see paragraph D.4, above). The Record of Minutes Sealed Before 10/3/2023 shall be completed no later than [May 1, 2024 \_\_\_\_\_].—~~

~~Upon completion of the log of previously sealed minutes, the Board will establish a schedule for completing a review of all of the previously sealed minutes no later than June 1, 2033.—~~

~~b.—Initial Review of Previously and Newly Sealed Minutes~~

~~[The board will [OR] The Policy {or other \_\_\_\_\_} Committee will [OR] the Superintendent will [OR] The Chair will designate one \_\_\_ board member[s] at the first regular board meeting following the organizational meeting to] (the "Reviewing Designee") review all sealed non-public minutes according to the schedule established in the Record of Minutes Sealed Before 10/3/23, and for those minutes that are sealed after 10/3/23 according to the review date appearing on the Sealed Minutes List maintained according to paragraph D.—~~

~~If the Reviewing Designee is a committee of more than one, then the initial review of sealed minutes shall be conducted in non-public session pursuant to RSA 91-A:3, II (m), but only in a duly notice meeting in full compliance with RSA 91-A:2.—~~

~~In the initial review, the Reviewing Designee will inspect the sealed minutes to determine whether, in the Reviewing Designee's opinion, the reasons (see D.2.A.i-iii, above) that~~

justified keeping the minutes from the public (i.e. sealing) under 91-A:3, III still apply.

~~NOTE: In years past, 91-A did not require a public motion to seal. Accordingly, a review of non-public minutes—or even public minutes—may not include sufficient information to determine what the original circumstances were that justified sealing the minutes.~~

~~If the Reviewing Designee is of the opinion that the reasons initially justifying the sealing of the minutes no longer apply, or if the minutes themselves do not include information upon which the then current board could determine that the minutes should not be disclosed, then the Reviewing Delegee will recommend to the board that the board unseal those minutes.~~

~~If, however, the Reviewing Designee determines that the reasons justifying non-disclosure continue to apply, the Reviewing Designee shall assign a new date—within 9 years and 10 months thereafter—for the sealed minutes to be reviewed next. The Reviewing Designee will assure that the Sealed Minutes List maintained pursuant to paragraph D.4 is updated to reflect the new date, and any additional data pertaining to the sealed minutes required by the list which was not previously discernible from external sources.~~

~~School Board Determination Whether to Disclose Previously Sealed Minutes.~~

~~Upon receipt of recommendations from the Reviewing Designee that previously sealed minutes should be disclosed, the board will review such minutes in non-public session under RSA 91-A:3, II(m) to determine whether the circumstances that justified keeping meeting minutes from the public under RSA 91-A:3, III no longer apply.~~

~~While the board's review and discussion regarding previously sealed minutes may occur in non-public session, pursuant to RSA 91-A:3, II(m) any vote by the board whether to disclose minutes shall take place in public session.~~

~~If the board votes to disclose/unseal, the minutes shall be available for release to the public within 72 hours.~~

## **OPTION 2 – No specific procedures**

The board will review previously sealed non-public minutes within ten years of the date the minutes were first sealed, or within ten years of the last time those minutes were last reviewed by the board. The minutes shall be unsealed by majority vote of the board if the circumstances justifying sealing the minutes no longer apply. Minutes which are not reviewed after ten 10-years will be automatically unsealed. ~~Although discussion of whether to unseal such minutes should occur in non-public session pursuant to RSA 91-A:3, II (m), any vote to unseal must occur in public session.~~

~~NOTE: In years past, 91-A did not require a public motion to seal. Accordingly, a review of non-public minutes—or even public minutes—may not include sufficient information to determine what the original circumstances were that justified sealing the minutes. In such event, and assuming the minutes themselves do not include information upon which the then current board could determine that the minutes should not be disclosed, then the minutes in question should be disclosed.~~



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<sup>f1</sup> ~~[Delete fn.] Many districts refer to the minute taker as the “Clerk”. NHSBA believes that title might cause confusion relative to the distinction between the “District Clerk”, and the minute taker. If using “clerk” to reference the minute taker, we suggest using the title “Recording Clerk”.~~

<sup>f2</sup> ~~[Delete fn.] This is the only requirement relative to the subject matter discussed. Minutes are not a transcript, but a record of the board’s “doings” and actions. A board may require or include more extensive “descriptions”, e.g., summaries of debate, etc., but that is not required.~~

<sup>f3</sup> ~~[Delete fn.] RSA 91-A:2, II-b requires each district to either post “approved” minutes on the district’s website, or a notice as to where approved minutes may be inspected and copied. The statute does not discuss “draft” minutes, other than to require that minutes of every meeting be available for inspection and copying within 5 business days of the meeting (or 72 hours for minutes of non-public sessions).~~

<sup>f4</sup> ~~[Delete fn.] The 2021 amendment to RSA 91-A:3, III (see 2021 HB108), states that minutes relative to non-public sessions under 91-A:3, II(d) “must be made available to the public as soon as practicable after the transaction has closed or the public body has decided not to proceed with the transaction.” Thus, while the bill does not state that the original motion must include such a date, it would be helpful to assure future compliance with the new provision.~~

<sup>f5</sup> ~~[Delete fn.] The 2023 amendment allows a board to establish procedures for review of sealed minutes. These procedures may include delegation of the initial review of minutes. Historically, some boards sealed virtually all of their non-public minutes, such that in order to maintain board efficiency, the volume might lend itself to the delegation approach. The delegate could be one or more members of the board (less than a quorum), a specially designated standing committee of the board, or even an administrator. Of course, the board could simply retain the initial review authority to itself. If delegated, the delegated reviewer would not have the authority to disclose sealed minutes, but would instead recommend to the board that upon inspection the reviewer believes that the circumstances that justified earlier nondisclosure under 91-A:3, III no longer apply.~~

<sup>f6</sup> ~~[Delete fn.] The statute does not require review of sealed minutes. If no concerns exist about unsealing minutes, then the ten years can be allowed to run and the minutes will be automatically unsealed.~~

## **Legal References**

RSA 189:29a    Records ~~Retention~~ retention and Disposition  
RSA 91-A:2    Meetings Open to the Public  
RSA 91-A:3    ~~Non-Public Sessions~~ Mon-Public Sessions  
RSA 91-A:4    Minutes and Records Available for Public Inspection  
~~NH Dept of Education REGULATION Ed302.02 (j)~~

Revised: \_\_\_\_\_

PROPOSED

## HUDSON SCHOOL DISTRICT

**BEDH Public Comment and Participation  
at Board Meetings**

**UPDATED: December 6, 2021**

**RELATED POLICIES: BEDB, KE & KEB**

Page 1 of 2

*Category: Recommended*

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs, and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

### **Rules of Order**

1. The Board will provide a maximum of fifteen minutes to hear public comments during regular Board meeting. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment period for specific agenda items with a time limit for public comment specified on the pertinent agenda.
2. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
3. The Chair will recognize speakers on a first come basis. Hudson residents will be recognized first, all others as time permits.
4. In order to comply with the minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.
5. Members of the public shall limit comments only to those items appearing on the current agenda. The Board will not entertain comments on items that do not appear on the agenda. The only exception shall be comments which address matters discussed by the Board at its last public meeting which were not on that meeting's agenda but were discussed by the Board under "New Business". Requests to address the Board on specific matters (i.e., a request to have a matter placed on an agenda) should be presented to the Superintendent no less than fourteen days prior to the next Board meeting and must set forth the specifics of the subject to be address. The determination

whether to place the matter on the agenda will be made consistent with Board Policy BEDB.

6. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.
7. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges.

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending consideration by the full Board.

With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility, including refraining from applause or other disruption to the order of the meeting.

#### **Legal References**

*RSA 91-A:2, Meetings Open to the Public*

*RSA 91-A:3, Non-Public Sessions*

*U.S. Const., 1st Amendment*

## HUDSON SCHOOL DISTRICT POLICY

### BEDH Public Comment and Participation

Updated: **For School Board First Reading December 20, 2023**

Category: Recommended

#### A. General Meeting Policy

Meetings of the School Board shall be open to the press and public.

The School Board encourages residents to attend board meetings so that they may become acquainted with the operation and programs of the schools. Additionally, the board will provide an opportunity for members of the public to provide input and comment at board meetings consistent with the meeting and participation rules as described below.

This policy sets forth the standards and meeting rules that apply to the public in attendance at board meetings, and to the opportunity for the public to provide comment at board meetings.

#### B. Opportunity for Public Comment

Consistent with RSA 189:74, the board will provide the opportunity for members of the public to comment on school district matters at all board meetings with the exception of emergency meetings called under RSA 91-A:2, II, or at meetings for which the sole purpose is to address one or more issues in non-public session under RSA 91-A:3.

In order to ensure that persons who wish to appear before the board may be heard and, at the same time, ensure that the board may conduct its business and meetings properly and efficiently, the board adopts as policy the following procedures and rules pertaining to public participation at board meetings.

1. Members of the public shall not speak unless recognized by the School Board Chair or other person presiding over the meeting ("Chair" shall apply to either in this policy).
2. The School Board will generally schedule the public comment period in the first half of its meetings.
3. The School Board will provide a minimum of thirty minutes and a maximum of      [e.g. forty-five, thirty, etc.] minutes to hear public comment. This period may be extended by a majority vote of the board. Additionally, the board may include additional public comment periods for specific agenda items with a time limit for public comment specified on the pertinent agenda. If speakers do not fill the minimum 30-minute public comment period, the board will move to table the remainder of the time until the end of the meeting [or] later in the meeting [or for boards who move into nonpublic session directly after the meeting] immediately before scheduled nonpublic session. If insufficient speakers remain to fill the 30 minutes, the board will close public comment.
- 3-4.      Individual speakers will be allotted three minutes per person and each speaker will be permitted equal time. Speakers may not relinquish allotted time to another speaker. The board may at the outset of the public comment period increase or decrease the individual time limit for

all speakers (but may not decrease the aggregate time below 30 minutes).

~~4.5. \_\_\_\_\_ {OPTIONAL} Speakers are requested to sign up prior to the meeting [describe method, online form, email, sheet outside of the meeting room, etc.]. Although such pre-registration is not required as a condition for offering public comment, the Chair will recognize speakers on a first come basis using the pre-registered list as the starting point. If a person declines to speak or is not present at the time called, the Chair will move to the next name on the list.~~

~~5.6. \_\_\_\_\_ {OPTIONAL} The board makes most meetings accessible online in real time with meeting links included on the meeting notice. Although the board will allow public comment remotely, attendance in person to offer public comment is highly encouraged. The board cannot and will not assure that in all cases the technology will/can function adequately. If technological issues arise either before or during the meeting such that the comments are not reasonably audible at the meeting location, the Chair may terminate opportunity for remote public comment, or terminate the speaker's comment period.~~

~~6.7. \_\_\_\_\_ {OPTIONAL} The board will provide an opportunity for written public comment for persons~~people~~ unable to attend the meeting. Written comments that meet the requirements of this paragraph and other provisions of this policy, will either (a) be included in the materials publicly available at the meeting, (b) briefly described in the minutes (in the same manner as comments made in person), or (c) attached to the minutes. In the event that the full thirty minutes for public comment have not been exhausted, the board may read the written comments aloud at the meeting on a first received basis until the comment period has expired. Written comments must be submitted at least \_\_\_\_\_ [e.g., two, three, etc.] prior to a board meeting, and shall be limited to \_\_\_\_\_ [e.g., 425, etc., 250 words]. Anonymous written comments will not be accepted as part of public comment as RSA 91-A:2, II requires that meeting minutes include the names of persons appearing at public meetings. Only one written comment is permitted per individual for each meeting. Written comments including PII or other confidential information will only be disclosed/made public as required under RSA 91-A:4 and 5, and School Board policy {\*\*}EH. This paragraph is not intended to limit other correspondence to the school district, but only pertains to writings intended to be included as public comment at a School Board meeting.~~

~~7.8. \_\_\_\_\_ In order to comply with the official minutes requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.~~

9. During the public comment period, an individual may offer comments on agenda items (only) ~~or any other district matters (e.g., operations, budget, and other issues directly relating to the district's school policies, programs and operations.)~~ However, consistent with RSA 189:74, I, and in the interest of protecting personally identifiable information ("PII") as well as other confidential information, comments (including complaints) regarding individual students, volunteers, or employees (other than the superintendent) should be directed to the superintendent or otherwise as provided under the complaint/grievance resolution processes set forth in School Board policies KE and/or KEB. Members of the public shall limit comments only to those items appearing on the current agenda. The Board will not entertain comments on items that do not appear on the agenda. The only exception shall be comments which address matters discussed by the Board at its last public meeting which were not on that meeting's agenda but were discussed by the Board under "New Business". Requests to address the Board on specific matters (i.e., a request to have a matter placed on an agenda) should be presented to the Superintendent and the School Board Chair no less than fourteen days prior to the next Board

meeting and must set forth the specifics of the subject to be address. The determination whether to place the matter on the agenda will be made consistent with Board Policy BEDB.

~~8. Defamatory statements, comments threatening bodily harm, or other unprotected speech will not be tolerated.~~

~~9-10. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.~~ Comments which do not adhere to the above provisions, may be ruled out of order by the Chair. Repeated violations may result in the Chair terminating the speaker's privilege of address, and possibly deeming the violations a disruption to be treated as discussed in section C below.

~~10-11.~~ Persons~~People~~ appearing before the School Board are reminded that the public comment period is an opportunity for members of the public to provide their input to the board but is not a question and answer session. Board members are without authority to answer spontaneously on behalf of the board. Thus, in most instances, ~~School~~the School Board response, if any, will be deferred pending consideration by the full School Board.

~~11-12.~~ In addition to the opportunity to offer input during the public comment period of a board meeting, members of the public may also request initiatives or other such items to be placed on the board's agenda. The determination whether or not to include the matter on a board meeting agenda will be made consistent with School Board Policy {\*\*}BEDB. Requests to have a matter placed on an agenda should be presented in writing to the School Board Chair and superintendent no less than fourteen days prior to the next board meeting and must set forth the specifics of the subject to be addressed.

### C. Meeting Disruptions

The primary purpose of School Board meetings is to conduct the business of the board as it relates to school policies, programs and operations. While members of the public have the right to attend and offer input during the public comment period of meetings, they do not have the right to disrupt the meetings. Impermissible disruptions include, but are not limited to:

- Shouting at any time, or speaking while someone else has been recognized by the Chair;
- Obstructing the view of others with posters or otherwise;
- Refusing to terminate public comment after that speaker's time has expired;
- Any other sustained or intentionally loud noises after the Chair has called for order; or
- Any other conduct intended to disrupt the meeting or person speaking.

~~†The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges f, after at least two warnings from the Chair, an individual continues to disrupt the meeting by words or actions, the Chair may direct the person to leave the meeting. Upon refusal, the Chair may request assistance from law enforcement officials to have the individual removed, with the potential for criminal charges. Interruptions may result in a recess, or, provided the thirty minutes for public comment has expired, and adjournment of the meeting.~~

**Legal References:**

- U.S. Const., 1st Amendment
- RSA 91-A:2, Meetings Open to the Public
- RSA 91-A:3, Non-Public Sessions
- RSA 189:65, VII & VII-a - Definitions (Student and Teacher personally identifiable information)
- RSA 189:74, School Board Public Comment Period
- RSA 644:2, Disturbing the Peace
- State v. Comely, 130 N.H. 688 (1988)
- State v. Dominic, 117 N.H. 573 (1977)

First Reading

Second Reading

Adopted or Reviewed

Updated: December 6, 2021

PROPOSED



# HUDSON SCHOOL DISTRICT POLICY

## DK Payments, Checks and Manifests

Updated: For School Board First Reading December 20, 2023

Related Policies: DAF, DGA, DIH, EHAC

Category: Priority

All payments of District funds must be authorized by the District Treasurer. However, pursuant to RSA 197:23-a, the Treasurer shall authorize any payment upon order of a majority of the School Board \_\_\_\_\_ or upon orders of two or more members of the School Board whom a majority of the Board has empowered to authorize payments.

Moneys drawn on the District's general fund or any special fund (with the exception of an activity fund) will require the signature of the Treasurer. Payments drawn on activity funds will require ~~center~~ ~~according to business office/district protocol~~ ~~EXAMPLE #1~~ [dual signatures from the \_\_\_\_\_ the building principal or assistant principal and ~~the an administrative assistant to the principal or assistant principal~~ \_\_\_\_\_ ] ~~EXAMPLE#2~~ [the building principal or assistant principal.] The activity advisor shall not be an authorized signor.

All payments or disbursements involving Federal Grant Funds, shall comply with the provisions of Board Policy ~~{\*\*}DAF through {\*\*}DAF-11.~~

Electronic signatures, including, ~~e.g.~~ computer generated signatures, may only be used as provided under Board policy ~~{\*\*}EHAC.~~ Electronic or digital payments may be made after approval or pre-approval by the Board and by the Treasurer.

Functions of the Treasurer may be carried out in the Treasurer's absence by a duly appointed Deputy Treasurer or Acting Treasurer. ~~{OPTIONAL}~~ The Treasurer is authorized to delegate approval authority to the Business Administrator to make payroll related electronic payments, provided such payments have been previously authorized by the School Board.]

The Board strictly prohibits any person from signing a blank check, and physical (paper) checks will be pre-numbered.

### Legal References

RSA 197:23-a

RSA 294-E

First Reading

Second Reading

Adopted

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: EBBC Emergency Care and First Aid</b>	<b>FIRST ADOPTION: 01/27/2020</b>
<b>RELATED POLICIES: JLCE</b>	<b>LATEST REVISION: 01/27/2020</b> Page 1 of 1

*Category: Priority/Required by Law*

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents or legal guardian for each student and staff member. See appendix JLCE-R for a sample form.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law. The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required.

Additionally, the school physician, school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians.

For significant injuries, the staff person witnessing the event must fill out an accident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

*Legal References:*

*RSA 200:40, Emergency Care*

*RSA 200:40-a, Administration of Oxygen by School Nurse*

*RSA 200:44-a, Anaphylaxis Training Required*

*RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*

*RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*

*Ed 306.04(a)(21), Emergency Care For Students And School Personnel*

*Ed 306.12, School Health Services*

# HUDSON SCHOOL DISTRICT POLICY

## **EBBD Indoor Air Quality and Water Quality**

Updated: For School Board First Reading December 20, 2023

Related Policies: none

Category: Priority

### A. Indoor Air Quality

In order to ensure that all school buildings have adequate indoor air quality, the School Board directs the superintendent or the superintendent's designee to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The superintendent/designee may delegate the implementation of these methods to building principals. The board encourages the superintendent/designee to utilize methods and recommendations established by various state agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate, and report to the superintendent/designee, air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

### B. Water Quality and Access

The School Board directs the superintendent/designee to take measures to limit lead exposure in school drinking water and ensure compliance with RSA 485:17-a, III, and consistent with regulations and guidance of the N.H. Departments of Environmental Services and of Education.

Water stations in school buildings shall be installed in accordance with Ed Rule 321.18(h) relative to the number of drinking fountains required.

The superintendent/designee will make recommendations to the School Board for any modifications that involve expenditures greater than \_\_\_\_\_.

### **Legal References**

RSA 200:11-a, Investigation of Air Quality

RSA 200:48, Air Quality in Schools

NH Code of Administrative Rules, Section Ed 306.04(a)(24), Air Quality in School Buildings

NH Code of Administrative Rules, Section 306.07(a)(4), School Facilities

RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities

Adopted: April 7, 2014

Updated: January 6, 2020

# TITLE L

## WATER MANAGEMENT AND PROTECTION

### CHAPTER 485

#### NEW HAMPSHIRE SAFE DRINKING WATER ACT

#### Water Pollution Control

##### Section 485:17-a

##### **485:17-a Lead in Drinking Water in Schools and Licensed Child Care Facilities. –**

I. Public and private schools and licensed child care facilities shall take measures to limit exposure to lead in drinking water by:

(a) Within 180 days of the effective date of this section, installing and providing access to water bottle filling stations in accordance with paragraph II; or

(b) Testing drinking water outlets for lead and remediating them where necessary under paragraph III.

II. (a) "Water bottle filling station" or "station" means a water dispenser accessible to all people in compliance with the Americans with Disabilities Act, 42 U.S.C. section 12101 et seq. A water bottle filling station shall:

(1) Dispense clean drinking water directly into a bottle or other drinking container.

(2) Include a water fountain dispenser that does not require the use of a container to drink water.

(3) Be regularly cleaned to maintain sanitary conditions. Water bottle filling stations may be touchless to maintain sanitary conditions.

(4) Be designed to remove lead or be able to add an additional filter to remove lead from drinking water.

(5) Be maintained to ensure proper functioning, including replacing filters as recommended by the manufacturers.

(6) Include an indicator light or other mechanism that is activated when it is time to change a filter.

(7) Dispense drinking water that meets applicable standards. The station shall be tested following installation and within 180 days thereafter to confirm that any lead that may be present is being removed to levels below 5 parts per billion.

(b) Any water bottle filling station installed prior to the effective date of this section that meets the requirements of subparagraphs II (a)(1)-(6), shall be tested within 180 days of the effective date of this section to confirm that any lead that may be present is being removed to levels below 5 parts per billion.

(c) Water from other outlets available to children, including classroom and bathroom sinks and water outlets used for food preparation, shall be tested and remediated if necessary, per the provisions in paragraph III.

(d) Stations in schools shall be installed in accordance with rules of the department of education relative to the number of drinking fountains required. There shall be at least one station on each floor or wing of the building and one station located near any cafeteria, gymnasium, or outdoor recreation space and any other high-traffic area.

(e) Stations in child care facilities shall be provided in such a manner to ensure that every child and staff member have adequate access to drinking water.

(f) Child care facilities serving less than 25 people where the current source of water is a sink may install point of use treatment that removes lead from drinking water in lieu of installing a water bottle filling station.

(g) Public and private schools and licensed child care facilities that install stations in accordance with this paragraph shall notify the department of environmental services using a form provided by the department that demonstrates compliance with the applicable requirements of this paragraph.

III. Public and private schools and licensed child care facilities shall test a minimum of 3 rounds for the

presence of lead in drinking water at all outlets at the school or facility.

(a) For existing public and private schools and licensed child care facilities, sampling shall be completed between January 1, 2016 and June 30, 2024; for new schools and child care facilities opening after the effective date of this section, sampling rounds shall be completed a minimum of 6 months apart. For purposes of this section, "outlet" means a drinking water fixture currently or reasonably expected to be used for consumption or cooking. Testing shall be in accordance with guidance from the department of environmental services. Schools and licensed child care facilities that have not tested their outlets between January 1, 2016 and the effective date of this paragraph shall initiate testing within 30 days of the effective date of this paragraph.

(b) If test results obtained by a school or licensed child care center after the effective date of this paragraph demonstrate the presence of lead at a concentration at or exceeding 5 parts per billion, the school or licensed child care facility shall, within 5 business days, notify parents and guardians and shall, as an interim measure, ensure that the children are provided only drinking water that meets the standard. Notification shall be made in at least 2 places including, but not limited to, the school or school administrative unit/child care facility website and at least one method of direct communication via email or printed flyer. The school or licensed child care facility shall also implement a remediation plan, as approved by the department, within 180 days of notification of parents or, in consultation with the department, as soon as practicable. The department shall review the plan and any associated submittals within 60 days of receiving them. The school or licensed child care facility shall conduct testing after remediation measures have been implemented and shall provide those results to the department of environmental services to demonstrate that lead levels do not exceed the standard.

(c) Within 90 days of the effective date of this section, public and private schools and licensed child care facilities shall compare the results of testing conducted after January 1, 2016 with the new standard and, in the event any such results are at or exceed this standard, proceed with the requirements of subparagraph (b) relative to remediation and interim measures. Any results for samples collected after January 1, 2022 shall be compared to the new standard and proceed with all requirements of requirements of subparagraph (b).

(d) If 2 consecutive rounds of sampling performed after January 1, 2022 are below the 5 parts per billion standard at an outlet, further testing of the outlet shall not be required.

(e) All test results, including but not limited to those obtained between January 1, 2016 and the effective date of this section, shall be provided to the department of environmental services, which shall maintain a database of results established under the authority of RSA 21-O:12, I(e) accessible to the public on the department's website.

IV. To the extent it is allowable under federal regulations, remediation funding from federal sources shall be made available to public and private schools and child care facilities by the department of environmental services.

**Source.** 2018, 4:18, eff. July 1, 2019. 2022, 325:1, eff. July 8, 2022.

\*\*\*\*\*

<https://www.gencourt.state.nh.us/rsa/search/default.aspx>

# HUDSON SCHOOL DISTRICT POLICY

## **EHAB Data Governance and Security**

Updated: **For School Board First Reading December 20, 2023**

Related policies: EHAA, EHB, GBEBD, GBEF, IHBH, JICJ, JICL, JICM, KD, & KDC

Category: Priority/Required by Law

To accomplish the district's mission and comply with the law, the district must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the district's stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

### **A. Definitions**

**Confidential Data/Information** – Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

**Critical Data/Information** – Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

**Cybersecurity Incident** – an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information processes, stores, or transmits, if that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

### **B. Data and Privacy Governance Plan - Administrative Procedures**

1. **Data Governance Plan.** The Superintendent, in consultation with the District Information Security Officer (ISO) (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"). Annually, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30.

The Data Governance Plan shall include:

- a. An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use
- b. A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education
- c. Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and district installed extensions used on district hardware, server(s) or through the district network(s)
- d. A response plan for any breach of information /cybersecurity incidents; see RSA 31:103-b and

RSA 359-C:19-21

- e. A requirement for a service provider to meet or exceed standards for data protection and privacy
- f. A provision that students participating in career exploration or career technical education may, with written parental consent, register for technology platforms and services to be used as part of the student's approved program of study, which require the provision of personally identifiable information. Copies of written parental consent shall be retained as part of a student's educational record

The Data Governance Plan shall include standards and provisions that meet or exceed the standards set forth in the N.H. Dept. of Education's *Minimum Standards for Privacy and Security of Student and Employee Data*.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of district data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

### **C. Information Security Officer**

The Director of Technology is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the district's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of district data. The ISO will work with both the district and building level administrators and data managers (paragraph E, below) to advocate for resources, including training, to best secure the district's data.

The Superintendent of Schools will be designated as the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

### **D. Responsibility and Data Stewardship**

All district employees, volunteers and agents are responsible for accurately collecting, maintaining and securing district data including, but not limited to, confidential and/or critical data/information.

### **E. Data Managers**

All district administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the district's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the district and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing district policies and procedures regarding data management.

### **F. Confidential and Critical Information**

The district will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The district will provide access to confidential information to appropriately trained district employees and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

The Superintendent and/or the ISO shall immediately report any known or suspected cybersecurity incidents within the district's information systems, or within an information system of any vendor of the district, to the New Hampshire Cyber Integration Center of the Department of Information Technology. The Superintendent and/or the ISO shall disclose all known information and interactions. See RSA 31:103-b.

The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist the district in promptly and appropriately addressing a security breach.

As a part of this investigation, the ISO or designee will promptly determine the likelihood that any information part of a cybersecurity incident has been or will be misused. If the determination is that the misuse of information has occurred or is reasonably likely to occur, or if a determination cannot be made, the ISO will notify the affected individuals as soon as possible, consistent with the notification requirements under RSA 359-C:20.

Likewise, the district will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All district staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

## **G. Using Online Services and Applications**

District staff members are encouraged to research and utilize online services or applications to engage students and further the district's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until



the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

Notwithstanding the prohibition on the use of applications, etc. that store, collect or share personally identifiable information concerning a student ("PII"), students participating in career exploration or career technical education may, with written parental consent, register for technology platforms and services to be used as part of the student's approved program of study, even if said platforms and services require the collection, storage and sharing of the student's PII. Use of these platforms and services is subject to the conditions set forth in B.1(f), above, and related provisions of the Data Governance Plan. The written parental consent forms shall be retained as student records.

#### **H. Training**

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

#### **I. Data Retention and Deletion**

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on district technology resources. The retention schedule should comply with, and be incorporated [by reference] into the data/record retention schedule established under Board policy EHB and administrative procedure EHB-R], including but not limited to, provisions relating to Litigation and Right to Know holds as described in Board policy EHB].

#### **J. Consequences**

Employees who fail to follow the law or district policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

## Legal References

15 U.S.C. §§ 6501-6506 \* Children's Online Privacy Protection Act (COPPA)  
20 U.S.C. § 1232g \* Family Educational Rights and Privacy Act (FERPA)  
20 U.S.C. § 1232h \* Protection of Pupil Rights Amendment (PPRA)  
20 U.S.C. § 1400-1417 \* Individuals with Disabilities Education Act (IDEA)  
20 U.S.C. § 7926 \* Elementary and Secondary Education Act (ESSA)  
RSA 189:65 \* Definitions  
RSA 186:66 \* Student Information Protection and Privacy  
RSA 189:67 \* Limits on Disclosure of Information  
RSA 189:68 \* Student Privacy  
RSA 189:68-a \* Student Online Personal Information  
RSA 359-C:19-21 \* Right to Privacy/Notice of Security Breach

## Additional Resources

N.H. Dept. of Education Minimum Standards for Privacy and Security of Student and Employee Data:  
<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/minimum-standards-privacy.pdf> (Link as of 2022.8.1)

Adopted: August 26, 2019

First Reading: November 7, 2022

Second Reading: November 21, 2022

Updated: November 21, 2022

PROPOSED

# HUDSON SCHOOL DISTRICT POLICY

## KF Use of School Facilities

Reviewed: For School Board First Reading December 20, 2023

Category: Priority/Required by Law

### COMMUNITY USE OF SCHOOL FACILITIES

The Hudson School Board may grant the use of school facilities to public agencies and to responsible, properly organized community groups, private organizations, and individuals for any lawful purpose, including the purposes of education, elections, and civic welfare. Such use shall not displace any school activity unless approved in advance by the Superintendent or his/her designee.

The Superintendent ~~of Schools~~, or designee, may approve the use of school facilities by outside organizations. Charges shall be made according to the schedule of fees developed by the Superintendent and approved by the School Board. Proof of liability insurance shall be required for the use of school property. The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of District property.

All organizations and groups, permitted by law, may rent school facilities according to the following regulations, and at fees set out on the "District Rental Fee Schedule". All organizations except those described in the following paragraphs shall pay a fee. A reasonable use fee shall be charged for the lease of school facilities and property and this fee may be offset by goods contributed or services rendered by the user. "Reasonable use fee" means an amount that is at least equal to the cost for utilities, services, supplies or personnel provided to the lessee pursuant to the terms of the lease. If the school administration determines a custodian is necessary, the charge will be at the overtime rate [for the custodian covering the event, not to exceed the rate indicated in this policy](#).

#### General Conditions

The district will use its best efforts to avoid conflicts with approved use of the facilities and property but no lease or use provision shall be effective if the administrator of the facility finds that it would cause delay, cancellation, or rescheduling of a school-sponsored activity.

A person, group or organization that is otherwise eligible to lease school property shall not be denied use of or charged differentiated fees for school property on the basis of the person, group or organization's beliefs, expression of beliefs or exercise of the rights of association that are protected under state or federal laws. Failure to pay necessary fees or to properly safeguard the property of the district and follow its regulations shall be deemed grounds to disallow future use of facilities.

All individuals or organizations must [complete and](#) sign the rental agreement form and furnish the certificate of insurance [with the Hudson School District listed as an additional insured](#) before using district facilities. [All non-school organizations, when planning events, must adhere to the capacity requirements for the space to be used, as set forth by the Hudson Fire Department.](#)

[Smoking and the use of alcoholic beverages will NOT be allowed on school premises at any time. No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace or damage to the property, or for any purpose prohibited by law.](#)

## Uncompensated Use

The Superintendent may permit the uncompensated use of facilities and property by any school related group or by any organization whose membership is open to the public and whose activities promote the educational function of the district. "Educational function" means uses that are directly related to the educational mission of the district as adopted by the School Board and includes the educational mission related uses of parent-teacher organizations and youth organizations.

If an exempt organization's use of the facility results in costs to the district, the organization will be responsible for that cost. All other organizations will pay the scheduled facility rental fee, and in addition, any costs incurred by the district. The Superintendent may waive any costs to the exempt organization if it is deemed in the best interest of the district.

Whenever a community group is permitted to use a school or other facility, at least one district employee must be on hand, paid for by the organization, when in the opinion of the Superintendent or designee it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number of individuals present for the event, and/or the number of volunteers present.

### DISTRICT RENTAL FEE SCHEDULE

Full day use of a facility is considered to be any use in excess of four (4) hours.

	A	B	Utilities
Gymnasium (1/2 day)	N/C	\$250	\$25
Gymnasium (full day)	N/C	\$500	\$50
<u>Multipurpose Room (1/2 day)</u>	<u>N/C</u>	<u>\$250</u>	<u>\$25</u>
<u>Multipurpose Room (full day)</u>	<u>N/C</u>	<u>\$500</u>	<u>\$50</u>
AHS/HMS football field (1/2 day)	N/C	\$250	N/A
AHS/HMS football field with lights ( <u>1/2 day</u> )	N/C	\$250	\$50
AHS/HMS football field (full day)	N/C	\$500	N/A
AHS/HMS football field with lights <u>(full)</u>	N/C	\$500	<u>\$5100</u>
<u>AHS Tennis Courts (1/2 day)</u>	<u>N/C</u>	<u>\$100</u>	<u>N/A</u>
<u>AHS Tennis Courts (full day)</u>	<u>N/C</u>	<u>\$200</u>	<u>N/A</u>
<u>Elementary School field* (1/2 day)</u>	<u>N/C</u>	<u>\$150</u>	<u>N/A</u>
<u>Elementary School field* (full day)</u>	<u>N/C</u>	<u>\$300</u>	<u>N/A</u>
Locker Room (1/2 day)	N/C	<del>\$75</del> 40	N/A
Locker Room (full day)	N/C	<del>\$150</del> 80	N/A
Cafeteria or Kitchen (1/2 day)	N/C	<del>\$250</del> 200	\$25
Cafeteria or Kitchen (full day)	N/C	<del>\$500</del> 400	\$50
Classroom (1/2 day)	N/C	<del>\$75</del> 60	N/A
Classroom (full day)	N/C	<del>\$150</del> 120	N/A

\*Elementary school field includes any of the fields located at the Dr. H.O. Smith School, Hills Garrison Elementary School or Nottingham West Elementary School.

Use of the football field(s) in excess of one week shall be considered "season rate". The rate for the season shall be recommended to the School Board by the administration. The rate shall be based on several factors including the number of participants, type of use, number of practices and games, etc. Any recommendation for season use shall include a Memorandum of Understanding to be approved by the School Board.

Requests for use of the Hills House grounds must be presented to the School Board for approval. The rental fee will be determined by the School Board.

If custodian coverage is required as determined by the Custodial Manager or the Facilities Director, the ~~hourly~~ charge is ~~\$3155~~.00 per hour for each custodian. If a school kitchen is being requested, along with the use of any of the school's equipment, a Food Service employee will be required to be present for the duration of the event is required, and the hourly charge is ~~\$1730~~.00 for each employee. If another district employee is required to be present, as determined by the Superintendent as noted above, the rate to be charged for that employee will be \$50.00 per hour. Full day use of a facility is considered any use in excess of four (4) hours.

#### **Category A:**

Branches of Hudson municipal government (includes no charge for custodian or utilities); school approved organizations, e.g. PTO, Friends of Music, Boosters; not-for-profit private school and established youth organizations i.e. scouts, youth sports, musical, and theatrical, etc.; local groups based in Hudson including religious, cultural, fraternal, patriotic, political, service and duly established charitable organizations where no admission is charged and/or no other profit-making activity is engaged in ~~(no charge if held during time when the school is open).~~

No charge for use of the facility or custodial costs shall be charged to the Hudson Recreational Department for use during the basketball season.

Custodial costs shall be charged for any profit-making activity where admission is charged and sponsored by or part of one of the groups identified in Categories A. The charge will be applied only if the activity is scheduled when custodians are not scheduled for normal work activity.

#### **Category B:**

Private promoters for their own exclusive profit, and any individual/group not specifically mentioned as part of Category A.

#### **Damage to Facility or Equipment**

If an organization that has permission to use a school district facility, regardless of category, causes damage to the facility or equipment, that organization shall compensate the district for that damage. In the event damage occurs, an assessment shall be conducted by district personnel to determine the level of compensation.

Adopted: June 1, 2015

Reviewed by Policy Committee: December 13, 2021

Reviewed by School Board: January 3, 2022



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

**6:30 pm Budget Meeting**  
**Non-Public Session**

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## **School Board Meeting Minutes – December 4, 2023 - Draft**

### **In Attendance**

#### **Board Members**

Gretchen Whiting, Chair  
Maureen Dionne, Vice Chair  
Ethan Beals  
Mike Campbell  
Gary Gasdia  
Victoria Tilley - Student Representative

#### **SAU Staff**

Dan Moulis, Superintendent of Schools  
Kimberly Organek, 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 Board policy KCD, the Hudson School Board held a public hearing to receive donations of a street sweeper from FB Hale, Inc. to the heavy-duty diesel mechanics program at a value of \$50,000 and an oven by Welbilt Ovens to the CTE culinary arts program at a value of \$39,000, for a total of \$89,000. There was a review of the equipment.

The donors were thanked. There was no public discussion.

***At 6:37pm, Mike Campbell made a motion to close the public hearing. Gary Gasdia seconded the motion. Motion passed 5-0.***

### **C. Donation of Property (Decision) [0:07:07]**

*Mike Campbell made a motion to accept the donations of a street sweeper by FB Hale, Inc. to the heavy-duty diesel mechanics program for \$50,000 and an oven by Welbilt Ovens to the CTE culinary arts program at \$39,000 totaling \$89,000. Maureen Dionne seconded the motion. Motion passed 5-0.*

### **D. Public Input [0:08:32]**

There was no public input.

A certificate was presented to School Board Student Representative Victoria Tilley for her participation in the NH School Board Association and NH Superintendents Association training (professional development and community service).

### **E. Presentations to the Board [0:10:19]**

#### **1. Community Partnership (Information)**

The School Board and Superintendent Moulis conveyed appreciation to the Erickson Foundation for its recent renovation at the Hills House. Chair Whiting presented a certificate of appreciation to the Erickson Foundation in recognition of their generosity and hard work on the Hills House renovation project. A video clip of the project was shared with the agenda, and representatives of the Erickson Foundation gave a review of the work completed to the Board and community. The Board is grateful for the business and community involvement that took place, as well as the much-needed refurbishment.

#### **2. Executive Functioning (Information)**

Hills Garrison School Psychologist Kacey Broadhurst shared information on executive functioning. Highlights shared were:

- Brain-based skills/frontal lobe: skills required to execute tasks and/or make goal directed behaviors possible
- Age-appropriate milestones (benchmarks) of executive functioning skill development
- Male/Female brain differences (female brains advanced quicker)
- 8 executive functions: self-control; self-monitor; emotional control; flexibility; task initiation; organization (especially); working memory (especially); and planning and time management
- Developmental skill deficits are accommodated with support. Resources are provided to teachers and through student-based IEPs.
- Executive functioning is embedded in the everyday at the high school level.
- The pandemic hit hardest with the planning/organizing/initiation functioning.

#### **3. Hudson Memorial School Assessment Data (Discussion)**

Principal Keith Bowen presented middle school assessment information:

Attendance Data: K-12

- 2022-23 improvement of 4.23% in grade 6; 4.21% in grade 7; and 3.84% in grade 8
- There was a slight decrease since before the pandemic (2018-19).

NH State Assessment Data

- Taken between March and May 2023
- Available for 2019, 2021, 2022, and 2023 (not for 2020 due to the pandemic)
- Reading/Math: grades 6-8
- Science: grade 8
- Participation rates: 98-99% with 100% participation in some areas
- Grade 6 reading: data was comparable to pre-pandemic data
- Grade 6 math: performance at/above increased since pre-pandemic
- Grade 7 reading: increase in performance at/above by 3%
- Grade 7 math: decrease in performance since pre-pandemic
- Grade 8 reading: increase in performance since pre-pandemic
- Grade 8 math: decrease in performance since pre-pandemic

HMS Reading Cohort from 2021 grade 6 to 2023 grade 8: There is an increase in reading outcomes. Areas of need include informational text (vocabulary, reading, literature). The plan is to focus on vocabulary development to retain learning (e.g., refining lessons with UDL approach and push-in model.) Supportive tools include Reading Plus and Newsella to help with text complexity. Quill is being used for writing skills.

HMS Math Cohort: There was a decrease from grade 6 to grade 8 in at/above proficiency (NH SAS). Improved outcomes (grade 6) are due to spiral reviews of math concepts. Weaknesses are in numbers and operations, algebraic/geometry thinking (proportional reasoning) and vocabulary. Building Thinking Classrooms is helping. There was an alignment issue with the grade 7 curriculum, and this was addressed so that this year's grade 7 is more aligned, using Math in Focus tools. This impacted the 8<sup>th</sup> grade performance. Another issue included deficits/gaps from the pandemic years (missed concepts during that time). It was noted that 7<sup>th</sup> grade students did not work on geometry and statistics prior to the exam. Issues in the 8<sup>th</sup> grade were complicated by the 7<sup>th</sup> grade curriculum misalignment; missed sections are being addressed this year. Math in Focus is being used, as well as tests to improve outcomes. Monday focus periods focus on math fluency at each level. Each grade level will use SAS models beginning in December.

The goal is to have at least 10-15% growth each year until at the 80% mark. Science: hands-on work was not able to be done during the pandemic and language/vocabulary development was most prominently used in grade 7. There



was a drop in outcomes due to the pandemic. With lab and inquiry-based learning, etc. there was improvement.

#### iReady Data

- Fall 2022 and Spring 2023.
- Data showed placement with grade-level expectations.
- Growth viewed through the year.
- Reported by domain: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Primary areas of issue were vocabulary, literature, and informational text. As a whole, the at-risk tier decreased by 8% from the beginning to end of the year and at/above grade level increased. In grade 6, there was an increase of 8% in at/above grade level. The starting point at the beginning of the year was similar last year to this year. Readiness for grade level learning was 26% vs. 23%. There was an increase in grade 7 diagnostic 1 and 3 in reading. There were improvements. In grade 8, there was a 14% growth in at/above grade level during the year last year. This year's current 8<sup>th</sup> grade was 10% lower in at/above grade level.
- Participation was about 92%; this could be due to it happening in May/June (timing).
- Math: overall: red area decreased by 9%; tier 2 decreased by 4% and green area increased by 13%. Strengths were in measurement and data (STEM). The 15% growth in grade 6 is attributed to building thinking classrooms and spiral review. Last year, 49% were proficient in math. Last year, 35% were in readiness whereas this year began at 42% readiness. There was growth in grade 7. There was an increase in grade 8 in at/above proficiency in diagnostic 1 to 2 but a decrease in the yellow and red levels. Last year began at 22% at/above; this year it began at 15%.

It was noted that Mr. Pooler teaches 6 of the 7 math periods a day to support math growth (there is a deficit in the staffing this year). It was mentioned that the current Freshman class also has struggles. The new reading program should help with issues. Student-led conferences help to lead conversation on goals/learning. There was positive feedback on this. Morning meetings are utilized also. NHLI is engaged to focus on work study practices. Out of the box ideas were discussed such as having volunteer support to work with students.

## **F. New Business [1:37:33]**

### **1. First Student and "Clean Bus Program" Grant (Discussion/Decision)**

First Student Manager Shawn Preadable presented information and requested the district's support to apply for a "Clean Bus Program" grant for electric buses. They are in the EPA's third round of funding in which \$500million is available. Contractors can get into the lottery now. There is zero risk and up to 25 buses are available to fit Hudson's usage. Each district represented by First Student is being asked to do this and names will be pulled in April 2024.

*Ethan Beals made a motion to approve the request for the Hudson School District to put their name in with First Student for the Clean Bus Program lottery. Maureen Dionne seconded the motion. Motion passed 5-0.*

## **2. Revision to District Calendar (Decision)**

Superintendent Moulis presented a revision to the 2023-24 Hudson School District calendar, as a January 23, 2024, Primary Election date was announced. This will be a no school (workshop) day.

*Ethan Beals made a motion to approve the updated 2023-24 Hudson School District calendar as presented (January 23, 2024, workshop/no school day). Gary Gasdia seconded the motion. Motion passed 5-0.*

## **3. Nomination**

Superintendent Moulis presented a nomination for Colton Houle as the Varsity Baseball Coach position at Alvirne High School and Angela Auger as JV Cheerleading Coach.

*Ethan Beals made a motion to approve the nomination of Colton Houle as Varsity Baseball Coach and Angela Auger as JV Cheerleading Coach at Alvirne High School. Gary Gasdia seconded the motion. Motion passed 5-0.*

## **G. Policies - Second Reading (Decision) [1:49:14]**

*Maureen Dionne made a motion to approve the following policies:*

- *BEC - Non-Public Sessions*
- *DBI - Budget Implementation*
- *DFGA - Crowd Funding*
- *KBA - Right to Know*
- *KCD - Public Gifts and Donations*

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

It was noted that Right to Know is incorporated in policy and this is an update.

## **H. Recommended Action (Decision) [1:50:40]**

### **1. Manifests**

### **2. Minutes - November 20, 2023**

*Gary Gasdia made a motion to approve the minutes of November 20, 2023, as written. Mike Campbell seconded the motion. Motion passed 5-0.*

## **I. Reports to the Board (Information) [1:51:00]**

### **1. Superintendent Report**

- At the senior leadership meeting held last week there was a review of Portrait of a Graduate, which aligns with strategic planning committee work.
- He attended the Christa McAuliffe Technology Conference last week where Artificial Intelligence was a topic.
- District Trivia night was held last week with a good turnout.

## **2. Assistant Superintendent Report**

- There is an ongoing elementary reading/writing professional development program happening in the district.
- The January 23, 2024, professional development day will focus on curriculum.

## **3. Director of Special Services Report**

Ms. Borge was guest chef for an occupational therapy group at Hills Garrison learning transferable skills.

The state advised the district to focus on participation in state assessment based on the rubric of 6 times; the action report was sent in last week; information will be sent out to staff and families. Those who did not participate felt the assessment lacked value or was too difficult.

## **4. Business Administrator Report**

The RFP was sent out to six firms for audit services. Bid opening will occur on December 21 at 11:00am.

## **J. Committee Reports (Information) [1:59:40]**

The Alvirne Trustees met last week and discussed the chapel upkeep and the Hills Family Scholarship.

The Budget Committee review of the school budget will begin on Wednesday.

## **K. Board of Selectmen - Liaison Comments [2:00:40] - N/A**

## **L. Student Representative Comments [2:00:41] - N/A**

## **M. Board Member Comments [2:00:46]**

Mr. Campbell commended Mr. Beals for organizing and MCing Trivia Night and commented that it was a successful event. Mr. Gasdia agreed and mentioned that there are concerts happening at this time of year. The Marching Bands are part of a national contest (metallicamarchingband.com). Ms. Dionne and Ms. Whiting also mentioned the success of Trivia Night and the appreciation by staff.

**N. Non-Public Session per RSA 91-A:3 II a and c and I [2:04:23]**

*At 8:36 pm, Ethan Beals made a motion to enter into a non-public session per RSA 91-A:3 II a and c and I. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.*

Legal correspondence

Personnel matters

Student matter

**O. Exit Non-Public and Adjourn**

*At 9:14pm, Maureen Dionne made a motion to exit non-public and adjourn the meeting. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.*

Submitted by

Susan DeFelice

Non-public submitted by Dan Moulis and Kim Organek

## Discipline Report – December 20, 2023

### November 2023

School	# Student	Detentions			In-School Suspensions			Out-of-School Suspensions			Reported Incidents of Bullying	Incidents of Bullying Being "Found"	Note
		#	1x	2x +	Total	1 day	2 days +	Total	1 day	2 days +			
ELC - Library Street	198	0	0	0	0	0	0	0	0	0	0	0	
ELC - Dr. H.O. Smith	198	0	0	0	0	0	0	1	1	0	1	1	
Hills Garrison	372	0	0	0	1	1	0	0	0	0	0	0	
Nottingham West	560	4	3	1	0	0	0	0	0	0	0	0	
Hudson Memorial	701	22	20	2	20	18	2	10	10	0	2	2	
Alvirne High School	1008	54	45	9	13	11	2	11	9	2	1	Still in the process of investigating	

### November 2022

School	# Student	Detentions			In-School Suspensions			Out-of-School Suspensions			Reported Incidents of Bullying	Incidents of Bullying Being "Found"	Note
		#	1x	2x +	Total	1 day	2 days +	Total	1 day	2 days +			
ELC - Library Street	195	0	0	0	0	0	0	0	0	0	0	0	
ELC - Dr. H.O. Smith	215	0	0	0	0	0	0	0	0	0	0	0	
Hills Garrison	382	0	0	0	2	2	0	4	4	0	0	0	
Nottingham West	552	7	7	0	1	1	0	2	2	0	0	0	
Hudson Memorial	695	19	19	0	13	13	0	5	1	4	0	0	
Alvirne High School	1037	60	41	19	10	10	0	10	10	0	n/a	n/a	

**Detentions**    # = total number of detentions    1x = single incidents    2x+ = number of students receiving detention more than once in the month

**ISS/OSS**    Total = total number of incidents in category    1 day = number of students receiving ISS/OSS for one day    2 days+ = number of students receiving ISS/OSS for multiple days

The Hudson School District has *Student Behavior Standards for PreK-12*, which are included in the student handbook at each school. Detailed expectations and the response to disruptive behaviors, by grade span, are included.

**Detention** – a student is given detention for purposeful or repeated behaviors that interrupt the school day such as skipping class, repeated tardies, disruptions to the learning environment. Teachers and administrators can assign detention, which is used to rectify the behavior.

**In-School Suspension (ISS)** – a student is given in-school suspension for significant violations of accepted behavioral standards and require the intervention of a building administrator. Behaviors include significant noncompliance, cheating/plagiarism and bullying. A principal can assign ISS for \*one to 10 days.

**Out-of-School Suspension (OSS)** – a student is given out-of-school suspension for significant violations of safety for students, teachers, staff and other members of the school community. OSS is avoided at the elementary level. Behaviors include bullying, aggressive physical conduct, threats of violence and possession or use of drugs. A principal can assign OSS for one to 10 days and it can be extended by the superintendent for an additional 10 days.

**Bullying** – a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:

- (a) physically harms a student or damages the student’s property;
- (b) causes emotional distress to a student;
- (c) interferes with a student’s educational opportunities;
- (d) creates a hostile educational environment; or
- (e) substantially disrupts the orderly operation of the school

“Bullying” includes actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs

**FY2024 FINANCIAL STATEMENT**

as of: **11/30/2023**

<u>REVENUE</u>	REVENUE 2024	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
10 1121 CURRENT TAX APPROP w/ SWEPT	<b>52,070,765</b>	20,853,330	31,217,435	52,070,765	-
10 1320 TUITION FROM OTHER LEA'S	<b>240,000</b>	-	240,000	240,000	-
10 1340 PRE-SCHOOL TUITION	<b>80,000</b>	30,515	49,485	80,000	-
10 1510 INTEREST ON INVESTMENTS	<b>15,000</b>	-	15,000	15,000	-
10 1710 ATHLETIC FEES	<b>9,000</b>	-	9,000	9,000	-
10 1730 1:1 COMPUTER INSURANCE	<b>25,000</b>	27,355	-	27,355	2,355
10 1900 OTHER LOCAL REVENUE	<b>20,000</b>	10,798	9,202	20,000	-
10 1901 ERATE	<b>18,000</b>	294	17,706	18,000	-
10 1910 RENTALS	<b>15,000</b>	5,057	9,943	15,000	-
10 1921 ROTC PROGRAM CONTRIBUTIONS	<b>96,097</b>	18,619	77,478	96,097	-
10 3190 OTHER STATE AID	-	27,642	-	27,642	27,642
10 3241 SPECIAL EDUCATION AID	<b>394,267</b>	-	394,267	394,267	-
10 3242 VOCATIONAL TUITION AID	<b>650,000</b>	-	650,000	650,000	-
10 3800 EDUCATION GRANT	<b>8,178,027</b>	3,271,210	4,906,817	8,178,027	-
10 4580 MEDICAID	<b>42,000</b>	-	42,000	42,000	-
10 5220 INDIRECT COSTS	<b>55,000</b>	23,192	31,808	55,000	-
<b>TOTAL GENERAL FUND REVENUE</b>	<b>61,908,156</b>	<b>24,268,012</b>	<b>37,670,141</b>	<b>61,938,153</b>	<b>29,997</b>

<u>REVENUE</u>	REVENUE BUDGET	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
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<b>TOTAL GENERAL FUND REVENUE</b> (From Page 1)	61,908,156	24,268,012	37,670,141	61,938,153	29,997
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<u>EXPENDITURES</u>	APPROPRIATION BUDGET	ACTUAL YTD EXPENDITURES	ANTICIPATED EXPENDITURES	TOTAL ANTICIPATED EXPENDITURES	(EXCESS)/ SHORTFALL
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**FY23 PRIOR YEAR ENCUMBRANCES**

Prior Year Encumbrances (FY23)	1,261,042				
Prior Year Encumbrances Paid to Date		402,149			
Anticipated Prior Year Encumbrance Payments			83,973		
<b>EXCESS/SHORTFALL</b>					<b>774,920</b>

**FY24 GENERAL FUND APPROPRIATION BUDGET**

<b>FY24 GENERAL FUND APPROPRIATION BUDGET</b>	<b>61,875,947</b>				
Expenditures		19,196,598			
Current Year Encumbrances			25,331,217		
Anticipated Expenditures			15,466,191		
End of Year Funds - Approved not encumbered					
<b>TOTAL ANTICIPATED EXPENDITURES</b>				<b>59,994,005</b>	

<b>EXCESS/SHORTFALL</b>					<b>1,881,943</b>
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<b>TOTAL EXPENDITURES</b>					<b>2,656,862</b>
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<b><u>ANTICIPATED FUND BALANCE w/ ANTICIPATED EXPENDITURES</u></b>					<b><u>2,686,860</u></b>
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**FY2024 FINANCIAL STATEMENT  
FUNCTION SUMMARY REPORT**

**GENERAL FUND**

11/30/2023

<b>FUNCTION</b>	<b>DESCRIPTION</b>	<b>BUDGET</b>	<b>TRANSFERS / ADJUSTMENTS</b>	<b>REVISED BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBERED</b>	<b>ANTICIPATED EXPENDITURE</b>	<b>AVAILABLE BUDGET</b>
1100	Regular Programs	23,969,868	41,415	24,011,283	5,991,354	9,650,770	7,028,863	1,340,296
1200	Special Education	9,417,623	680,728	10,098,351	2,726,897	4,591,176	2,485,967	294,311
1300	Vocational	2,507,607	25	2,507,632	664,581	903,202	533,218	406,631
1400	Student Activities	822,288	32,953	855,240	254,760	99,291	439,773	61,415
2100	Student Services	5,612,961	16,766	5,629,727	1,321,339	2,251,466	1,662,787	394,135
2200	Student Support (Instruction)	2,383,458	4,465	2,387,922	965,832	496,448	793,420	132,223
2300	Student Support (Administration)	1,147,632	4,847	1,152,479	573,109	623,455	99,388	(143,473)
2400	School Administration	3,661,606	3,259	3,664,865	1,402,621	1,775,825	373,799	112,620
2500	School Resources	1,180,255	1,867	1,182,121	481,723	540,620	101,538	58,241
2600	Operations/Maint. Of Plant	6,155,068	249,680	6,404,748	2,598,155	2,680,864	1,051,300	74,429
2700	Student Transportation	2,844,363	119,572	2,963,935	1,071,477	1,733,684	74,400	84,374
2800	Information Mgt Services	657,303	25,465	682,768	402,744	68,391	211,881	(249)
4000	Facilities	780,005	80,000	860,005	1,019,296	-	-	(159,291)
5100/5200	Principal/Interest/Fund Transfers	735,912	-	735,912	124,856	-	609,856	1,200
<b>TOTAL</b>		<b>61,875,947</b>	<b>1,261,042</b>	<b>63,136,989</b>	<b>19,598,746</b>	<b>25,415,190</b>	<b>15,466,191</b>	<b>2,656,862</b>

**FY2024 FINANCIAL STATEMENT  
OBJECT SUMMARY REPORT**

**GENERAL FUND**

as of: **11/30/2023**

<b>FUNCTION</b>	<b>DESCRIPTION</b>	<b>BUDGET</b>	<b>TRANSFERS / ADJUSTMENTS</b>	<b>REVISED BUDGET</b>	<b>YTD EXPENDED</b>	<b>ENCUMBERED</b>	<b>ANTICIPATED EXPENDITURE</b>	<b>AVAILABLE BUDGET</b>
100	Salaries	30,546,892	2,699	30,549,591	8,337,587	18,206,816	2,563,603	1,441,585
200	Benefits	17,734,353	(775)	17,733,578	4,731,283	1,647,473	9,415,431	1,939,391
300-500	Purchased Services	8,954,887	1,150,777	10,105,663	4,494,779	4,447,045	1,946,206	(782,367)
600	Supplies	3,050,672	50,294	3,100,966	1,344,584	1,068,603	634,257	53,522
700	Property	753,924	58,009	811,933	522,562	43,153	251,785	(5,567)
800	Other	485,507	39	485,546	43,095	2,100	430,053	10,298
900	Principal/Interest/Fund Transfers	349,712	-	349,712	124,856	-	224,856	-
<b>TOTAL</b>		<b>61,875,947</b>	<b>1,261,042</b>	<b>63,136,989</b>	<b>19,598,746</b>	<b>25,415,190</b>	<b>15,466,191</b>	<b>2,656,862</b>

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES**

**Commission on Public Schools**

**Report of the Visiting Team for  
Alvirne High School**

Hudson, NH

09/25/2023 - 09/26/2023

**Carl Johnson, Chair  
Steven Beals, Principal**

# School and Community Summary

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## School and Community Summary

### School and Community Summary

Alvirne High School is located in Hudson, New Hampshire and serves students in grades 9-12 in the SAU 81 school district. Hudson is located in southeastern Hillsborough County just north of the Tyngsboro, Massachusetts border and a short drive across the Merrimack River to Nashua, New Hampshire with close proximity to two major, interstate highways, F.E Everett Turnpike/Route 3 and I-93. The town is a mix of residential homes, both single and multi-family dwellings with 83.4% owner-occupied, and the community has seen a significant growth in residential neighborhoods in recent years with age restrictions of 55 and over. Hudson has a wide variety of businesses including retail, service, professional, technical, healthcare, and manufacturing and the three largest employers are Benchmark Electronics, BAE Systems, and the Hudson School District with many residents commuting to major employment areas including Concord, (the state capital); Nashua, Manchester, and across the border to Massachusetts. The town's many amenities include the Rodgers Memorial Public Library, Hudson Community Television public access channel, and Benson's Park, a 166-acre public recreational area. Hudson residents have a strong tradition of community service and volunteerism as evidenced by the many active civic organizations, including the food pantry, the Hudson Women's Club, the Alvirne Trustees, the Lion's Club, Hudson Recreation, the Veterans of Foreign Wars, and Catie's Closet to name only a few.

With a population of 25,394 in the 2020 census, Hudson was listed as the tenth largest municipality in the state by population with 17.7% under the age of 18 and 18% over the age of 65. The population has stabilized in the past several years after a period of rapid growth in the 1980s to early 2000s with only a 3.8% increase between 2010 and 2020 and an estimated .7% increase between 2020 and 2022. Almost 92% of Hudson residents are white, 3.0% Hispanic, 1.2% black, and 2.4% Asian, and 1.8% other. Just over 95% of adults are high school graduates and 33.4% have a bachelor's degree or higher. Most Hudson residents (90%) speak English only, while 9.81% speak other languages: 3.64% speaking Other/Indo-European languages, 3.52% Spanish, and .86% Asian/Pacific Island languages. The median household income is \$112,285 with a 3.9% unemployment rate and 3.4% below the poverty level. Approximately 15% of Hudson students qualify for free or discounted lunch.

Alvirne High School opened in 1950 as a junior and senior high school for 400 students, deriving its unusual name from the local benefactors Alfred and Virginia Hills, who established the school through their estate. It was designated as an area Vocational Agricultural School in 1957 and still maintains a hundred-acre working farm that includes a dairy, managed forest, and community garden. The Wilbur H. Palmer Career and Technical Education (CTE) Center was added in 1993 as an area center for students from Hudson as well as neighboring communities and was rededicated in 2021 after a \$25 million renovation offering thirteen career programs.

In the 2022-2023 school year, Alvirne served 1,055 full-time students from Hudson in grades nine through twelve, and an additional 176 non-Hudson area students enrolled in CTE programs. The school's full-time student enrollment has declined in recent years (17% since 2016-2017). The four-year graduation rate was 85% in 2022, and the dropout rate was 3.82% (an increase from 2.28% in 2021, mirroring an overall state increase likely due to the pandemic). Approximately 18% of students in 2022-2023 had Individualized Educational Plans (IEPs) and 7% were English Language Learners (ELLs). Alvirne graduates pursue a variety of post-secondary pathways: 52% four-year college, 15% two-year college, 2% vocational training school, 4% military service, and 27% employment.

The Hudson School District spent an average of \$17,154 per high school pupil in 2021-2022, which was below the state average of \$18,869. The high school, however, draws additional resources outside the operating budget from a substantial trust fund established by the Hills family. This fund is administered by the Alvirne School Trustees with the mission of supporting "the operation and activity of the Alvirne High School without supplanting the responsibilities of the Hudson School District and the Taxpayers of Hudson, NH...."

# Core Values, Beliefs, and Vision of the Graduate

## [Alvirne High School Vision, Mission, and Core Values](#)

### **Vision**

Preparing students for success in their personal, professional, and civic lives

### **Mission**

We are a community of thoughtful, articulate, and skilled learners who:

**Aspire** to gain understanding about ourselves, the community, and diverse fields of study that will sustain us throughout our lives;

**Honor** our core values; and

**Support** all members of our community as we strive to meet the dynamic challenges of the future through a process of continuous growth.

### **Core Values**

In partnership with families and the people of Hudson, we commit to creating a safe and positive learning environment defined by the following core values:

**Character**—the qualities of integrity, kindness, tolerance, humility, and respect

**Curiosity**—the life-long enjoyment and passion for learning

**Commitment**—the work ethic, independence, and responsibility developed by diverse and challenging programs

**Community**—pride in our school, ourselves, and in our service to others

Consistent with our vision, mission, and core values, our students will meet the following 21st century learning expectations:

### **Academic Competencies**

**Communicate:** I will communicate effectively using multiple forms and mediums for a variety of academic, civic, personal, career, and artistic purposes.

**Inquire:** I will develop reading, research, listening, and observation skills as well as aesthetic awareness through engagement with authentic, inquiry-based experiences.

**Think:** I will think critically, creatively, adaptively, and reflectively to solve problems and enhance my understanding of the world around me.

**Apply Real World Skills:** I will integrate knowledge and skills for real-world applications.

**Use Tools and Technology:** I will responsibly use tools and technology to enhance and express my learning.

### **Social and Civic Competencies**

**Work Together:** I will work collaboratively and form positive relationships that respect individual differences and beliefs.

**Do the Right Thing:**I will demonstrate ethical conduct, responsibility for my actions, and respect for the needs and rights of others.

**Get Involved:**I will become an active and informed citizen prepared to make positive contributions in a democratic society and a global community.

### Hudson School District Portrait of a Graduate

#### **Responsibility**

I am a self-directed and responsible learner who is driven to achieve success for my education and future by:

- Using resources effectively to complete assigned tasks in a timely manner and according to classroom procedures.
- Taking ownership for my next steps for learning and challenging myself even when learning may be difficult.
- Reflecting on and adapting my approach to learning by identifying my strengths.
- Developing solutions to problems that I encounter and identifying misunderstandings.
- Accessing multiple appropriate resources to answer my questions.
- Understanding that my educational responsibilities extend outside of school

#### **Communication**

I use various media and tools (personally and digitally) to connect and engage effectively with others to share and develop ideas by:

- Reading and comprehending instructional level literary and informational text and expressing my understandings appropriately to a target audience.
- Writing coherent sentences and paragraphs consistent with instructional level expectations and expressing my understanding to a target audience.
- Communicate clearly with respect to the audience and purpose.
- Respectfully listen to, with eye contact, and provide various points of view.
- Working with others to find solutions to problems.
- Identifying misunderstandings in order to clarify thinking or communication.
- Using technology appropriately.

#### **Citizenship**

I demonstrate the traits that ethical, responsible, contributing citizens exhibit in a healthy community environment by:

- Conducting myself as a socially and civically responsible citizen in person and online.
- Adhering to rules and laws to ensure safety and security in the community in person and online.
- Using expected behavior in both familiar and unfamiliar settings.
- Presenting myself appropriately in appearance, attitude, and conduct in person and electronically both at home and at school.
- Taking pride in work, school, and community.
- Respecting school materials and property.
- Accepting consequences for my actions.
- Acknowledging that my individual actions can impact either positively or negatively to self and others.
- Increasing my exposure with others' diversity of thought and being.
- Pursuing a healthy lifestyle that includes physical activity and healthy eating.

#### **Curiosity**

I solve problems through critical thinking, curiosity and perseverance by:

- Identifying the root cause of an issue and developing an action plan.
- Setting goals to develop skills and knowledge needed to solve problems.
- Taking reasonable risks with my thinking and solutions.
- Asking open ended questions and exploring alternative solutions to problems.
- Demonstrating flexibility by evaluating and altering goals as needed
- Exploring, engaging, and pursuing my interests and passions.
- Using a process to come up with ideas or provide justification that is backed up with evidence with reliable resources.

### **Social/Emotional Understanding**

I understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions by:

- Being self-aware: Knowing my strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Using self-management: Effectively manage stress, control impulses, and motivate myself to set and achieve goals.
- Being socially aware: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- Using relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (self-advocacy).
- Using responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

# LEARNING CULTURE

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## Learning Culture

*The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.*

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
  - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
  - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.



# STUDENT LEARNING

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## Student Learning

*The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.*

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
  - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

# PROFESSIONAL PRACTICES

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## Professional Practices

*The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.*

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
  - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

# LEARNING SUPPORT

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## Learning Support

*The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.*

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
  - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

# LEARNING RESOURCES

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## Learning Resources

*The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.*

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
  - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

# Introduction

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## Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

### Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. A steering committee, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. The school used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

### The Process Used by the Visiting Team

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Alvirne High School in Hudson, New Hampshire. The visiting team members spent two days conducting a visit; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and observed classes to

determine the degree to which the school aligns with the Commission on Public Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

# Foundational Element Ratings

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## Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard
2.2a - Student Learning	Does Not Meet the Standard	Meets the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard

# Foundational Element 1.1a - Learning Culture

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## Narrative

The school community provides a safe environment. The school prioritizes the safety of its students and staff by implementing various security measures. These measures include key card access for faculty and staff, video surveillance cameras monitoring key locations, and upgraded radios for improved communication in the building. During morning arrival, multiple doors are open for student entry; after 7:25 AM, all doors are locked, and admission is restricted to a main entrance staffed by a receptionist. Throughout the school day, all doors remain locked, with staff members using keycards for access. Safety protocols for drills and emergencies are developed by administrators and shared with staff and students. These protocols are also available on the school website and in classrooms. Regular safety drills and follow-up discussions are conducted, and staff members receive annual training in suicide prevention and mandated reporting. Students have access to professional support staff for social-emotional needs and in crises. A school resource officer is housed at the school, and there is a strong working relationship with the local emergency services. Students are encouraged to seek support from counseling staff, administrators, and nurses throughout the school day to support their learning.

## Rating

Meets the Standard



# Foundational Element 1.2a - Learning Culture

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## Narrative

The school has written documents describing its core values, beliefs about learning, and vision of the graduate. The core values and beliefs about learning are present on the website, in the student handbook, and are visible around the school facility. The portrait of a graduate document is a result of a collaborative effort of a variety of stakeholders. The portrait of a graduate skills are embedded into the Senior Capstone project.

## Rating

Meets the Standard

# Foundational Element 2.2a - Student Learning

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## Narrative

There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate. The school has a consistent format for written curriculum for courses in all departments. The school has a consistent template for pacing guides. Pacing guides are evident across the school and include units of study, standards/competencies, and common assessment practices. The school has a competency document template that includes essential questions, competency statements, learning targets, course-level standards, and student mastery assessments. Each department has PLC time dedicated to specific courses or the entire department. This time is used for reviewing and revising the curriculum and developing common assessments. An identified goal is to find more professional development time to establish data-informed practices through the PLC structure. Calibrating assessments and dedicating PLC time to reflect on student assessments will help the design process. There are common student mastery assessments across the vast majority of courses.

## Rating

Meets the Standard

# **Foundational Element 3.1a - Professional Practices**

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## **Narrative**

The school has a current school growth plan. The plan includes school-specific goals regarding learning and school-wide competencies. The culmination of this plan is the district's portrait of a graduate, which outlines goals for learners in the areas of responsibility, citizenship, curiosity, and social/emotional learning. The plan was developed in collaboration with administrators, department heads, teachers, professional staff, and district leadership. The growth plan informs decision-making in the school. Each decision throughout the school considers students and their attainment of transferable skills and dispositions outlined in this document.

## **Rating**

Meets the Standard

# **Foundational Element 4.1a - Learning Support**

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## **Narrative**

The school provides a wide range of intervention strategies designed to support students, including placement in a "strategies for success" class, additional academic support, counseling, support groups, referrals to community programs, and others. The addition of Flex time in the school's schedule has provided an opportunity for students to receive timely interventions. The academic support center is also open all day for tutoring services. The school has a process to identify and refer students who need additional assistance. The student success team (SST) meets weekly to discuss student concerns and develop and monitor appropriate interventions.

## **Rating**

Meets the Standard

# **Foundational Element 5.1a - Learning Resources**

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## **Narrative**

The school site and plant support curriculum delivery, programs, and services. Alvirne High School has an impressive facility designed to meet its students' varied needs. The Palmer Career and Technical Education Center has various lab spaces that allow for the delivery of authentic learning experiences to students. The school building is secure during the day and safe for students and staff. The school is clean and well-maintained. Lab spaces are extraordinarily well-kept. There is great care taken in the building, and it is a source of pride for students, staff, and the community. Many areas of the building are recently renovated, with a project that was completed in 2021. All other classroom spaces have been renovated since 2013. The school complies with all applicable federal and state laws. All necessary agencies regularly inspect the building for compliance with safety regulations. The school has numerous spaces that could be a model for other schools, especially in their career technical education areas.

## **Rating**

Meets the Standard

# Standard 1 - Learning Culture

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## Narrative

Across the school community, there is a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. The school building provides a physically, emotionally, and intellectually safe environment for learners and adults. Building doors are locked after student arrival at 7:25 a.m.; two-way radios offer increased communication between administrators and the School Resource Officer (SRO). In addition to an SRO in the building, all local police and fire are familiar with the grounds and have entry access. Written safety protocols coupled with safety drills familiarize students and staff with safety protocols. There are multiple clubs on campus, Diversity, Equity and Inclusion Club, Gay Straight Alliance (GSA), and We Are All the Same (WATTS), that provide students with a safe space for their expression and contribute to a positive, respectful, and inclusive school culture. In addition to teaching staff to build relationships with students through flex block, multiple qualified staff members can assist students with social-emotional needs and connect families to additional resources within the community: school counselors, a mental health counselor, and a student/family interventionist. Alvirne High School demonstrates a culture of learning focused on the strengths of both students and adults. This is evident in the flex block's many enrichment and remedial offerings. Numerous new courses have been offered due to the feedback provided by the Equity Diversity and Inclusion group, such as Heritage & Native Speakers of Spanish Culture through Film, American Sign Language, and Middle East & North African History, to name a few. Additional texts have been added to the curriculum in the English and humanities curriculum to reflect greater diversity: *A Long Way Down*, *A Marrow's Thief*, and *Triangle: The Fire that Changed America*. The robust and nationally recognized Unified programs incorporate extracurricular activities and academic courses as part of their program. Policies and protocols are in place to define and support the respectful treatment of all school community members. Students can access Multiple safe spaces throughout the building during the school day. Alvirne ensures all learners are known and valued and have equitable access to a full range of school programs and services. Advisory has been incorporated into the flex block to foster relationships between and among students and staff. Students across the school can access the Career and Technical Education (CTE) Center, not solely those enrolled in the CTE center programs. The robust and nationally recognized Unified Programs partner atypical learners with typical learners in various curricular and extracurricular opportunities. The school community identifies learning gaps and social disparities and develops programs and initiatives to address them. Some courses carry credit (Strategies for Success) that help provide students with learning opportunities. Flex block offers opportunities for enrichment, remediation, and credit recovery. Various programming opportunities include the High School Equivalency Test (HiSET) program and the Alvirne Continuing Education (ACE) diploma.

The school's core values, beliefs about learning, and vision of the graduate consistently drive student learning, professional practices, learning support, and the provision and allocation of learning resources. The written document articulating the mission, core values, and learning expectations are found in multiple places, including the website, student handbook, main office, hallways, and classrooms. The original document has undergone several updates since 2012. In 2018, the district created a portrait of a graduate (POG) involving all stakeholders. There is an identified need to embed the work completed on the POG into the school's curriculum documents. Alvirne ensures the school's core values, beliefs about learning, and the portrait of the graduate is known and understood by all school community members. The mission, core values, and learning expectations are reviewed and affirmed by faculty at the first staff meeting of each school year. All new students and staff are exposed to the core values and POG during orientation. Eighty-seven percent of students say they are either "very familiar" or "familiar" with the core values. Alvirne ensures the core values, beliefs about learning, and vision promote a commitment to continuous improvement and guide the school's policies, procedures, decisions, and resource allocations. The senior capstone project embodies the core values and portrait of a graduate. There are plans to use data to help inform the curriculum and assessment practices related to this project in the coming years.

Across the school community, there is collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community. Alvirne ensures all learners are known and valued and have equitable access to a full range of school programs and services. This includes courses that meet students' diverse needs, including but not limited to "workshop" (remedial/intervention), college preparatory, honors, Advanced Placement (AP), and dual

enrollment. Flex block has helped ensure students receive the assistance and support required to meet their needs. The school's advisory program has been incorporated into the flex block period to foster relationships between and amongst students and staff. Students universally report having connections with adults in the building and feel they can go to a trusted adult to seek help. There are designated "safe spaces" around the school for students when needed. All students can access the William H. Palmer Career and Technical Education (CTE) Center. The Unified Programs partners atypical learners with typical learners to help ensure atypical students have opportunities to participate in various experiences ranging from adaptive PE courses to soccer to crafting and organizing dances. The school community is focused on providing a balance of academic, social, and civic opportunities to meet the needs of diverse learners. In addition to the vast array of courses offered, Alvirne High School has opportunities for students to participate in social and civic activities. A student council has elected students to organize pep rallies and "spirit weeks," a variety of extracurricular sports, and various clubs ranging from Best Buddies to JROTC to music. The Classroom Citizenship rubric assesses students on the core values on quarterly report cards. Alvirne ensures that classroom educators and support staff share responsibility for struggling learners. In addition to dedicated time during flex block to provide support from classroom educators, an Academic Support Center is available for students to access. Within the classroom, staff differentiate instructional practices and materials to meet the needs of learners. Professional development opportunities for staff have supported their efforts to ensure all students have opportunities for success, including a multi-tiered system of support (MTSS), Universal Design for Learning (UDL), and project-based learning.

The school community's professional culture often demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection. A resourceful method implemented to support the professional culture was a shift in the schedule, which has allowed for increased professional collaboration time for teachers during the school day. This promotes ongoing and authentic formal and informal collaboration. Staff collaborate on curriculum competencies and alignment, rubrics, and common assessments. The CTE staff meet regularly with their advisory boards to ensure industry standards are being satisfied. Staff participate in additional after-school meetings three to four times a month. There is an identified need in the school for building administration and staff to have more autonomy in planning professional development opportunities. The district supports educators in maintaining expertise in their content area and content-specific instructional practices. Funds are allocated for faculty to attend outside professional development and for staff to pursue graduate studies. A non-evaluative instructional coach is also available to staff to help support growth. AHS consistently commits to a sense of ownership and responsibility for achieving the school's core values, beliefs about learning, and portrait of the graduate. The district's strategic plan has identified the need to re-examine the portrait of a graduate as it was developed in 2017. The school has incorporated the senior capstone as a culminating experience for graduates, demonstrating the student's ability to meet the skills in the POG. Staff and administration have noted their ongoing commitment to its school-wide integration and improvement. Alvirne values educators as collaborative problem solvers, curriculum creators, and co-learners. Staff are involved in the decision-making processes at the school. In addition to multiple committees where staff can share their voices, each department meets monthly. Department heads meet bi-monthly with the Dean of Academics and monthly with the principal. A noted challenge for Alvirne is continuous teacher turnover, which has created learning gaps in professional staff. This problem is not unique to AHS but has created strain on the learning community. PLCs have been more focused on curriculum and instruction out of necessity. A robust teacher orientation coupled with a two-year mentor program is helping to mitigate this challenge.

The school's culture promotes intellectual risk-taking and personal and professional growth across the school. Over 95 percent of students agree that this statement is totally or mostly true. Students feel they can take risks as low scores on activities considered "practice," formative assessments, count as thirty percent of their final grade. Classroom posters indicate that the students should engage in the "productive struggle." There is an emphasis on summative assessments, which account for 70 percent of a student's academic grade. The availability of embedded honors classes in heterogeneously mixed courses has allowed students to engage in a rigorous curriculum while learning with all their peers. Students can pursue their interests through various pathways, including attending the William H. Palmer Career and Technical Education Center programs. Staff create multiple SMART Goals that help guide their personal and professional growth throughout the year, including a mid-year and final reflection. Staff emphasize the importance of persistence and opportunities for revision of student work through flex block and the school's new reassessment policy. Students feel flex block has provided helpful time to seek assistance. Alvirne promotes norms and protocols that support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others. Students have a variety of clubs that promote student voices and diverse perspectives, including the Diversity, Equity & Inclusion Club and the Gay Straight Alliance. Instruction in a social-emotional learning (SEL)

curriculum in advisory helps build and foster a sense of community. The staff is encouraged and supported in creating new courses, twenty-six in 2022-2023, as evidenced by the program of studies.

The school has a pervasive inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning. This has been an area of strength for Alvirne in recent years. The Hudson School District Strategic Plan was created by a committee of district and community members, including building administration, staff, students, parents, and community members. The staff at AHS are responsible for implementing the vision of this Strategic Plan through curricular, intervention, and extracurricular programming with the structural and organizational support of the principal and building administration. The principal, working with other building leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset. The principal facilitates a professional learning community of New Hampshire high school principals and assistant principals to exchange ideas and solutions. The principal has worked with other schools to help develop models used at AHS that benefit students across the region, such as credit recovery. The department heads meet regularly with the dean of academics and monthly with the principal. School leaders facilitate school improvement efforts to realize the school's core values, beliefs about learning, and portrait of the graduate. There have been multiple notable changes that have occurred at Alvirne over the past few years: a schedule change to incorporate additional staff collaboration time, incorporation of a flex block, other tutors in the academic support center, programs such as credit recovery, the implementation of a senior capstone, to name some of the most notable. Educators, students, and families engage in meaningful and defined roles in decision-making that promote responsibility and ownership. Staff is encouraged to implement new ideas and take risks that support curricular and extracurricular programming. Students are given a voice through the student council and the nonvoting student representative to the school board. A noted growth area is continuing to build better partnerships with the surrounding community.

By design, the school culture at Alvirne fosters civic engagement and social and personal responsibility. The website and district handbook outline the core values for students. Alvirne encourages social awareness, upstanding behavior, and fair and respectful treatment of all. The core values are often used by staff as classroom expectations. Eighty-seven percent of students say that they are either "very familiar" or "familiar" with the core values of Alvirne. The school is well known for visits from federal and state elected officials who come to hear the student's opinions on various educational and social issues. Various programs engage the community: the Haunted Hayride, Summer Shakespeare, instrumental concerts, and a Cabaret. Flex block is used to help promote opportunities that different groups participate in, many of which have a community component. Students are responsible for demonstrating responsibility for their learning. Flex block allows students to seek and receive assistance from staff. Staff encourages learning experiences that connect to or impact the community beyond the school campus. The Palmer CTE Center often organizes speakers open to all students that connect them to future career pathways. The Palmer CTE Center also organizes the Southern New Hampshire Career and Resources Fair, available to all students, where they can learn applicable interviewing skills, apply for jobs, and explore career opportunities.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- NEASC survey
- school leadership
- self-reflection
- students
- teachers



# Standard 2 - Student Learning

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## Narrative

The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. The Hudson School District has a portrait of a graduate that includes five main pillars: Responsibility, Communication, Citizenship, Curiosity, and Social-Emotional. The portrait of a graduate is incorporated into the district's strategic plan. The portrait of a graduate is frequently incorporated in most of Alvirne High School's educational programming, and the school is endeavoring to include it in more areas of the curriculum documents. There are school-wide rubrics for the citizenship component of the portrait of a graduate, and student achievement in this area is reported quarterly. All five pillars are incorporated into the senior capstone project.

There is a written curriculum in a consistent format for almost all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate. The school has a written curriculum in a consistent format for courses in all departments across the school. The school has a consistent template for pacing guides and competency documents. Pacing guides are evident across the school and include units of study, standards/competencies, and common assessment practices. The school has a competency document template that includes essential questions, competency statements, learning targets, course-level standards, and student mastery assessments. The school is working to update these documents for new courses implemented in the 2023-2024 school year. Each department has professional learning community (PLC) time dedicated to either a specific course or the entire department. This time is used for reviewing and revising the curriculum and developing common assessments. The school is working to find additional professional development time to establish data-informed practices through the PLC structure. Dedicating PLC time to reflect on student assessments will assist in continued growth toward their stated goals. There are common student mastery assessments across the vast majority of courses.

The curriculum consistently ensures that learners demonstrate a depth of understanding over a breadth of knowledge. Students have opportunities to demonstrate their knowledge and skills through a competency-based curriculum. Students are given multiple opportunities to make connections to prior knowledge across disciplines. The American Humanities class incorporates an interdisciplinary approach to learning. Many courses use project-based learning. The program of studies offers a wide range of elective courses that reach a variety of learners and create authentic learning experiences. Many classes are heterogeneously grouped. The senior capstone project incorporates the competencies necessary to attain the school's portrait of a graduate. This is required for all students as part of the senior English course.

Instructional practices are frequently designed to meet the learning needs of each student. Most teachers understand their students' individual learning needs and actively differentiate instruction in their daily practice. They modify assessments, integrate various media, and promote active and inquiry-based learning. If students have a deeper understanding of the concepts or skills, they demonstrate it through differentiated formative assessments. Educators model and scaffold assignments, group students purposefully, encourage critical analysis, and employ other student-centered instructional methods. Teachers often manage multiple classroom activities simultaneously, allowing students to work at their own pace and in diverse ways. Teachers effectively differentiate for varied student levels, such as honors and college placement, within the same classroom. In an American Humanities class, students choose from three different books for a unit on the Civil War. The teacher actively guides their book selection based on their reading ability. In pre-calculus, teachers pose follow-up questions to students analyzing a function graph. In world history, teachers place students in collaborative groups to explore Africa's colonization, with each student acting as a European nation. Intervention classes give students direct math instruction. Students set their time for these intervention classes during managed time, Flex intervention time, and other times when they don't receive direct instruction. Teachers maintain the math support center as a quiet space where they are always ready to assist students.

Students are active learners who have opportunities to lead their own learning. Students across the school begin their week in the flex period to schedule support and enrichment opportunities for the remainder of the week. They participate in flex daily. Most classes incorporate individual goal-setting, and all classes report the

citizenship competency from the portrait of the graduate using the school-wide rubrics. Students in an American Humanities class lead their learning by participating in a book club protocol to discuss the books in groups with peers reading the same book. The students make connections to history and also make predictions for the book. Students find meaning in concepts they can apply to the real world. Students in an English class are out of their seats and visiting stations posted around the classroom. They work in small groups, reflecting on the various prompts. They engage in meaningful conversations about reading. In wellness, the lesson focuses on individuality in decision-making. Students discuss why they are motivated to make particular positive or negative decisions. In American Sign Language, students work in groups to practice commands and vocabulary. Students can command another student to spin, dance, jump, etc.

Learners regularly engage in inquiry, problem-solving, and higher-order thinking skills. Teachers use a variety of instructional practices to promote questioning, analysis, and deep understanding. Science classes are guided by the Next Generation Science Standards and follow an inquiry-based model of instruction. Students in economics class watch a video on the “marshmallow experiment” and make connections between emotional regulation and purchasing decisions. The students connect to their real-world experiences with “retail therapy.” Students in an economics class analyze different percentage rates for loans and the impact those rates have on the total cost of the loan and the financial implications for the individual. Students in Physics participate in an “Airplane Lab”. Students use a basic design for a paper airplane and then conduct trials to collect data. Students took the data to make improvements and re-design.

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. In advanced ceramics, there is a mix of students, as well as in portfolio art. Students are working on individual projects for each class. Students each engage with a personal project. The instructor introduces a new piece of equipment (slab roller) and provides training on how to use it. In AP Statistics, students submit their Z-Score assignment answers to their teacher. The teacher reviews responses, gives input, and encourages students to participate in a review game. In Guitar, students can choose to submit their assessment on “Blues” or schedule a time during flex block to receive help and submit it later. Students in government class present the differences between conservative and liberal beliefs on a topic after further research and becoming experts on that topic. The students work in collaborative groups based on a topic and present to the class the following day. The teacher checks in with each student in CP chemistry to determine understanding.

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. There are numerous opportunities for students to demonstrate their understanding. Teachers provide timely and corrective feedback. In the Earth Science Workshop (WS), students graph data. Students move out into the hallway to demonstrate and test hypotheses. The teacher regularly checks on progress with different groups and asks probing questions. In Spanish, students complete a bellringer about the times of the day. The teacher encourages multiple translations of times like 7:30 to reference the minutes as a whole or their relativity to the previous hour, half past 7. In Art, the teacher rotates around the room, providing direct feedback to students on their contour drawings. Feedback ranges from giving direction on contouring to holding the “vine” (charcoal utensil). In Foods, students reflect on each recipe they use in class: what went well, what didn't, and what could go better. Students reflect on food items. The school has a universal reassessment policy that promotes corrective feedback. Students are expected to attempt to demonstrate learning on the initial assessment. Students are given time to revise and improve their work through reassessment. Students are also able to utilize flex time during this process. The school report card has a course grade and a competency grade. The school reports student growth for citizenship on the quarterly report card using the school-wide rubrics for this portrait of the graduate skill.

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. The school issues individual students a school device as part of the one-to-one initiative. The school uses Schoology as a learning management tool and PowerSchool as a student information system. The school uses digital tools to access, support, document, and supplement their learning. The library media specialist provides faculty with various resources to have students construct knowledge, create, and problem-solve. These tools help students personalize learning. Students use the library media center for technology support. The library media specialist works directly with the IT department. The school has an abundance of technology resources that are utilized for student learning.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- school leadership
- school support staff
- self-reflection
- student work
- students
- teachers

# Standard 3 - Professional Practices

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## Narrative

The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate. The school promotes a strategic mindset that incorporates backward design. Teacher-led initiatives with student-focused goals consistently result in further growth and innovation for the school. Alvirne deliberately used backward design to scaffold the portrait of the graduate (POG) over four years. Documents provided to students include specific and measurable goals with expected learning impacts and outcomes. The POG outlines skills and dispositions for students in areas including responsibility, communication, citizenship, curiosity, and social/emotional learning. Perspectives of the school community and current research are used to inform course goals and outcomes. The POG is a collection of measurable criteria developed by the entire district. The POG is aligned with district priorities and is a cornerstone of the district strategic plan. The details of the POG inform decision-making in the school. The senior capstone project is designed with the portrait of the graduate in mind. Students in this course are provided with a document outlining measurable criteria and goals for this project. The school improvement plan includes the evaluation of initiatives with opportunities for reflection and input from the various stakeholders. The school board is considering initiating a process to revise the current POG in its five-year strategic plan being created this year.

Educators regularly engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. The school continuously examines its practice to ensure consistency with its core values, beliefs about learning, and portrait of the graduate. Teachers across the school have eighty minutes of weekly PLC time embedded in the school day to work together. Alvirne provides dedicated teacher collaboration spaces in the building. The school engages in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning. The new teacher contract formally includes an additional day, six total, beginning in 2023-2024, of scheduled district professional development. The school engages in formal and informal professional development regularly. Since implementing a twice-a-week PLC model, teams are consistently encouraged to focus on their specific needs as an educator group. Alvirne uses resources outside the school, including educational research and partnerships, to maintain currency with best practices. Teachers are frequently encouraged to seek professional development opportunities outside of those the district offers. There is interest in increasing the focus on professional development opportunities that meet the specific needs of stakeholders within the high school. Teachers occasionally collaborate with middle and elementary schools in the district. Teachers engage in peer observation, observing each other's instruction within and across departments. A goal for the school is for teachers and staff to produce internally created professional development opportunities for their colleagues to self-select. Teachers at Alvirne engage in supervision and evaluation using effective and timely feedback to improve practices that result in increased student learning. The school utilizes a hybrid evaluation model that was developed after the review of several methodologies by a team of twenty stakeholders. There is a focus on new teacher preparedness, and they are continually looking for ways to increase staff retention and onboarding for new staff members.

Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services. Teachers regularly meet for eighty minutes with their PLCs to examine evidence, including student work, common assessments, data, etc. Input from this collaborative time is used to develop common assessments across grade levels and courses. There is an effort to establish horizontal and vertical alignment with course and content-level competency rubrics with the middle school. PLCs endeavor to review student work after Student Master Assessments (SMA) to identify gaps in learning. The school recently put in place a universal reassessment plan across the school. The school has developed its capstone project into a mandatory requirement for students earning an Alvirne diploma; it is optional for adult diploma candidates. The capstone project is designed to incorporate the POG thoroughly. The school looks to further expand this program beyond the oversight of the English department. Departments look to develop their flex time offerings and availability to meet the specific needs of students within their disciplines. The school supports and sustains its pathways and strategies for success programs as tier two and tier three intervention programs. The library works

closely with teaching staff to share information databases and relevant texts. There is a reported need to expand the library staff to include a full-time aide so the library can be a resource for students outside the regular school day hours.

Collaborative structures and processes support the coordination and implementation of curriculum. There is an effort to develop effective curricular coordination within and among each academic area, department, and program in the school. Each department has a department head. Consistency and norms across departments are limited by high turnover in staff. The school is looking to retain more staff. There are frequent attempts to establish vertical articulation within the district. This will be a challenge as Alvirne continues to enroll more students from sending schools to the district. The High School occasionally meets with middle school teachers in similar concentrations to vertically align. A need is identified for increased horizontal collaboration across departments within the school day. The school is aware of this goal and is ready to approach this with the growth focus they have approached all challenges.

School-wide organizational practices are designed to meet the learning needs of each student. Alvirne provides access to challenging academic experiences for all learners. The school utilizes heterogeneous and interdisciplinary courses. There are opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses. The American Humanities course incorporates honors-level criteria options for students pursuing more advanced study topics. Examples include additional readings, texts, and modified assessments for students to exercise higher-order thinking. Alvirne High School offers eleven Advanced Placement courses. The school covers the cost of the required exams to encourage students to pursue the challenge and rigor of these courses. The school offers classes throughout the curriculum that are populated with all learners, reflecting the diversity of the student body. The school has an ASL (American Sign Language) program and new Spanish and world language film study courses to engage English learners (EL) students. Alvirne should be commended for its robust unified program, including integrated courses in floral, music, art, Physical Education, and theater. The school provides learning environments and practices that are inclusive. In addition to their special education programming, the school has developed Tier 2 and Tier 3 programs in the form of strategies for success and their pathways program, respectively. These programs are firmly in place to meet their students' diverse and individual needs. The school continues to seek out ways to attract and hire paraprofessionals. The school also incorporates an Alvirne Continuing Education (ACE) diploma program and a HiSET (High School Equivalency Test) program.

Educators develop productive student, family, community, business, and higher education partnerships that support learning. Efforts are regularly made to enable and promote relationships with the community, companies, and higher education institutions that support authentic student learning experiences. The school holds a STEM day through its CTE program, bringing in different community leaders in technology to provide enrichment and learning opportunities for students. The CTE program has input and support from local businesses and industry leaders. Further capstone project development will incorporate more interactions with the town, such as business and community-level partnerships. There are efforts to engage students and families as partners in each learner's education and reach out specifically to those families who have been less connected with the school. The school regularly works with the families of students through its counseling department. They consistently engage in parent/teacher nights, CTE open houses, and Friends of Music, to name a few opportunities. The school provides an eighth-grade parents' night for incoming students. The school engages students, faculty, and families in the school improvement process. While there are well-developed athletic facilities, there is a reported need to expand the arts and music facilities to include a dedicated space for performances. These performances are currently held in the gymnasium, including a celebrated cabaret performance each year.

## Sources of Evidence

- central office personnel
- community members
- department leaders
- school board
- school leadership

- self-reflection
- students
- teachers

# Standard 4 - Learning Support

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## Narrative

Across the school, students at Alvirne receive appropriate intervention strategies to support their academic, social, and emotional success. The school provides a wide range of timely, coordinated, and directive intervention strategies for all students. The student success team (SST), which meets weekly to discuss student concerns, can offer a variety of intervention strategies based on student needs: strategies for success class, 504 eligibility determination, special education referral, mental health counseling, a reading/writing intervention, or a support group. The SST includes a variety of professionals in the school building, including counselors, nursing staff, administrators, and others. There is an identified need to formalize the SST referral process, ensuring that teachers and all staff become stakeholders. Students feel that the Strategies for Success class provides a helping hand and connects them to resources and opportunities. They learn strategies to address their executive functioning and social/emotional development needs while receiving course credit. Individualized interventions are also provided during flex time when students can meet with teachers for extra help, complete missing assignments, and work on assessments. Flex time has been instrumental in identifying and addressing learning gaps and skill deficits and providing enrichment for students who may need additional rigor. Students feel that flex time is highly beneficial, as it allows for built-in time for extra support and club meetings. Having an opportunity during the day to receive support ensures equity for students who can't stay after school hours. The Academic Support Center, where one-to-one, small group remediation, and reinforcement are available to all students. While the Academic Support Center has primarily focused on math to date, the school is adding two ELA tutors to address reading and written language needs. The two-year English workshop provides intense reading instruction, and the school is newly implementing an Algebra 1 intervention class. Referrals to community programs and alternative pathways, such as the newly developed Pathways Program, an alternative school for ninth and tenth-grade students who need a smaller environment to succeed, are also made when required. Students feel that, even when they are not formally identified through an IEP or 504 Plan, their teachers provide them with what they need, such as help breaking down concepts, adding structure, and supporting different learning styles.

Across the school, students often receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. Alvirne has good, certified/licensed personnel and support staff to deliver effective services to students, including four full-time, state-certified school counselors, a state-certified counseling director, one part-time licensed clinical mental health counselor (LCMHC), and one full-time and one half-time administrative assistant. An identified challenge is that several new counseling staff members are in the onboarding process this year. The department has developed a monthly freshmen curriculum based on The Seven Habits of Highly Effective Teens. It supports the development of the skills and dispositions outlined in the school's Portrait of a Graduate. Changes in the bell schedule have led to challenges with fully implementing this curriculum. A goal will be to use flex time with the advisory to deliver this curriculum during this school year fully. There is an identified need to develop a sophomore curriculum. The counseling staff members ensure regular meetings with students. They give presentations to juniors and seniors to review post-graduation options, college and career planning, and the college application process. School and mental health counselors are available to work with students needing help with conflict resolution, crisis intervention, social difficulties, and emotional support. Counselors also give presentations to juniors and seniors to review post-graduation options, college and career planning, and the college application process. Students feel assured that there are adults available who can help them should a crisis arise. Counselors meet individually with students to make plans specific to their goals and interests. Students feel that counselors listen to them and help them make good schedule choices based on their plans and goals. They have also found guest speakers, such as Ed Gerrity, inspirational. Alvirne has a robust partnership with the Greater Nashua Mental Health (GNMH) to provide outpatient mental health support services to students who cannot access it otherwise. They also offer support groups based on student needs. Counselors feel very supported by the SAU and the community in general.

Across the school, students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. Alvirne has two full-time certified/licensed nurses: a registered nurse (RN) who also serves as the head nurse for the Hudson School District and a licensed practical nurse (LPN) who

delivers appropriate health services. The nurses are encouraged to pursue professional development opportunities and attend multiple conferences to stay current on practices. They also have strong partnerships with local medical/health facilities. Additionally, a certified athletic trainer works with student-athletes to prevent and address common sports injuries. Nursing staff provides direct intervention services, including administering and monitoring medication, responding to health concerns and emergencies in the building, supporting students with chronic medical conditions, and providing vision and hearing screenings. Students feel that the nursing staff tends to their immediate needs and considers input from students and families in treatment decisions. Nurses also review and maintain immunization and other health records for all students.

Across the school, students receive library/information services that support their learning. The school employs a library/media specialist who is a certified media and digital literacy facilitator. In addition to the traditional services a library/media specialist provides, the library is considered the school hub for technical support. Students describe the library/media specialist as the “go-to” for technical difficulties. The library/media specialist actively engages with teachers across content areas, including providing books based on students' standardized test scores at different Lexile levels. She also works with teachers when new courses are designed; for example, when an English teacher created a true crime course, the library/media specialist culled relevant books for student use. She works with teachers on research projects; for instance, classes are invited to visit the library to learn about various information databases and technology tools. Recently, the library was the site of a Psychology Fair, where students participated in multiple experiments. The library/media specialist, with a unique education background, assembles book selections in various formats, including high/low readers and graphic novelizations. The library/media specialist has organized books and materials to provide a better flow and will be working on combining genres of books. The library is available for all students during the school hours of 7:15 to 2:15. There is an identified need for a full-time, consistent library assistant, which would allow the library/media specialist to push out to classes in the building and expand the hours the library is open. The library/media specialist works closely with personnel at the nearby public library, which students are encouraged to visit during after-school hours. The library at Alvirne is welcoming and supportive of diverse students and staff. A student described the library space as calm, quiet, and well-regulated and a great place to get work done, and the goal of the library/media specialist is for it to be a safe place for students to be together. Students feel that the librarians are there to help them get through high school. The library's physical setting encourages student collaboration, inquiry opportunities, and authentic learning. It is well-lit, inviting, and centrally located, and it has a variety of spaces for teachers and students to use. There are stations and flexible seating options for group learning. Two monitors are available for student collaboration, there is an additional meeting room space for teacher collaboration, and workstations are provided for printing needs.

Across the school, identified English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel. To meet the needs of English language learners, certified ELL professionals work with students to provide instruction. There has been an increased emphasis on supporting families with different language backgrounds so that they feel a sense of belonging at Alvirne. At Alvirne, there is a great deal of collaboration among educators, counselors, and other staff members so that each student can reach their individual goals. Professional staff from different departments work closely together and share resources. Alvirne has many specialized programs to meet the needs of students, including two levels of Life Skills classes, the Reaching Independence through Support and Education (RISE) Program and the Growth, Objectives, and Learning Strategies (GOALS) program. Students in these programs are provided opportunities to learn skills that will allow them to be successful, productive members of their community post-high school. For instance, the teachers of the Life Skills classes provide functional, real-world experiences that allow students to learn skills to be productive members of the community. They also make weekly trips to a nearby grocery store to practice skills. Within the school building, the Life Skills program students provide services such as laminating, copying, and delivering supplies. Alvirne is dedicated to providing inclusive learning opportunities and instruction. Typical peers have many opportunities to work with students with disabilities, including several unified sports teams, unified classes during the day, and unified theater. The unified classes and teams are considered a growing experience for all students. Staff members feel that all students of all abilities are welcomed within Alvirne. There is an identified need for additional staff members within student services, including paraprofessionals, a special educator, a full-time school psychologist, and counseling as a related service.



## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- school leadership
- self-reflection
- students
- teachers

# Standard 5 - Learning Resources

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## Narrative

The community and district provide school buildings and facilities across the school that support the delivery of high-quality curriculum, programs, and services. The school building ensures a safe, secure, and healthy environment that supports the diversity of the student body. Combining traditional classrooms with the available career technical education spaces allows all students to pursue their passions and interests. Students who are not directly enrolled in the CTE programs are still able to benefit from the areas due to their use for electives. The school building is safe and secure, using many methods to ensure students' physical safety. The building is incredibly well maintained, and it is abundantly evident that there is great care taken in the building. The facilities are adequately sized for the school community. The school has ample classroom and lab spaces for students in their academic classrooms. All areas of the building have been renovated in multiple projects since 2013. Due to decreased enrollment, the school has been able to accept more students into the CTE programs to maintain the student population in the building. The school building has appropriate spaces to support student learning and the curriculum in all departments and areas. The CTE lab spaces are well-designed and large enough to accommodate authentic learning in the different programs. Student classrooms and academic lab spaces are likewise well-designed for their associated courses and sufficiently meet the needs of students and teachers. The school has numerous lab spaces that would be desirable to schools across New England. These include a welding & metal fabrication lab, a fabrication lab, a newly renovated culinary space with an attached community restaurant, a flight simulator room in the JROTC (Junior Reserve Officers' Training Corps) classroom, a large automotive lab, veterinary spaces, a tree farm, and a fully functioning dairy farm. The facility is clean and well-maintained. The pride that students, staff, and the community take in the building is abundantly apparent. Notably, the CTE lab spaces are immaculate and well-maintained, with a clear emphasis on safety due to this continual maintenance of the areas. The school has appropriate mechanical systems throughout the building. No mechanical systems were broken at the time of the visit, and there were no reports of mechanical issues in the building. The school building meets all applicable federal and state laws and complies with local fire, health, and safety regulations.

The school and district ubiquitously provide time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. The school provides time during the school day organized to support research-based instruction, professional collaboration among educators, the learning needs of all students, and student programs and services. The school moved to an A/B block schedule during the 2022-2023 school year. As with any master schedule change, some are desirous to return to the old schedule. However, the school made this change with intentionality, including goals of allowing greater use of the CTE spaces by all students and increasing professional time for educators. All educators can meet in professional learning communities (PLCs) during the school day. The district additionally provides funding for teachers to do curriculum work each summer. An additional outcome of the new schedule was the addition of a 35-minute flex period each day. This period is used for tiered interventions, enrichment activities, reassessment/remediation opportunities, and advisory activities. All students meet in their grade level "homebase" each Monday to select their flex opportunities for the week. The schedule change has allowed class time to increase to 80-minute periods from 45 minutes. This has allowed all teachers, but especially those in the CTE programs, to add enrichment activities. The new schedule also authorized an additional period, going from seven to eight. This permits all students to take four more elective credits during their high school career at Alvirne High School. The school and district also provides sufficient time and resources for professional development, evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research. As mentioned, all teachers can take part in PLCs during the school day. The school also utilizes monthly faculty and department meetings, bi-weekly department head meetings, and weekly administrative meetings, and several committees are currently working on important initiatives, including flex time, mindfulness, rules & behavior, and diversity, equity, & inclusion. District curriculum committees meet to work on K-12 vertical alignment of curriculum, assessment, grading/reporting, and instructional practices. The district traditionally provides five professional learning days, with an increase to six during the 2023-2024 school year. These professional development days have been used to implement

numerous school-wide initiatives and facilitate growth opportunities. Significant funds are also available for teachers to attend workshops and conferences, and substitutes are provided during the school year. The district also funds graduate study among faculty and has recently seen its second cohort of educators complete a Southern New Hampshire University differentiated graduate program offered on the Alvirne High School campus. Teachers at the school receive support from instructional coaches, who provide personalized, non-evaluative guidance and professional learning opportunities. Additionally, there are teacher trainers available to assist with new programs like Schoology, and new teachers benefit from mentorship, orientations, and monthly PLC meetings during their first two years in the district to ensure their success.

The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities across the school. The school can offer a wide range of school programs and services for its students. There are currently fifty-seven co-curricular club offerings, with the district paying \$78,000 to fund them. The school offered twenty-two varsity-level teams as well as numerous lower-level groups. The school has a robust, unified program with teams and activities throughout the year. There are thirteen career and technical programs offered through the Palmer Center. Students are also able to take numerous electives that use the lab spaces in the Palmer Center. The district covers the cost for all Advanced Placement and HiSET exams. The district and school board provide sufficient professional and support staff to ensure appropriate class sizes and teacher load at AHS. There are 166 professional and support staff at the school. The community also funds a school resource officer at the building. The school board recently approved the hiring of two ELA tutors to complement the existing two math tutors who provide intervention support during the school day. The district has responded to the teacher shortage crisis with the adoption of a more competitive teacher contract, referral bonuses, increased stipends for teachers and administrators taking on extra teaching assignments, and the addition of paraeducator positions. The district ensures reliable funding for supplies, equipment, and technology. In fiscal year 2023, a district-wide increase of 2.63 percent was allocated for technology. The district has introduced a one-to-one student computer program for students in grades six through twelve and purchased laptops for teachers and staff. The school has also expanded its support team by hiring an additional staff member to assist with these devices—the high school benefits from having its dedicated technology support specialist and an efficient IT help desk system. Classrooms are equipped with projectors and interactive displays to enhance instruction and learning. The school additionally benefits from its association with the Alvirne Trust. This trust holds substantial funds that can only be used for projects at Alvirne High School. The trust supports grants for teachers and staff each year while supporting capital improvements when possible. This is a unique funding source for the school and supports continual innovation for its students.

The school and district continually have short-term and long-term plans to address the capital and maintenance needs of its buildings and facilities. The district's facility team maintains comprehensive repair and maintenance logs, which include annual budget projections. Maintenance efforts include annual generator servicing, semi-annual fire protection system inspections, and yearly boiler and hot water heater inspections for Alvirne and the Palmer Center. Additionally, a ten-year Information Technology strategic plan for 2017 to 2026, last updated in 2022, provides for the school's hardware, software, and network infrastructure planning. The district also maintains a capital improvement plan last edited in December 2021. The district has allocated sufficient funds to accommodate the current student population of 1,034. Over the next decade, there is an anticipated decline in enrollment, with enrollment numbers reaching a low of 850 in 2028 before recovering to 1,034 in 2032. There has been a significant increase in the registration of area school students at the Palmer Center over the past five years, growing by 230 percent. The school has enrolled increasing numbers of students from surrounding towns. Due to the school's investment in facilities and CTE programs, there is a surplus of applicants each year.

The school has infrastructure and protocols across the school in place to ensure effective responses in crisis situations. A comprehensive emergency operations plan is at the core of Alvirne High School's preparedness efforts. This detailed plan, collaboratively prepared by the District Emergency Management Committee and local safety officials, is designed to thwart acts that may result in significant harm to property, personal injury, or loss of life. To ensure readiness, the school conducts ten fire drills annually, allowing all members of the school community to familiarize themselves with the quickest and safest exit strategies in case of an emergency. These drills occur at different times throughout the day to ensure practice among students from multiple locations. The school has adopted the ALICE system and holds drills semi-annually to practice these procedures. Maintaining a positive working relationship with external resources is a priority, facilitated by routine visits from the Hudson Fire

Department and the presence of a School Resource Officer. All officers in the department also familiarize themselves with the building and regularly walk through the school. The school voluntarily requested an audit from the Homeland Security Department, which has provided valuable insights, recommending improvements such as adding a ballistic-rated service window with a speaking portal or intercom for visitor communication with office staff in the entry vestibule. Other suggestions include the installation of window shades for classroom and office doors, regular maintenance of exterior doors, and the incorporation of vehicle gates and proper placement of bollards to comply with the Americans with Disabilities Act at the school entrance. The school already provides a safe environment for its students, but it is also committed to continual growth in this area.

## **Sources of Evidence**

- central office personnel
- classroom observations
- department leaders
- facility tour
- school board
- school leadership
- self-reflection
- students
- teachers

# Priority Areas

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## Priority Area

The Collaborative Conference visiting team removed priority area #1

**Priority Area #1 Goal Statement:** This priority area has been removed.

**School Response:** Complete the process of writing curriculum documents for all courses in a common format and develop a schedule and protocols for continuous review and updating of the documents

**Visiting Team Response:** At this point, the school has a written curriculum in a consistent format for all courses in all departments across the school. This priority area was removed by the visiting team in collaboration with the school during the visit.

**Suggested Action Steps:** N/A

## Priority Area

The Collaborative Conference visiting team concurs with the Priority Area identified by the school.

**Priority Area #2 Goal Statement:** Examine and revise the school's curriculum documents across all departments to target and assess the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document. (2.2)

**School Response:**

- Examine and revise the school's curriculum documents across all departments to target and assess the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document

**Visiting Team Response:** The school, at this point, has a written curriculum in a consistent format for all courses in all departments across the school. As new courses are added due to student interest, they are prioritized for curriculum completion. The school is now working to embed its portrait of the graduate across the curriculum. This will be an important step for the school to undertake as they work to live the portrait of the graduate in their academic classrooms. Based on the previous curriculum work done by the school, it is apparent that this work will be done with fidelity and care by all involved.

**Suggested Action Steps:**

- Develop a schedule and protocols for this work to be completed with attention to a continuous review process for all curriculum documents
- Identify logical connections between existing student experiences and the portrait of the graduate skills
- Determine areas where the portrait of the graduate can be used to enhance current and future interdisciplinary and heterogeneous classroom experiences
- Utilize backward design using data, student reflection, and teacher observation from the senior capstone project to address needed learnings over four years
- Engage teachers through every content area department and course in embedding the POG into their curriculum
- Develop POG benchmark assessments that can be implemented across a student's time at AHS

## Priority Area

The Collaborative Conference visiting team concurs with the Priority Area identified by the school.

**Priority Area #3 Goal Statement:** Develop and implement practices in student management, counseling, intervention, advisory, and co-curricular programming to ensure a positive, respectful school climate and culture that supports student attainment of the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document. (1.2, 2.1)

**School Response** - Develop and implement practices in student management, counseling, intervention, advisory, and co-curricular programming to ensure a positive, respectful school climate and culture that supports student attainment of the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document.

**Visiting Team Response** - The visiting team is in agreement with this priority area as developed by the school. The school is committed to embedding the portrait of the graduate into all facets of their student's school experience. Priority Area #1 is focused on the integration of the portrait of the graduate in teaching and learning at Alvirne High School. That goal will use the creation and revision of the curriculum as a lever to accomplish this work. This priority area demonstrates the school's desire also to include the portrait of the graduate in the school culture and community. The visiting team agreed that these could be seen as work taking place in two different strands, although ultimately both connected to the integration of the portrait of the graduate into all facets of the school's work.

## Priority Area

The Collaborative Conference visiting team concurs with the Priority Area identified by the school.

**Priority Area #4 Goal Statement:** Foster and deepen the school's shared understanding of learning through the development of competency-based assessment practices that promote active learning and consistently measure the depth of understanding, inquiry, and problem-solving. (2.5, 2.7, 3.3)

**School Response:** Foster and deepen the school's shared understanding of learning through the development of competency-based assessment practices that promote active learning and consistently measure the depth of understanding, inquiry, and problem-solving.

**Visiting Team Response:** The visiting team was also in agreement with this priority area developed by the school. The recent adoption of formal PLC time during the school day has allowed the PLCs present at Alvirne High School to reach even higher levels of collaboration and growth. The school's creation of more robust assessment practices aligned with professional practices that allow for analyzing this student performance data will be an asset to an already successful learning organization. The school's commitment to ensuring that these assessment practices measure the identified higher-order thinking skills will reasonably also impact instructional practices among faculty.

# Commendations

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## Commendation

- The strong sense of pride in Alvirne High School among the students, staff, and community
- The caring relationships that are present between students and staff
- The dedication to meeting the individual needs of students by all members of the school community
- The collaboration and growth that is supported by the inclusion of PLC time during the school day for faculty

## Commendation

- The school community is receptive to the needs of the school and is willing to make adjustments based on input from stakeholders.
- The variety of academic programs offered at Alvirne High School speaks to the way the school/district has worked to meet the needs of diverse learners.
- The vast array of extracurricular programs provides students with a voice, an outlet, and opportunities for growth.
- Students and staff feel safe emotionally, intellectually, and physically at Alvirne High School.
- Students have identified that students have multiple staff members they can go to should they need assistance.
- The school community involves educators, students, and families in decision-making that promotes responsibility and ownership. Decisions are made with student learning at the core.
- Students and staff believe students generally are kind to each other and feel that student differences are respected.

## Commendation

- Flex time is valued by students and teachers and allows students to take ownership of their learning.
- Teachers are creative and offer a wide range of opportunities for students to demonstrate their learning through common assessments.
- Students are able to demonstrate an understanding of the
- The program of studies offers a wide array of opportunities to engage students
- Teachers differentiate instruction to try and meet the needs of all learners.
- The interdisciplinary collaboration and innovation supported by the development of the American Humanities course
- The focus on equity by creating increased opportunities for students to enroll in heterogeneously leveled courses

## Commendation

- The enthusiastic support and promotion of student-focused efforts to meet the academic and social needs of all Alvirne students in the form of a robust and well-developed Unified program.
- The continuing efforts to develop a capstone project that fully incorporates the learning standards outlined in Alvirne's Portrait of a Graduate and allows students to exhibit these standards in a personalized way.
- The introduction and implementation of a schedule that incorporates flex time and accommodates a PLC model that is focused on the development of consistent, meaningful curriculum.
- The incorporation and growth of a CTE program that utilizes outside stakeholders and provides students with real-world experiences.
- The conscious consideration of the diverse academic needs of every Alvirne student and the formation and support of programs like Pathways, Strategies for Success, Adult Diploma, and HiSET programs as well as the incorporation of generous financial support provided to students who wish to take the Advanced

Placement exams.

## **Commendation**

- The collaboration among different departments in order to meet student needs
- The extensive range of interventions available to support each student's success and well-being
- The resources and direct student assistance available through the library
- The various specialized programs to meet the needs of students with disabilities
- The implementation of Flex time, which provides many opportunities for remediation, reinforcement, and enrichment
- The increased emphasis on providing a sense of belonging for families with diverse language backgrounds
- The willingness of Alvirne staff to explore new opportunities and take risks in order to provide meaningful, impactful experiences and interventions for students

## **Commendation**

- The CTE lab spaces allow the student population to pursue their passions and interests
- The safety and security procedures utilized by the school to ensure the safety of all occupants of the building
- The strong relationship between local emergency services and the school
- The generous funding of the Alvirne Trust supports numerous opportunities at the school
- The commitment and responsiveness of the district and school board to meet the needs of school community
- The pride of the school board in Alvirne High School and their commitment to its success



# Recommendations

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## Recommendation

Engage the faculty, particularly in their PLCs, in professional development related to highly functioning professional learning communities to support the strong collaborative culture in the school while allowing these groups to complete the challenging growth opportunities identified by the school

## Recommendation

Determine methods to gather information from the faculty related to professional development that will support their continued growth while simultaneously creating structures and procedures for faculty to share their expertise during dedicated professional development time

## Recommendation

Extend the existing support for new teachers hired at AHS and develop new practices as needed to ensure that the strong learning culture and school culture are maintained, sharing these practices as possible professionally to the benefit of all schools due to the unique work being completed by AHS

# **FOLLOW-UP RESPONSIBILITIES**

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This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools**

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

# Roster of Team Members

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## Chair(s)

**Chair: Carl Johnson** - New England Association of Schools & Colleges

## Team Members

**Mr. Brandon Botto** - Bedford High School

**Ms. Elizabeth Pogorzelski** - Mascenic Regional High School

**Mrs. Candice Schmitz** - Salem High School

**Mr. Shaun St. Onge** - Manchester Memorial High School