

Posted: Thursday, February 1, 2024

At: All Hudson schools, SAU building, district website



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

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

School Board Agenda February 5, 2024

Estimated
time

6:30pm A. Call to Order

Pledge of Allegiance

6:31pm B. Public Input

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

7:01pm C. Good News Update (Information)

Good news regarding an Alvirne High School student will be shared with the School Board and Community.

Assistant Superintendent Kim Organek will also share other good news from the district.

7:10pm D. Presentations to the Board

1. Alvirne High School Senior Capstones

Dean of Academics Joyce Wise and English Department Head Lauren Denis will introduce the concept of Capstone Projects, and three Alvirne Seniors will be presenting their Capstone Projects to the School Board.

[Capstone Presentations](#)

[Brady Monk Capstone](#)

[Rachel Allard Capstone](#)

[Makenzie Thompson Capstone](#)

8:15pm **E. New Business**

1. State FFA Convention Request (Decision)

On behalf of the Alvirne FFA, Superintendent Moulis will present a request to attend the State FFA Conference from March 27-March 29, 2024

[FFA State Convention Request](#)

2. Nominations (Decision)

Nominations will be presented for Alvirne High School

[AHS ACE Instructors](#)

[AHS Spring Nominations](#)

3. School Board Meeting Calendar – Draft (Decision)

A draft calendar will be presented for consideration, starting with a possible March 18, 2024 School Board organizational meeting

[2024-2025 Draft School Board Calendar](#)

8:25pm **F. Old Business**

1. Assignment of Warrant Articles (Decision)

Decisions will be made on who will present which Warrant Articles at the upcoming Deliberative Session

[Warrant Articles](#)

8:30pm **G. Policies – First Reading (Decision)**

ACAC Title IX Sexual Harassment Policy and Grievance Procedure	ACAC - with revisions
EBCA Crisis Prevention and Emergency Response Plans	EBCA – current EBCA - NHSBA version-proposed
EBCC False Alarms, Bomb, Active Shooter and Other Such Threats	EBCC - current policy with tracked changes
FA Facilities Development Goals and Preparation	FA- current policy with revisions
JEB Age of Entrance	JEB - current policy with revisions

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8:45pm **H. Recommended Action**

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [January 22 - Draft minutes](#)

8:50pm **I. Reports to the Board (Information)**

District administrators will share updates for the board and public

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

9:00pm **J. Committee Reports**

Board members will share committee updates

9:05pm **K. Board of Selectmen – Liaison Comments**

9:08pm **L. Student Representative Comments**

9:10pm **M. Board Member Comments**

9:15pm **N. Non-Public Session**

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

These conditions are: (b)

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.

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

(i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

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

(k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.

(l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

(m) Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.

9:35pm **O. Adjourn**

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	February 10	9:00 am	Community Center	Deliberative Session
School Board	February 19	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	March 11	6:30 pm	Hills Memorial Library	Regular Meeting



Senior Capstone Project

Alvirne High School
Fall 2023-2024

- Creation of inquiry questions and research (Curiosity)
- Planning and time management (Responsibility)
- Problem-solving (Curiosity)
- Spoken and written communication (Communication)
- Development of a website (Communication)
- Reflection, adaptation, and flexibility (Social/Emotional Understanding)
- Final presentation (Communication)
- Rising to a challenge (All of the above)

HSD
Portrait of a
Graduate

How we have grown...

- 100 seniors presented Capstone projects during our in-school presentations.
- 200+ juniors attended presentations.
- 86 students presented at the afternoon/evening event.
- All Capstone students worked with an outside mentor/expert.
- Teachers in many content areas supported Capstone projects.
- Capstone classes have become more inclusive; students in all programs have participated.
- An educationally themed Capstone class is being piloted.
- A Capstone internship has been established in the art classroom at Hills Garrison School.
- The Capstone PLC continues to develop, modify, and reflect.



THINGS I LEARNED THROUGH THE CAPSTONE CLASS

- “I have learned how to better show my communication skills. Socializing when it came to partnering with my mentor helped a lot. From socializing with the participants to those who work there.”
- “I learned that presenting projects is genuinely not that nerve-racking. I used to be so nervous to present projects. After presenting so many times I wasn’t even that nervous by the end.”
- “Capstone is hard work. It takes a ton of time and effort to pass the class. So many people put in so many hours and came up with such amazing products.”
- “I learned that it’s not actually that scary to talk to somebody if you need help.”

THINGS I LEARNED THROUGH THE CAPSTONE CLASS

- “I learned more about what I need in life, in order to be successful. From communicating with others to going out into the community showed me that anything is possible. Even if others don't believe in you.”
- “I learned as a person to get to know myself more and learn how I do things. I'm also a very hard worker in school and outside of school. Throughout the year I realized how different I was from the beginning of the school year.”
- “I learned that it's super easy to simply donate. It made me realize that I am going to start participating more with this coalition. It is so simple to give help to those who need it.”
- “I'm a motivated person - Throughout this project I never stopped working towards my goal.”

Presenters:

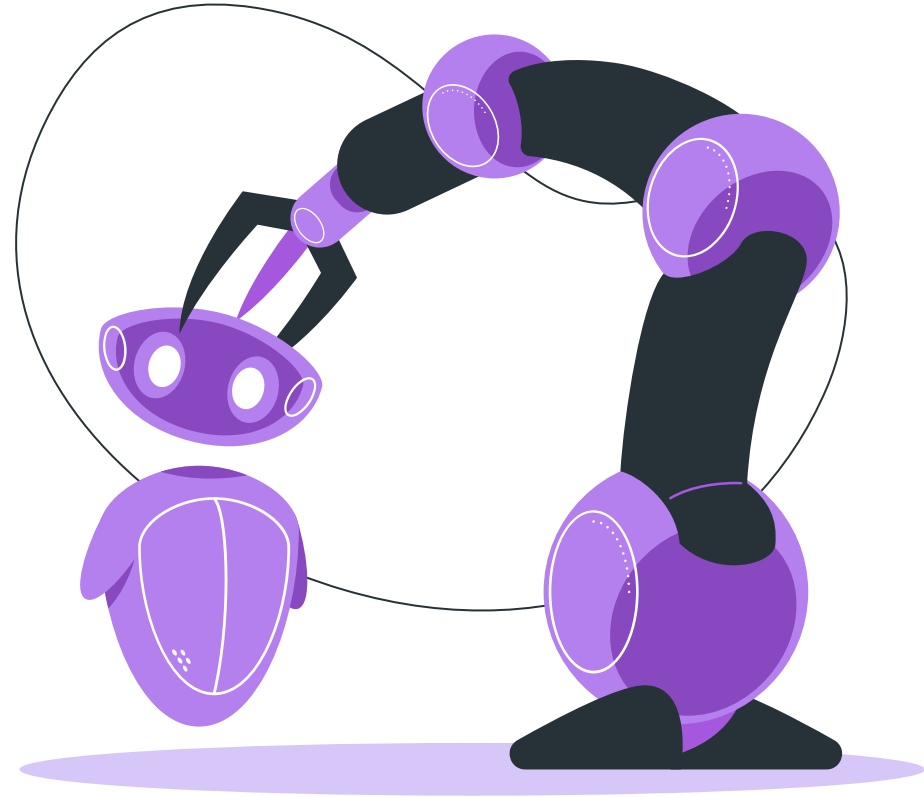
BRADY MONK - SPOT MICRO CAPSTONE

RACHEL ALLIARD - CONFLICT RESOLUTION WITH 6TH GRADERS

MAKENZIE THOMPSON - VETERANS CHARITY MOTORCYCLE RIDE

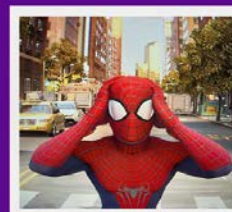
Spot Micro Capstone

By: Brady Monk



About Me

My name is Brady Monk. My favorite color is purple. I have always had an interest in computers and have decided I want to major in Computer Science. I have taken the Computer Science Principles 1 class here at Alvirne and I am currently taking the Engineering 1 Honors class. I also took the Coding and Gaming class Alvirne offers, and this class is what really sparked me wanting to move forward with computers, and coding in life after high school.



My Project

Essential Question: What does it take to
Wire and Code Spot Micro

My project is to code a mini version of Spot the robot dog made by Boston Dynamics. Online I have found 3D print files as well as electronic and hardware list for the Spot build. I will then learn and research ways of programming Spot. I need to learn how to incorporate the use of sensors, and how to get Spot to move. Spot doesn't move like a traditional robot. Spot is a dog I need to think and learn how to code this untraditional movement.



Cost

	A	B	C	D	E
1	Item	quantity bought	cost(\$)	number needed	Total Cost: \$405.78
2	MG 996 R servo motor	2, 6 packs	\$27.99	12	
3	Arduino Mega	1	\$48.99	1	
4	HC-SR04 Ultrasonic sensor	1, 2 pack	\$5.99	2	
5	HC-06 Bluetooth module	1, 2 pack	\$15.49	1	
6	MPU-6050 Gyro	1	\$5.99	1	
7	I2C 16x2 LCD Module	1	\$9.99	1	
8	Rleil rocker switch	10	\$10.43	1	
9	7.4v Battery	1	\$18.99	1	
10	'M5x15'	20	\$6.08	8	
11	M4x20'	100	\$9.99	40	
12	M4x15'	50	\$8.89	8	
13	M4 nut'	100	\$8.06	48	
14	M3x20'	20	\$18.99	4	
15	M3x10'	35 ^		28	
16	M3 nut'	120 ^		16	
17	F625zz Flange bearing	10	\$11.49	8	
18	Cement Grey OVERTURE PLA	2	\$47.98	1-2	
19	Fresh Red OVERTURE PLA	2	\$47.98	1-2	
20	TPU (rubber) filament	1	\$27.99	1	
21	MEGA Sensor Shield	1	\$3.45		

List of all needs components and cost

Total of about 406 dollars for all components.

Why this topic and skills learned

1

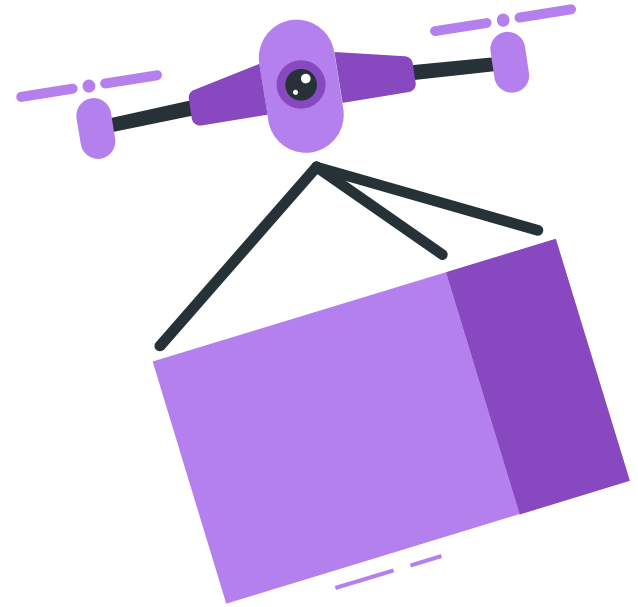
Why

I chose this topic because I am passionate about coding and having a future in computer science. My Engineering teacher introduced me to the build and very quickly I decided I wanted to code my own.

2

What

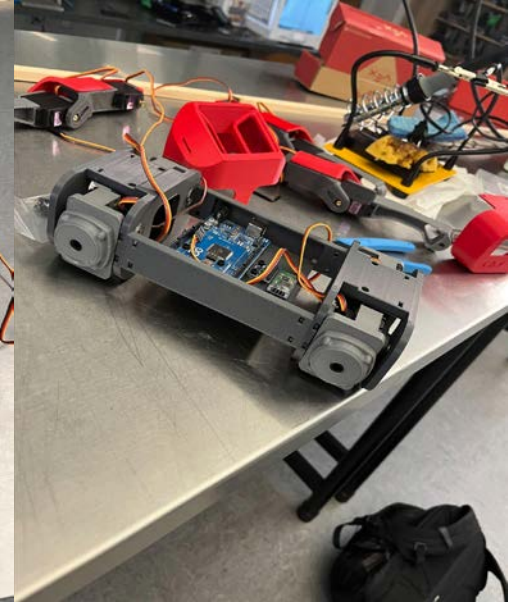
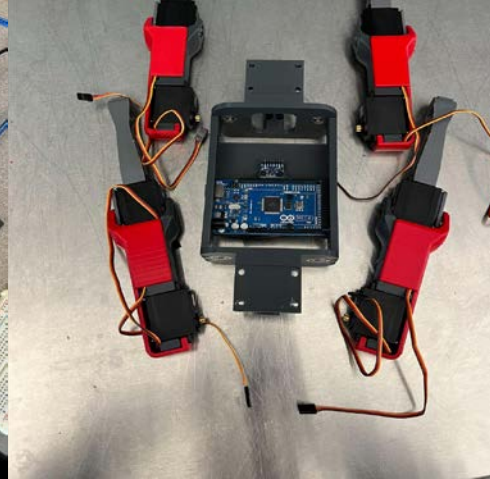
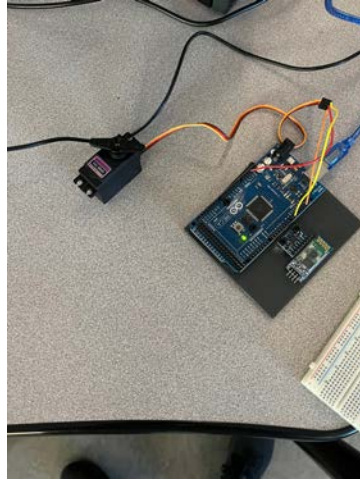
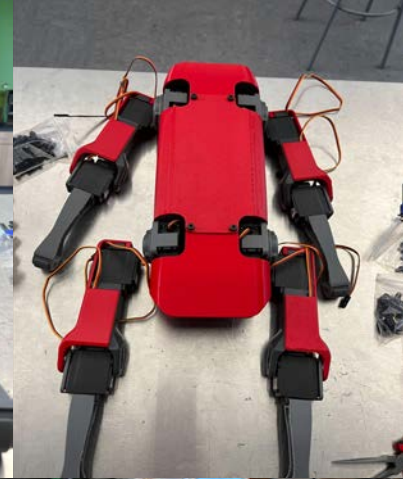
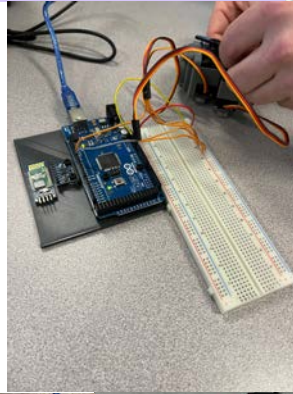
This Project will teach me how to code robotics with sensors and better understand servo control. As well as understand the components that go into wiring such a project.



Project Process.

- Buy/Print Parts
- Bulk of Research
- Test build
- Researched the wiring and coding
- Build with wiring connections
- Test
- Present

Pictures of
B.R.A.D(Brady's
Robot Autonomous
Dog) through his
Life thus far
----->



Timeline

Start! This includes, drafting essential question and written and video proposals

Research. This is the time I researched the overall construction of the dog and where all the components would go

Mentor. After reaching out to multiple people I finally found a mentor with the help of my teacher Brenna Sullivan.

Trial & Error. This was the most time consuming part of the project. For about 3 weeks I was trying and failing to get even one of twelve servo motors to work.

Final Construction & Coding. With finally being able to get one servo to move I jumped right into getting the final product built so I could get to coding the final movement as best I could with the time left.

Bought/Printed Parts. I used my 3D printer to print the shell of B.R.A.D., and bought the hardware like the servo motors and sensors.

Test Build. At this point I use the previous research to get all the parts where they will need to be as to get a better understanding of how it all comes together. I then took it all apart.

More Research. Time to research the inner workings of the Dog. I needed to learn how to connect all of the components to the Arduino then how to code them to move. Understanding the pinouts of the Arduino was one of the most challenging parts to learn.

Movement. FINALLY! I was able to get one Servo Motor to move. My problem being something I bought that was meant to aid me in wiring actually prevented my from making any progress at all.

Presentation Day

Old Picture; Circa 2019

My Mentor

- Mike Peters
- University of New Hampshire
- Bachelor of Science in Mechanical Engineering
- Works as an aerospace manufacturing engineer at Pratt and Whitney



Questions

1

College attended?

University of New Hampshire.

2

Degree?

Bachelor of Science in Mechanical Engineering

5

Process when you don't know something.

Don't reinvent the wheel, uses resources and search internet for basic solutions to build a plan off of that. Will bounce ideas off of coworkers.

3

How his previous experiences can help me?

Worked directly with numerous aspects involved in my project.

Greatest failure and how you overcame it?

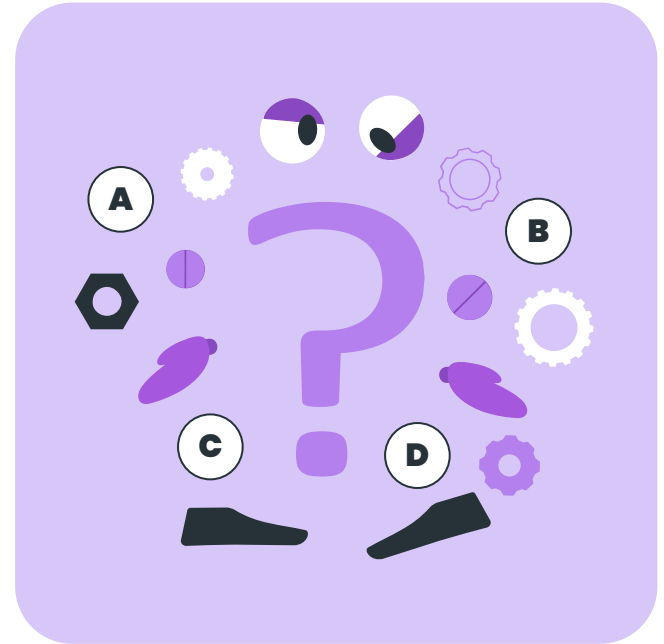
Failure of leadership while working on a capstone project in senior year of college. This resulting in a portion of the project being late. Then made sure to have concrete plan that included all members for the next time. Instead of brute forcing alone.

4

Research and Takeaways

- Videos instructing me through the building process.
- Websites with information on the different parts.
- Wiring information on similar projects.
- Wiring diagram on related projects.
- Basic coding Information.

From my research I was able to learn a basic understanding of what wires needs to go where on the Arduino.



Portrait of Graduate

Responsibility

My project relates to responsibility in that in order to finish this project in time I would need to use my time responsibly and make sure I am working on the project when I can. Often, I would spend time after school working on the project.



Communication

My project relates to communication in that I need to be able to reach out and communicate with a mentor.

Curiosity

My project relates to curiosity in that Coding such a project interests me and I am curious and learning more on it.

Portrait of Graduate **cont.**

CitizenShip

My project relates to Citizenship in that when communicating with potential mentors and other teachers assisting me. I need to be conducting myself as a socially and civically responsible citizen.



Social/Emotional

My project relates to social/Emotional in that I know my Strengths and very optimistic that I could complete it successfully.



Conflict Resolution Taught to 6th Graders

Rachel Allard

Period 2 Gold

Table of Contents

01

About Me

02

Essential Question

03/04

What?/Why?

05

Mentor
Information

06

Project Process

07

Takeaways

About Me

Hi! My name is Rachel Allard, I am 17 years old and am a senior at Alvirne High School. I live with my mom, dad, brother, and have one dog. In total, I have 2 brothers, both are older.

- play basketball
- spend time with family
- enjoy camping/being outside



Essential Question

Primary Q:

What are strategies to deal with conflict?

Secondary Q:

What is the best way to implement these strategies?

What is my project?

- Friendships, peer pressure, competition, etc.
- Research from professionals/my mentor
- Make an impact and allow them to be more successful
- Present and use physical activities

Why did I choose this topic?

- Enjoy helping people
- Give the kids a change of pace and new perspective
- Allow me to be more confident at public speaking

Mentor Information

- Karen O'brien
- 56 years old
- Fitchburg State University
- Bachelor's degree in Counseling Psychology
- Counselor at HMS for 23 years, worked with kids for 35



Mentor Info cont.

1. What is your educational background/how'd you get into this field?
2. What are your credentials/how are you qualified to help?
3. Why did you want to major in this field?
4. How do you think teaching conflict resolution to kids ages 11-12 will benefit them?
5. What would be the best way to approach my idea?

Project Process

- Proposal Organizer
- Personal Learning Plan
- Annotated Bibliography
- Journals
- Mentor Interview
- Mentor Meetings
- [Presentation for kids](#)
- [Poster for the classroom](#)



Project Process cont.



Takeaways

What did I learn?

- Communication solves most issues
- Consider both sides of the disagreement
- The benefits of an I message
- Relieves stress

Takeaways

New skills

- Tips to deal with conflict
- Independence
- Time management
- Public speaking
- Collaboration

Links

[annotated bibliography](#)

[capstone website](#)



Veterans Charity Motorcycle Ride
Makenzie Thompson, 2G

About Me

My name is Makenzie and I am a senior at Alvirne High School. I am a competitive dancer and have been dancing for thirteen years. I do Lyrical, Ballet, Hip-Hop and Musical Theatre. Another thing I am very passionate about is animals, I have three cats, two chinchillas, two hermit crabs and a fish. I work as a Veterinary Technician Assistant currently. When I graduate high school I want to become a Veterinary Technician and then go to school to become a human Radiology Technologist. Family is very important to me, I am constantly spending time with my family.



Essential Questions

- How do I organize a charity motorcycle ride?
- How do I plan a safe route for the ride?
- How do I partner with a charity?



What is my Project

For my project I will be organizing a veterans charity motorcycle ride. I decided to do this because I grew up around motorcycles and going to charity rides and seeing the community come together always made me feel good. I will be researching different veterans charities to pick, I will also be researching how to plan a charity event and how to plan a safe route for the ride to take place. My goal for this project is to create a fun event for the community to go and enjoy. I also hope to raise a lot of money for the veterans to give back to them.



Why did I choose this topic and how does it interest me?

- My whole life I have grown up around motorcycles and these types of charity events. These events made me feel really good as a person knowing that people from many different communities would come together to hangout and raise money for a good cause no matter what it was.
- I have always wanted to know what went into organizing a motorcycle ride so I figured why not learn how to now

Skills I want to learn:

- I hope to learn how to work with a charity and raise as much money as I can to donate to them.
- I want to learn how to successfully organize an event that keeps people engaged with music, food, 50/50 raffles and raffle baskets



Expert/Mentor Information

Who is your outside expert/mentor?

- Wayne Purington
- 47 years old
- President of the Elks Rider in Nashua, NH
- Wayne is the President of the Elks riders in Nashua. He has planned many motorcycle rides before and has worked with the charity I am using called Heropups. Wayne planned a ride out of Rochester NH, for a charity called Chandler's Angels. I went on that motorcycle ride and it was very organized, he had 50/50 raffles and planned a very nice route for the ride.

How will their expertise help you with this project?

Since my mentor has been organizing rides for many years, he can give me advice on what routes to use for the ride, how to do a 50/50 raffle and how to work with the charity I chose.



Mentor Interview

1. What do you use to plan the route?

Some good sites to use are google maps, waze, google earth, harley ride planner. The road captain usually plans the routes but for this you will be planning it. The road captain looks at how many intersections or crossroads there are along the route to determine the amount of blockers you need.

1. What determines the route you take?

It depends on what locations you want for stopping spots. You plan the route that isn't heavily traveled and that is scenic. You don't want the route to be too long where people have to stop for gas. Each stop should be no more than 20 minutes. Then you come back to the starting location for the big event. So all in all you are doing a big circle but you want to take the least traveled route and the most scenic route. You also want to make sure the route you take is safe for bikers to travel on.

1. How do you go about finding a charity?

You chose a charity based on the needs in your community, or if there is a specific charity you want to support. Sometimes the charities will reach out and ask if we can do a ride to raise money for them.



Mentor Interview Continued...

4. What goes into planning the ride (background information)?

You have to make sure you have enough blockers or a police escort. You can also get local cops if you reach out to them privately they will block intersections for you. You need to plan for food after the ride and entertainment. You need to figure out the food but you don't want it to cost you a fortune like hamburgers and hotdogs. You can also get food donated from people. You can do baskets, raffles, 50/50 and then everyone hangs out. Next, you need to look at the weather and plan for the day.

5. How do you get donations?

We try to minimize the cost. You can do 50/50, raffles, baskets. You can reach out to all the different elks to see if you could get donations from them. You can also get Harley Davidson to donate gift cards as well. Local businesses will gladly donate money to charities. You could also ask the charity if they will donate a few shirts so that we can sell them and give the money back. Restaurants or grocery stores will donate food to help out. You want to do anything you can to minimize the cost and maximize the donations.

Hero Pups

For my motorcycle ride I knew I wanted to donate the money to Veterans and First Responders. My whole life I grew up around first responders and veterans so when I was thinking about where I wanted the money to go I knew that I wanted it to go to those who fight for our freedom and safety. So I searched and searched for a charity that I was very interested in and that is when I came across Hero Pups. Hero Pups provides highly trained support dogs to eligible veterans and first responders. Laura Barker founded this organization after her son was wounded in Afghanistan. This organization was founded on the belief that since our Heroes have already given so much for us that the least we can do is provide them with a companion to help them lead a healthier life, free of charge. I absolutely love this charity because for the longest time I wanted to train K9's for the military and I also know how important service dogs are so it makes me very happy to know that this charity provides that.



Hero Pups Continued...

I reached out to Laura and explained to her what I was doing for my project and explained to her that I was organizing a charity motorcycle ride. I asked her if she would wanna work with me and come down to the ride to help promote the charity even more and within minutes she had responded back asking when it was, where it was and told me she would love to be there!



Takeaways-Research

- Google maps will provide you with routes that you could possibly use when planning a ride
- You can call ahead to a restaurant and ask them if you can have the motorcycle ride stop there and eat.
- You will want to have a headcount so you can warn the restaurant of how many people there will be
- If you ride to a restaurant and everyone gets food there, you can ask the restaurant if they would donate 5% (or more) of everyone's meals to the charity
- Reaching out to a charity is very easy and many charities will actually come down to be at your event
- My charity Hero Pups said that they would come down to the ride during registration and bring one of their dogs with them

Takeaways-What did I learn/what skills did I develop?

- My research taught me how to send a professional email to a charity and professionally call someone
- A skill I learned was how to partner with a charity
- I learned how to raise money for a charity in the forms of raffle baskets, 50/50 raffles and making flyers to promote the charity
- A skill I gained was to be able to prepare a speech and present it in front of people
- I learned how to make a speech off of the top of my head in front of a crowd
- I felt very accomplished after this event and I feel like I did everything I could to make the rainy day as enjoyable as possible for everyone
- I learned that if you have an idea, you can bring it to life no matter what and it may be hard but it's worth it



Project Process (can take up multiple slides to fit all info!)

- My first step in this process of planning this motorcycle ride was to find my mentor
- After I found my mentor I met with him and asked as many questions as I could, I also chose my charity at this time too
- I picked a day that looked best for the ride which was October 29th, then I picked a time for registration to start which was 1 P.M
- Then I picked a place for the ride to stop and eat which was the Alamo in Brookline
- I reached out to the charity and asked them if they would be able to come to the event, she got back to me in 5 minutes and said yes
- I picked the Elks Lodge in Nashua to hold the motorcycle ride



Project Process (can take up multiple slides to fit all info!)

- I made the route for the ride and made sure it was a safe route
- Then I went to the Elks Lodge in Nashua and presented my motorcycle ride to the members and asked if they would allow me to use their lodge. They said yes!
- They also donated \$500 dollars that night to the charity and members also donated on their own
- My next step was to get raffle baskets donated and make some as well, many were donated
- I then contacted the Alamo a week before the ride to ask if they had room for us and to give them a heads up
- I also asked if they would donate a percentage of everyone's bills to the charity





This was my most recent time seeing my mentor. This was during the charity motorcycle ride. I talked with him later too and thanked him for being my mentor.

Project Process (can take up multiple slides to fit all info!)

- It was finally the day of the ride
- I was registering people for the ride and making sure everything for the raffle baskets was set up
- The charity came and brought two of their puppies who will be going into training soon
- I had many people donating to the charity who weren't even at the elks for the ride
- I talked with Laura who founded Hero pups and she told me even more about this amazing charity
- I delivered a speech talking about my project to everyone at the ride
- It had been raining all day but everyone still showed up and if they weren't riding, they were in their cars following along
- At 2:15 kickstands were up
- We made it to the restaurant and had a great time



Project Process (can take up multiple slides to fit all info!)

- We then rode back to the Elks and picked the winners of the raffle baskets and 50/50
- After that the Elks let me know that I have raised \$2,500 for the charity
- It was a very successful day and I am absolutely making this ride happen again next year
- I met some amazing people throughout this process and I am so thankful for these people



Pictures!!!



Relive link: <https://www.relive.cc/view/vdORQRBP7Kv>

Connection to Portrait of a Graduate

- Responsibility: I am being responsible by completing my assignments in a timely manner and taking responsibility for my project.
- Communication: I communicated with my mentor to ask him questions and get advice. I also communicated with my charity to ask them to come to the ride and support us. I went and gave a speech in front of the Nashua Elks members to ask them for a donation as well.
- Citizenship: I conducted myself in a very professional way, I dressed up to go speak to a room full of people to ask for a donation. I also sent professional emails and professionally called the restaurant we stopped at.
- Curiosity: I set goals based on my curiosity about this topic and learned more about the topic in order to achieve those goals
- Social/emotional: I put my heart into this project and made sure that my event brought people together for a good reason

Annotated Bibliography (5 sources required)

- Jordan, Dax. "How to Organize a Motorcycle Charity Ride and Do It Right." *Revzilla.Com*, 13 Dec. 2021, www.revzilla.com/common-tread/how-to-organize-a-motorcycle-charity-ride-and-do-it-right. [How to Organize a Successful Charity Motorcycle Poker Run or Event – The Biker Nation](#)

This article talks about how to organize the motorcycle. It talks about the legal liabilities that come with creating a motorcycle ride and that waivers need to be signed legally. This article walks you through the steps to planning such as where the ride will take place. It also talks about when it will be and who will be attending. I also got more inspiration to do extra things at the event such as have food and music at the beginning or end of the event.

- Jekcharz, Darren, and James Kizrazo. "How to Organize a Successful Charity Motorcycle Poker Run or Event." *The Biker Nation*, 14 Jan. 2017, www.bikernation.biz/blogs/fun-stuff/how-to-organize-a-successful-charity-motorcycle-poker-run-or-event.

This article lists out the steps to planning the ride. It talks about picking a date, organizing a committee of people, setting an admission for the ride, etc.. The article explains how to prepare for the weather and how to make your event more fun. It talks about stuff during the ride too such as stops during the ride and where the end point will be.

Annotated Bibliography Continued

- Lawrence, Clint. "Using Google Maps to Find the Perfect Ride." *Motorcycle Shippers*, 23 Mar. 2021, motorcycleshippers.com/2018/01/using-google-maps-find-perfect-ride. Using Google Maps to Find the Perfect Ride (motorcycleshippers.com)

This article talks about how to use google maps to map out a motorcycle ride. It tells me how to put it into a 3D view to scout out new roads. It says how to plot directions on the map and check the difficulty of the route. It then shows you how to look at this route from a street view to know exactly what you are riding on.

- "Organizing a Motorcycle Charity Ride- Safety and Liability" *Youtube*, uploaded by Henn Haworth Cummings and Page, 6 August 2019, [Organizing a Motorcycle Charity Ride - Safety and Liability - YouTube](https://www.youtube.com/watch?v=...).

This video talks about what you need to be aware of when planning this ride. You need to be aware of different skill levels and of passengers. You need to look at the route and see where intersections could be a problem. Making sure you have a liability form for the ride just incase of an accident.

Annotated Bibliography

- Purington, Wayne. Interview. Conducted by Makenzie Thompson, 10 October 2023.

Capstone Website Link

[M. Thompson 2G Capstone \(google.com\)](#)

Granite State FFA Convention

March 27th – March 29th

Request: We are requesting from the school board permission to attend the Granite FFA State Convention, an overnight trip at the Omni Mount Washington Hotel from Wednesday, March 27- Friday, March 29, 2024.

At the convention, FFA members will have the opportunity to compete in various Career and Development Events (CDE's) including Prepared Speaking, Impromptu Speech, Extemporaneous Speaking, Animal Welfare Event, Floral Design and others. Members will also find out the results of the Veterinary Science CDE and Floriculture CDE that took place at UNH on March 8th at the banquet at the end of the convention. Students will also have the opportunity to attend general sessions of Granite State FFA as well as participate in a variety of workshops and activities to acquire career and leadership skills.

Teams earning 1st place in the state with their CDE's will qualify to represent Palmer Center/Alvirne High School and the State of NH at the 96^h Annual FFA National Convention in Indianapolis in the Fall.

Some members will also be earning their FFA State degree that will be given during the ceremony. FFA Advisors have also nominated some Alvirne FFA members for various awards that will be announced during the banquet.

When/Where: March 27- March 29, 2024

Omni Mount Washington Hotel – Bretton Woods, NH

Cost: Includes hotel and food. The cost per student is typically between \$100 - \$130.

Number of students attending: Approximately 25

Number of Advisors attending: 2 or 3

Educational Value: Students have been studying for the various CDE's afterschool and are planning to study during February vacation with their advisors to prepare for their CDE's. See additional National FFA CDE Handbooks in veterinary science, floral design and forestry.

What is FFA?

[From directly from FFA.org](http://FFA.org)

“FFA is a dynamic youth organization that changes lives and prepares members for premier leadership, personal growth and career success through agricultural education.

FFA develops members' potential and helps them discover their talent through hands-on experiences, which give members the tools to achieve real-world success.

Members are future chemists, veterinarians, government officials, entrepreneurs, bankers, international business leaders, teachers and premier professionals in many career fields.

FFA is an extracurricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

The official name of the organization is the National FFA Organization. The letters “FFA” stand for Future Farmers of America. These letters are a part of our history and our heritage that will never change.”

Thank you for your consideration.

Sincerely,

Jen Beaudry

Corie Bliss

Sue Hill

HUDSON SCHOOL DISTRICT

SAU # 81

20 Library Street Hudson, NH 03051-4240

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

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Superintendent of Schools

(603) 886-1235

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Jennifer Burk

Business Administrator

(603) 886-1258

jbuk@sau81.org

TO: Hudson School Board
FROM: Cathy Brackett, HRIS Coordinator
SUBJECT: Co-Curricular Nominations
DATE: January 24, 2024

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

Alvirne High School:

ACE Instructors

English

Econ/Gov.

Ryder Close

Jason Tesini

\$1,800

\$1,800

HUDSON SCHOOL DISTRICT

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Jennifer Burk

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(603) 886-1258

jbuk@sau81.org

TO: Hudson School Board
FROM: Cathy Brackett, HRIS Coordinator
SUBJECT: Spring Stipend Nominations
DATE: February 5, 2024

The following 2023-2024 Spring nominations have been submitted for stipends:

Alvirne High School:

Varsity Baseball	Colton Houle	\$3,850
JV Baseball	Richard Loftus	\$2,700
Baseball Pitching	Alex Larson	\$2,700
Varsity Softball	Becky Radziewicz	\$3,850
JV Softball	Jessica Toomey	\$2,700
Boys Varsity Tennis	Colin Stone	\$3,150
Girls Varsity Tennis	Maurice Lederer	\$3,150
Boys Varsity Spring Track	Tom Daigle	\$3,850
Girls Varsity Spring Track	Jeff Peterson	\$3,850
Assistant Spring Track	Danielle Vallee	\$2,700
Assistant Spring Track	Phil Demers	\$2,700
Girls Varsity Lacrosse	Patrick Meehan	\$3,850
Boys Varsity Lacrosse	Cam Debrusk	\$3,850
Boys Junior Varsity Lacrosse	Conor Gannon	\$2,700

Hudson School BOARD Calendar 2024-2025



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

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

JUNE 2024						
S	M	T	W	Th	F	S
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23	24	25	26	27	28	29
30						

JULY 2024						
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28	29	30	31			

AUGUST 2024						
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18	19	20	21	22	23	24
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SEPTEMBER 2024						
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29	30					

OCTOBER 2024						
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27	28	29	30	31		

NOVEMBER 2024						
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DECEMBER 2024						
S	M	T	W	Th	F	S
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22	23	24	25	26	27	28
29	30	31				

JANUARY 2025						
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26	27	28	29	30	31	

FEBRUARY 2025						
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MARCH 2025						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- School Board meeting dates
- Teacher Workshop – No School for Students
- No School/Holiday
- First Day
- Early Release for Students

April

24 – 28 Spring Break

May

27 Memorial Day

June

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

August

19 – 20 New Teacher Orientation
21 – 23 Teacher Workshop
26 First Day for All Students
30 No School

September

2 Labor Day (No school)

October

11 Early Release for Students
Teacher Workshop PM
14 Columbus Day (No school)

November

5 Teacher Workshop (No school)
11 Veterans Day (Observed)
27 – 29 Thanksgiving Break

December

23 – 31 Holiday Break

January 2025

1 New Year's Day (No school)
20 Martin Luther King/Civil Rights Day
(No school)

February

17 President's Day
24 – 28 Winter Break – February 24-28

March

11 Teacher Workshop – No school for students

Adopted XXX

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 10th 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 9. 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) member 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 vote at the first session, for the purposes set forth therein, totaling \$67,009,020? Should this article be defeated, the default budget shall 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 the issue of a revised operating budget only.

Estimated tax rate impact: \$.01

Default tax rate impact: \$.13

Not Recommended by the Hudson School Board 5-0

Recommended by the Budget Committee 6-3

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 reached between the PSRP AFT Local #6245, AFT-NH, AFL-CIO (Hudson School District full- and part-time cafeteria

WARRANT ARTICLES

personnel, part-time para-educators and part-time licensed practical nurses) 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	\$751,496
2025-26	\$364,152

and to further raise and appropriate \$751,496 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: \$.16

Recommended by the Hudson School Board 5-0
Recommended by the Budget Committee 8-0-1

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 reached 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	\$155,027
2025-26	\$159,290

and to further raise and appropriate \$155,027 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: \$.03

Recommended by the Hudson School Board 5-0
Recommended by the Budget Committee 8-1

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 established in March of 1999 and created for that purpose, and further to name the school board as agents to expend this fund?

Estimated tax rate impact: \$.00

Recommended by the Hudson School Board 5-0
Recommended by the Budget Committee 9-0

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 by the Hudson School Board 5-0
Recommended by the Budget Committee 9-0

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 by the Hudson School Board 5-0
Recommended by the Budget Committee 9-0

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 by the Hudson School Board 5-0
Recommended by the Budget Committee 9-0

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, improving and maintaining the farm's buildings and grounds, 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 by the Hudson School Board 5-0
Recommended by the Budget Committee 6-3

WARRANT ARTICLES

**Warrant Article 9
Voting Day – By Petition**

Shall the School District and Town of Hudson change the date of the elections from the second Tuesday in March to the second Tuesday in April in accordance with RSA 40:14, which would also change the date of the deliberative sessions to a date between the first and second Saturdays after the last Monday in February, inclusive? This warrant would only take effect if it passes on both the town and school district ballots.

Submitted by petition

Not Recommended by the Hudson School Board 5-0

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

True Copy of Warrant – Attest:

Hudson School Board

HUDSON SCHOOL DISTRICT POLICY

ACAC Title IX Sexual Harassment Policy & Grievance Process

Reviewed: For School Board First Reading February 5, 2024

Related Policies: AC, AC-E, GBEAB, JICK & JLF

Category: P

The definition of “Sexual Harassment” is found in Section II.B of this Policy. Instructions for making a report or complaint of sexual harassment are found in Section II.J.1. The “Title IX Grievance Process” is Section III, and the procedure for filing a formal complaint to initiate the grievance process is found in Section III.A

I. Restatement Of Policy Prohibiting Discrimination On The Basis Of Sex

Per Board policy AC, Title IX of the Education Amendments Act of 1972 (“Title IX”), as well as RSA 193:38, among others, the district does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment are prohibited in the district.

II. Title IX Sexual Harassment Policy

A. Application of This Policy

While all forms of sex-based discrimination are prohibited in the district, the purpose of this policy is to address, and only to address, sexual harassment as defined in Title IX and Sec. II.B, below, that occurs within the educational programs and activities of the district, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The “Title IX Grievance Process” is set out in Sec. III below. While the district must respond to all “reports” it receives of sexual harassment, the Title IX Grievance Process is initiated only with the filing of a formal complaint.

~~The purpose of this policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within the educational programs and activities of the district. For harassing conduct which does not meet the definition of sexual harassment under Title IX and this Policy, the district’s response will be governed under other applicable laws and policies per Board policy AC, and policies referenced therein.~~

This policy shall apply to all students, employees, and any third party who contracts with the district to provide services to district students or employees, upon district property or during any school program or activity.

Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law. Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law

enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy and shall annually appoint a district Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy AC-E , which policy shall be updated and disseminated annually with the Title IX Coordinator's name as set forth in Board policy AC.

B. Definitions

As used in this Policy and the Title IX Grievance Process, the terms below shall have the meaning ascribed.

- "Actual knowledge" occurs when the district's Title IX Coordinator or ANY employee of one of the district's schools (other than a "respondent" or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.
- "Complainant" is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.
- "Days" shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).
- "Decision Maker" means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as "initial decision maker"); or the responsibility to decide any appeal (at times "appeals decision maker") with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.
- "Determination of Responsibility" is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal Complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment Under Title IX.
- "Formal Complaint" means a document filed by a complainant, the complainant's parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the district investigate the allegation of sexual harassment.
- "Respondent" is an individual who is reported to be the individual accused of conduct that could constitute sexual harassment.

- “Sexual harassment” prohibited under Title IX and by this policy is conduct on the basis of sex (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:
 1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
 2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; OR
 3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;
- iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- v. Harassing or sexually suggestive or offensive messages that are written or electronic;
- vi. Subtle or direct propositions for sexual favors or activities;
- vii. Touching of a sexual nature or groping; and
- viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

Note: incidents of the above conduct would still need to satisfy one or more of the criteria in paragraphs 1-3 of this definition.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. District policies prohibit both, but for purposes of its Title IX obligations the district must address reports or complaints of conduct which may constitute sexual

harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process. Except as used in other laws (e.g., Title VII) or policies (e.g., Board policy JICK pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.

Note: Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3rd Party Distance Learning and Other Alternative Instructional Programs: Under federal regulations, in order for the district to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the district must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.

- “Supportive Measures” are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:
 1. Counseling;
 2. Course modifications;
 3. Schedule changes; and
 4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the district’s education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment and/or deter sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II.E, below.

C. Title IX Coordinator

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. The Title IX Coordinator shall receive general and specific reports of sexual harassment and coordinate the district’s responses to both reports and formal complaints of sexual harassment so that the same are prompt and equitable. In addition to any other specific responsibilities assigned under this policy, or as assigned by the Superintendent, the Title IX Coordinator will be responsible for:

1. meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this policy;
2. identification and implementation of supportive measures;
3. signing or receiving formal complaints of sexual harassment;
4. engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. coordinating with district and school-level personnel to facilitate and assure implementation of investigations, and remedies, and helping to assure that the district otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to assignment of persons to fulfill the district's obligations, both general and case specific, relative to this policy (e.g., investigator, decision makers, etc.; this may involve the retention of third party personnel.);
7. coordinating with district and school-level personnel to assure appropriate training and professional development of employees and others in accordance with Sec. II.D of this Policy; and
8. helping to assure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason (see Sec. II.G, below), the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator" shall include the acting Title IX Coordinators.

D. Training

All district employees shall receive regular training relative to mandatory reporting obligations, and any other responsibilities they may have relative to this policy.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must receive training on the definition of sexual harassment, this policy, the scope of the district's education program or activity, and how to conduct an investigation (including the requirements of the reporting and the Title IX Grievance Process, including hearings, appeals, and information resolution processes). The training must also include avoiding prejudgment of the facts, conflicts of interest and bias.

Decision-makers must also receive training on issues of relevance of questions and evidence, including when questions about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes,

must promote impartial investigations and adjudications of formal complaints of sexual harassment, and must be made available to the public as provided in Sec. II.H of this policy.

E. Confidentiality

The district will respect the confidentiality of the complainant and the respondent as much as possible, however, some information may need to be disclosed to appropriate individuals or authorities. All disclosures shall be consistent with the district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action. Examples of required disclosure include:

1. information to either party to the extent necessary to provide the parties due process during the Title IX Grievance Process;
2. information to individuals who are responsible for handling the district's investigation and determination of responsibility to the extent necessary to complete the district's grievance process;
3. mandatory reports of child abuse or neglect to DCYF or local law enforcement (per Board policy JLF;)
4. information to the complainant's and the respondent's parent/guardian as required under this Policy and or the Family Educational Rights and Privacy Act ("FERPA"); and
5. reports to the New Hampshire Department of Education as required under N.H. Code of Administrative Rules Ed 510 regarding violations of the NH Code of Conduct for Education Professionals.

Additionally, any supportive measures offered to the complainant or the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

Except as specified above, the district shall keep confidential the identity of:

1. Any individual who has made a report or complaint of sex discrimination
2. Any individual who has made a report or filed a formal complaint of sexual harassment
3. Any complainant
4. Any individual who has been reported to be the perpetrator of sex discrimination 1
5. Any respondent, and
6. Any witness

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the district to provide the supportive measures.

F. Retaliation Prohibited

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited. Actions taken in response to materially false statements made in bad faith, or to submitting materially false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the district's general grievance process.

G. Conflict of Interest

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated by the district to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

H. Dissemination and Notice

The district shall include in all student and employee handbooks, and shall make publicly available on the district's website] the following information:

1. The district's policy of non-discrimination on the basis of sex (included in School Board policy AC
2. the title, name, office address, email address, and telephone number of the Title IX Coordinator (to be provided pursuant to Board policy AC and its addendum, updated annually, ACE
3. the complaint process; 1 34 CFR 106.71 (a). 2 34 CFR 106.71 (a). Page 7 of 19
4. how to file a complaint of sex discrimination or sexual harassment
5. how the district will respond to such a complaint; and
6. a statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights

The same information shall be provided to all persons seeking employment with the district or seeking to enroll or participate in the district's educational programs or activities.

Additionally, the district will make this policy, as well as any materials used to train personnel as required under Sec. II.D [publicly available on the district's website.

I. Records and Record Keeping

1. For each report or formal complaint of sexual harassment, the district, through the Title IX Coordinator, must create, and maintain for seven (7) years, record of:
 - a. Any actions, including any supportive measures,
 - b. The basis for the district's conclusion that its response was not deliberately

indifferent; and

c. Documentation which:

- If supportive measures were provided to the complainant, a description of the supportive measures taken designed to restore or preserve equal access to the district's education program or activity; or
- If no supportive measures were provided to a complainant, explains the reasons why such a response was not clearly unreasonable in light of the known circumstances.

2. In addition, the district shall maintain the following records for a minimum of seven (7) years:

a. Records for each formal complaint of sexual harassment, including:

- Any determination regarding responsibility, including dismissals;
- Any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
- Any appeal and the result therefrom;
- Any informal resolution process and the result therefrom;

b. All materials used to train Title IX Coordinators, investigators, and decision-makers.

J. Reports of Sexual Harassment, Formal Complaints and District Responses

1. Report of Sexual Harassment

Note: A report does not initiate the formal Title IX Grievance Process. That process is begun only upon the filing of a formal complaint under the procedures set out in II.J.3, and III.A, below.

Any person may report sexual harassment whether relating to her/himself or another person. **However, if any district employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator of the alleged sexual harassment.** Failure to report will subject the employee to discipline up to and including dismissal.

A report of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Additionally, while the district strongly encourages reports of sexual harassment to be made directly to the Title IX Coordinator, the report may be made to any district staff member, including, for instance, a counselor, teacher or principal.

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint or delegate the function to another person.

Note: For any allegation of sexual assault on a student under the age of 18, such conduction shall be reported immediately to the DCYF per Board policy JLF. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., "credential holder"), then a report shall also be made pursuant to Board policy GBEAB.

2. District Response to Report of Sexual Harassment

The district will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another district employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant's wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a formal complaint.

3. Formal Complaints

Pursuant to federal regulations, and this policy, a formal complaint that contains an allegation of sexual harassment and a request that the district investigate the allegations is required before the district may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a person accused of sexual harassment. Once a formal complaint of sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX Grievance Process set out in Sec. III below. The process for filing a formal complaint is set forth in Sec. III.A.

4. Limitation on Disciplinary Action

In no case shall the district impose disciplinary consequences or sanctions against a respondent who has been accused of conduct which may constitute sexual harassment, until the Title IX Grievance Process has been completed.

5. Emergency Removal and Administrative Leave

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other district official charged with a specific function under this policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the district may remove that student, provided that such removal is in full compliance with the IDEA, a student's IEP and or 504 plan if applicable. Such emergency removal shall not be disciplinary. However, the district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

III. Title IX Grievance Process

The Title IX Grievance Process is used only upon the filing of a formal complaint of sexual harassment as described in Sec. III.A, below. The provisions of Section I of the Policy are incorporated as part of the Title IX Grievance Process. Upon receipt of a formal complaint of sexual harassment, the Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to the Title IX Grievance Process.

A. Process for Filing a Formal Complaint of Sexual Harassment

The Title IX Grievance Process is initiated by way of a formal complaint ("complaint" or "formal complaint") filed by the complainant, the complainant's parent/guardian, or the Title IX Coordinator. The complainant may file a complaint or choose not to file a complaint and simply receive the supportive measures. If the Complainant does not file a complaint, the Title IX Coordinator may sign a formal complaint, but only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with the district's attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment (e.g., reports of sexual assault, employee on student harassment, repeat reports, or the conduct in the complainant's report has not been adequately resolved through the provision of supportive measures). If the complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the district must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.

If no formal complaint is filed by the complainant or the Title IX Coordinator no

disciplinary action may be taken against the respondent based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the district or participating in or attempting to participate in the education program or activities of the district at the time of filing. Additionally, although the district will initiate the Title IX Grievance Process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:

1. contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student
2. describe the alleged sexual harassment
3. request an investigation of the matter, and
4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator.

B. Initial Steps and Notice of Formal Complaint

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
 - a. this Title IX Grievance Process, including any informal resolution process;
 - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
 - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - e. that each party is entitled to inspect and review evidence; and
 - f. a reference to any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different district or other employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility (initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).
7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the School Board Chair and the **Assistant Superintendent**, the latter of whom shall have authority to seek guidance from the district’s general counsel, but shall not delay the district’s response to the report as outlined in this Policy.

C. General Provisions and Additional Definitions Relative to Title IX Grievance Process

1. Copies and Notices

Except as specifically stated elsewhere in this policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the district official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report,

must be forwarded to a party's advisor. See Sections III.E.3, and III.E.4).

2. Risk Analysis and Emergency Removal

At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.

3. Administrative Leave

At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.

4. Additional Allegations

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the district shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

5. No Interference with Legal Privileges

At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.

6. Consolidation of Complaints. The district may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the district has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

- a. "Disciplinary sanctions" are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant's equal access to the educational programs and activities of the district.
- b. "Disciplinary sanctions" against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or nonrenewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or

state or federal laws or regulations.

- c. "Disciplinary sanctions" against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district's comprehensive student code of conduct.
- d. "Remedial actions" as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

D. Timeframe of Grievance Process

The district shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.

- a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
- b. 10 days for reviewing information prior to conclusion of investigation
- c. 10 days after receiving report to respond to report
- d. 10 days for decision maker to allow initial questions
- e. 10 days for responses to questions
- f. 10 days for questions and responses to follow-up questions.
- g. 10 days for determination of responsibility decision
- h. 10 days for appeal (6 additional days for administrative steps)
- i. 10 days for argument/statement challenging or supporting determination
- j. 10 days for decision on appeal

2. Delays and Extensions of Time

At any stage of the grievance process, the district (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for

good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s)

E. Investigation

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Sec. III.B.5.

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:
 - a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
 - b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the district and not on either of the parties;
 - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
 - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
 - f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D, below.
 - g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the district, through the Title IX

Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;

3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant district policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 10-20 days[NHSBA recommends] after receiving a Formal Complaint.

F. Determination of Responsibility and Initial Decision Maker

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III.B.5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days [NHSBA recommends] to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.
4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any credibility determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not)
9. The initial decision-maker must issue a written determination/decision within 10 days after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the district's applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
 - f. The district's procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint

1. The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute sexual harassment, even if proved;
 - b. Did not occur in the district's education program or activity; or
 - c. Did not occur against a person in the United States.
2. The district may dismiss a formal complaint with regard to Title IX sexual harassment if at

- any time during the investigation or determination of responsibility stage(s):
- a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled or employed by the district; or
 - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.
 4. Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation or taking action under other district policies, code of conduct or administrative rules/regulations. In some cases, the district may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals Process

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing (“written appeal”), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party’s written appeal:
 - i. Procedural irregularity that affected the outcome of the matter;
 - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
 - iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard. Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec. III.I, below, appeals of disciplinary sanctions may be made pursuant to the district’s ordinary review process for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal (“appeals decision maker”),⁴ who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.

⁴ Although the school board is not precluded from serving as a decision maker with respect to appeals, before it may do so, each member of the board must meet both the training and conflict of interest requirements described in Sections II.D and II.G. Such training may be provided on an as-needed basis, but because of necessary timelines, the framework will need to be in place long before a case is appealed. (Footnote)

4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement (“appeal statement”) in support of, or challenging, the determination of responsibility or dismissal.
5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party’s appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.
6. The appeals decision maker shall provide a written appeals decision after considering the record and the parties’ appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days [NHSBA recommends] after receiving the last of the parties’ written statements per Section III.H.5.

I. Finality of Determination of Responsibility

The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written

determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the Initial Determination of Responsibility would no longer be considered timely. The final determination shall be identified as the Title IX Decision.

Once the Title IX Decision is final, the district may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and district administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The district may also proceed against the respondent or complainant pursuant to the district's applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the district.

J. Informal Resolution

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the district may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the district:

1. Provides written notice to the parties disclosing:
 - a. The allegations of the formal complaint;
 - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

In no event may the district offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Legal References

Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq 20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 CFR. Part 99, Family Educational Rights and Privacy Act Regulations

34 CFR 106.8, Designation of responsible employee and adoption of grievance procedures.

34 CFR 106.30, Definitions
34 CFR 106.44, Recipient's response to sexual harassment
34 CFR 106.4, Grievance process for formal complaints of sexual harassment
34 CFR 106.71, Retaliation
RSA 193:38, Discrimination in Public Schools
NH Dept of Ed. Rules Ed 303.01 (i), School Board Substantive Duties
Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

Adopted: September 28, 2020

Proposed

HUDSON SCHOOL DISTRICT

POLICY CODE: EBCA Crisis Prevention & Emergency Response Plans	FIRST ADOPTION: 08/11/2003
RELATED POLICIES: EB, JICK	LATEST REVISION: 01/06/2020
	Page 1 of 1

Category: Recommended

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

The Superintendent is responsible for ensuring that at least two times per year, the District conducts emergency response drills. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liason with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school.

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is update/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Legal References:

- *RSA 189:64, Emergency Response Plans*
- *RSA 193-D, Safe School Zones*
- *RSA 193-F, Pupil Safety and Violence Prevention*
- *NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety*

HUDSON SCHOOL DISTRICT POLICY

EBCA Crisis Prevention and Emergency Response Plans

Updated: For School Board First Reading February 5, 2024

Related Policies: ADD, EB, EBB, EBCB, EBCD, EG, JICK, JLCJA

Category: Recommended

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in schools and at school-sponsored activities.

A. Site-specific Emergency Operations Plan (RSA 189:64)

Each school shall develop a site-specific school emergency operations plan ("EOP") based on and conforming with the Incident Command System and the National Incident Management System and pursuant to RSA 189:64.

Each Emergency Operations Plan will address hazards as including, but not limited to acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the Superintendent the School Board or local emergency authorities. School building principals, or their designee, shall annually review their site-specific Their EOP will be updated (or report of no changes) to the Superintendent for review before submitting the Emergency Operations Plan to the Department of Homeland Security by the date determined by the agency. (see footnote)

If, after such review, the plan remains unchanged, then the Superintendent/Principal shall notify the New Hampshire Department of Safety by October 15 that the plan is unchanged. On an annual basis, fan the Emergency Operations Plan will be updated/revised, the Superintendent/Principal shall submit the updated Emergency Operations Plan to the Director of Homeland Security through the Emergency Management of the Department of Safety by whatever date is determined as designated by the agency

All-hazard and fire evacuation drills shall be conducted annually pursuant to RSA 189:64 Board policy EBCB.

B. District-wide Crisis Prevention and Response Plan

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan (the "District Crisis Plan"). The District Crisis Plan shall serve as a compilation of each site-specific Emergency Operations Plan for each District school and shall include the current Sports Injury Emergency Action Plan as required under Board policy JLCJA and RSA 200:40-c.

The District-wide Crisis (EOPs) will include provisions addressing coordination of crisis prevention and responses between and among the different schools, grounds, school buses, and other facilities of the district. Additionally, the District Crisis Plan (EOPs) should address:

~~[Insert other provisions or issues the Board wishes such plan to address.]~~

In order to avoid plan/policy conflicts, the District Crisis Plan (EOPs) will reference applicable sections of other pertinent plans rather than restate (e.g., crisis communications should be addressed in the District Communication Plan (EOPs), EG-R).

The District Crisis Plan shall be updated and provided to the Board for review ~~by October 31~~ each year (i.e., after the site-specific EOP's are submitted to the state).

C. Coordination

The Superintendent will establish a relationship with local and state emergency services (e.g., police, fire, ambulance, etc.). Unless otherwise provided in a site-specific EOP, the District-wide Crisis Prevention and Response Plan or the District Communication Plan, the Superintendent, or his/her designee, will serve as the coordinator/liaison with these authorities. Additionally, the Superintendent should designate personnel to explore the availability of any training or support provided by the New Hampshire Departments of Education and/or Safety associated with risk assessment, crisis management, and other matters related to this policy.

¹ ~~[Delete fn.] This date should be early enough to allow the Superintendent/facilities director sufficient time for review before the October 15 deadline to submit to the state.~~

Legal References

RSA 189:64
RSA 193-D
RSA 193-F
RSA 200:40-c
NH Code of Admin Rules, Ed 306.04(a)(2)

Adopted: August 11, 2003

Reviewed: January 6, 2020

Updated:

HUDSON SCHOOL DISTRICT POLICY

EBCC False Alarms, Bomb, Active Shooter and Other Such Threats

Updated: For School Board First Reading February 5, 2024

Related Policies: EBB,

Category: Recommended

The Board recognizes that bomb, active shooter or other such violent threats are a significant concern to the schools. Whether the threat is real or a hoax, it represents a likely substantial disruption to the educational mission of the school, as well as potential danger to the safety and welfare of students, staff, and school property.

No person shall make or communicate, by any means, a threat stating the current or future presence of a fire, an explosion, an active shooter, an explosive device, a biological or chemical substance, or other catastrophic emergency on school premises. This prohibition extends to activating any alarm on school property intended to warn of the presence of one or more such threats or conditions when the person activating the alarm knows the threat or condition is not present, or there is no reasonable basis presence of such threat or condition. Making such threats or false alarms will be deemed a violation of the applicable code of conduct, with potential disciplinary action, and will be referred to law enforcement for potential criminal prosecution.

~~Any such false threat or alarm will be regarded as a serious matter and will be treated accordingly.~~ In the event a violent threat is made, or alarm activated, the building Principals/Supervisor shall follow the pertinent procedures set forth in the District Crisis Prevention and Response Plan (see policy EBCA), and the schools' specific Emergency Operations Plan (EOP). ~~At a minimum:~~

- ~~1. The Superintendent or his/her designee shall make a determination as to whether an immediate evacuation of school buildings is required in accordance with the District Crisis Prevention and response Plan.~~
- ~~2. Simultaneously, local law enforcement authorities shall be notified.~~
- ~~3. An investigation of the threat should be made by local law enforcement authorities or applicable state department.~~
- ~~4. Any decision to re-enter the school or buildings after an evacuation will be made by the Superintendent or designee, and only after such clearance has been given by the appropriate law enforcement agency.~~
- ~~5. The Superintendent or his/her designee will communicate the occurrence of any threat under this policy to the parents of any students in the affected building, whether or not a full evacuation occurred EITHER in accordance with the District Crisis Prevention and response Plan OR the District Communication Plan OR as soon as deemed appropriate under the circumstances.~~

Any decision to re-enter the school or buildings will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.

~~Making a bomb threat is a crime. As such, any person found to have made a bomb threat will be subject to arrest and prosecution according to law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action, in accordance with applicable Board policy.~~

Legal References

RSA 158:9, Possession of Explosives

RSA 644-a False Fire Alarms

RSA 644:3 False Public Alarms

Adopted: January 6, 2020

Proposed

HUDSON SCHOOL DISTRICT POLICY

FA Facilities Development Goals/Priority Objectives

Updated: For School Board First Meeting February 5, 2024

Related Policies: FAA

Category: Optional

A. Policy Statement

As the Board seeks to incorporate the most appropriate and cost-effective risk management techniques for loss prevention and control, and to overcome deficiencies in its physical plant, it strives to provide new and remodeled facilities that will offer the best possible physical environment for learning and teaching. The Board specifically recognizes the need and importance of regular and substantial capital maintenance, renovation, improvement and expansion consistent with realistic fiscal constraints.

- B. Facility Considerations, Goals and Objectives.** In establishing specific facility plans, the Board will use the following considerations, goals and objectives among others:
1. Facilities, including buildings, ground, and playing fields, that will accommodate organization and instructional patterns that support the district's educational philosophy and instructional goals.
 2. Meeting all safety requirements through the remodeling and renovation of older structures.
 3. Providing building renovations to meet requirements on the availability of public school facilities to handicapped persons whenever possible.
 4. Building design, construction, and renovation that will lend themselves to low maintenance costs and the conservation of energy.
 5. Facilities that will also lend themselves to community use in ways consistent with the district's overall goals.
 6. Keeping the community informed about the condition of district facilities as well as the perceived needs in the areas of capital improvement expansion and acquisition.

Decisions pertaining to education specifications of new buildings and those undergoing extensive remodeling will be developed with the input of teachers, students, parents, and the community.

- C. Capital Improvement Program.** The Facilities Director~~[insert person or committee responsible for facilities planning, e.g., board facilities committee, superintendent, etc.]~~~~[See Adoption note a. in heading of sample.]~~ will prepare and update a long-range capital improvement program, to be reviewed at least every 2 years with **Capital Improvement Committee**, that identifies District school facility goals, provides projected expenditures, and outlines procedures and guidelines to be followed to accomplish Board and District goals. This program will be provided to the Department of Education pursuant to RSA 198:15-a, so that the state can project funds needed for building projects occurring in the District and elsewhere.

Legal References

RSA 198:15-a

Adopted: March 16, 2020

HUDSON SCHOOL DISTRICT POLICY

JEB Age of Entrance

Updated: For School Board First Reading February 5, 2024

Category: Required

Annual Review

The policy of the Hudson School Board is to admit students to first grade whose sixth birthday occurs on or before September 30, in accordance with RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil: A parent/guardian of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such a child shall attend full time when such school is in session.

A. Statement of Policy

A pupil may enter kindergarten if the chronological age will be five on or before September 30 of the year of entering school.

A pupil shall be required to enter grade one if the chronological age will be six on or before September 30 of the year of entering school. See RSA 193:1.

A birth certificate must be presented upon registration as proof of the date of birth.

B. Incoming Students Transferring from Another District

Incoming transfer students in grades 2-8, inclusive, will be placed in accordance with the data forwarded by the sending District. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee.

Incoming transfer students in grade 1 will be admitted to grade 1 if their chronological age will be six before December 31 of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent.

C. Waivers

Waivers covered by this policy for early admittance shall only be granted for a three-month probationary period. Before the end of the probationary period, the District will assess whether the waiver/placement is appropriate. If the District determines that the waiver/placement is not appropriate, the student will be subject to reassignment by the Superintendent of Schools or his/her designee. For a waiver of early admittance into kindergarten, reassignment shall mean withdrawal from school. Parents requesting a waiver for early admittance to kindergarten must agree to withdraw their child if the waiver/placement as determined by the District is not appropriate. Likewise, parents requesting any other waiver under this policy must agree to reassignment if the placement is not appropriate. Likewise, parents requesting any other waiver under this policy must agree to the reassignment if the placement is not appropriate.

D. Requesting a Waiver

Parents/guardians may request a waiver for delayed entry or early admittance.

Waiver Timeline

1. March 1 - A parent or guardian submits the waiver request form by March 1, prior to the school year in question.

All students applying for a waiver will need to take the appropriate grade-level screener in the spring.

2. May 1 – Screener results with recommendation from the screening team will be delivered to the Superintendent.

3. May 15 – Superintendent or designee will inform parents/guardians in writing of the decision relative to the request.

4. **All decisions will be concluded by June 1.** ~~The Superintendent's decision shall be final. If the parent/guardian is not satisfied with the decision of the Superintendent, the parent/guardian may appeal to the School Board. A letter requesting appeal must be received by June 1-~~

5. ~~June 30 The School Board shall make every reasonable effort to schedule a hearing no later than June 20 in order to receive oral testimony from the parent/guardian.~~

6. ~~The school Board shall issue its written decision within 15 days of hearing evidence.~~

7. ~~If the parent/guardian is not satisfied with the decision of the School Board, he or she will have the right to appeal to the New Hampshire State Board of Education pursuant to RSA 193:3.~~

E. Information Considered

A waiver of the school entrance age policy will be granted in those cases judged to be appropriate in all assessed areas. All reviews relative to waiver requests are confidential.

A parent/guardian who wishes to request a waiver should be aware that considerations may include, but are not limited to, the following information:

1. The school entrance age policy, as stated in Section A above
2. Any hardship other than space or staffing which may result to the School District if the child is granted a waiver to the school entrance age policy
3. Enrollment, class sizes and space
4. Information regarding the child's intellectual abilities
5. Information regarding the child's social and emotional development
6. Information regarding the child's physical abilities
7. Written recommendation(s) of a kindergarten teacher(s), preschool teacher(s), daycare provider(s), or other individuals with specific knowledge of the child's intellectual, social, and physical abilities
8. Information regarding the academic and/or social success of children who are admitted to school at a young age
9. Evidence of whether the child will be harmed if he or she is not granted a waiver, and evidence of what kind of harm may result
10. Any behavioral or developmental issues which the child may face as a result of early admittance to school, and the resources available to help prevent and/or address such issues if they arise
11. Options, other than early admission to school, which are available to the child
12. Issues relating to the credibility of the evidence presented

Legal References

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

Approved: April 17, 2017

Reviewed: July 20, 2020

Updated: January 30, 2023

First Reading: February 20, 2023

Second Reading: March 13, 2023

Updated: March 13, 2023

First Reading: November 6, 2023

Second Reading: November 20, 2023

Updated: November 20, 2023

Proposed



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

6:30 pm Budget Meeting
Non-Public Session

School Board Meeting Minutes – January 22, 2024- Draft

In Attendance

Board Members

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

SAU Staff

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

A. Call to Order [0:00:09]

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

B. Public Input [0:00:35]

There was no public input.

C. Presentation to the Board [0:01:12]

1. New England Association of Schools and Colleges (NEASC) Report

Alvirne High School Principal Steve Beals and Dean of Academics Joyce Wise presented the NEASC Report information. Step one was the Collaborative Conference Visit which included self-reflection. There are five standards: learning culture, student learning, professional practices, learning support and learning resources. It was noted that the first priority area was of ensuring that curriculum documents are written in the NEASC format; new courses for this year were not

quite done when the report was written but they were done when the visiting team attended, so that priority area is not included in the document.

- Gratitude was extended to Steering and Self-Reflection Committee members as well as the final editor, Susan Bureau.
- Priority areas include examining and revising curriculum documents in all departments to target and assess transferable skills/dispositions outlined in the Portrait of a Graduate document. The visiting team response was that there is a written curriculum consistent for all courses in all departments. Another priority is developing and implementing 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 transferable skills as outlined in the Portrait of a Graduate document. The visiting team agreed. Also, a priority is fostering and deepening the school's shared understanding of learning through the development of competency-based assessment practices that promote active learning, and consistently measuring the depth of understanding, inquiry and problem-solving. The visiting team agreed.
- General commendations include a sense of pride, caring relationships between students and staff, dedication to meeting individual student needs, and collaboration/growth supported by inclusion of PLC time for faculty during the day.
- There was a review of commendations regarding:
 - learning culture: a variety of academic programs, emotional, intellectual and physical safety felt by students/staff, and kindness and among students
 - student learning: value of flex time, wide array of opportunities of the program of studies and focus on equity by opportunities to enroll in heterogeneously leveled courses
 - professional practices: development of a capstone project that incorporates learning standards outlined in the Portrait of a Graduate;
 - incorporation of a CTE program providing real world experiences and a schedule that incorporates flex time and accommodates a PLC model focused on the development of consistent, meaningful curriculum
 - learning support: multi-departmental collaboration; resources and assistance available through the library; and providing a sense of belonging for families with diverse language backgrounds
 - learning resources: allowance of the CTE lab spaces for students to pursue their interests;
 - relationship between the school and local emergency services;
 - and the pride and commitment of the District and Board to meet the needs of the school community.
- Recommendations include: engaging faculty in professional development regarding highly functioning professional learning communities to support strong collaborative culture; gathering information from faculty on professional

development; and extending support for new teachers, ensuring the maintenance of a strong learning and school culture.

- Next steps include progress on recommendations; decennial visit (Spring of 2024); decennial self-study preparation (Fall 2024-Spring 2025); staff participation in decennial visits; and hosting the decennial visit on October 5-8, 2025.
- Staffing and filling classroom spaces is a concern as that is uncertain (regarding program of studies, resources, declining enrollment, etc.).
- Assessment scores need improvement, especially in math, though there were successes in language arts. Resources are being utilized. Preparation for the decennial visit is important. There will be professional development opportunities, feedback based on standards, interventions, and continued movement forward. There was discussion about math skills improvement ideas; suggestions are peer observation and the use of many resources for math in the elementary school.

D. New Business [0:56:16]

1. Alvirne High School 2024 Master Schedule Course Inclusion (Information)

Principal Beals explained the plan regarding the minimum course enrollment procedure. This will help with equity and standardization, considering declining enrollment.

Highlights include four steps on how a course is offered in the master schedule:

- Courses with enrollment of 15 students will be offered in the master schedule with approval of high school administration.
- Courses with enrollment of 10-14 students will be offered in the master schedule with approval of SAU staff in collaboration with the high school administration.
- Courses with enrollment of 5-9 students will only be offered in the master schedule with approval of the Hudson School Board in collaboration with the SAU/high school administration.
- Courses with an enrollment of under 5 students will not be offered in the master schedule.

There was concern about Board over-management regarding decisions on courses running in the high school. The master schedule information will be publicized. The Board appreciated the work done on the guiding document. There was a request to continue conversations on the number of courses and which were not held due to enrollment. Principal Beals suggested changing the term from Board “approval” to Board “review”. Collaboration was appreciated and the process will be transparent.

2. Conference Request (Decision)

Superintendent Moulis presented a request from Occupational Therapist Deidre Shimp for permission to attend the 2024 AOTA-Inspire Conference in Orlando from March 21 - 23, 2024. The total is \$780 for hotel and conference. The Board was not comfortable having Ms. Shimp use her airline credits to purchase the cost of airfare and it was suggested that the cost be covered by the district.

Ethan Beals made a motion to approve the request from Deidre Shimp to attend the 2024 AOTA-Inspire Conference in Florida from March 21-23, 2024, as presented (\$780) with the addition of a \$400 stipend to cover airfare costs. Mike Campbell seconded the motion. Motion passed, 5-0.

3. Budget Transfer (Decision)

Ms. Burk shared information on two budget transfers for review and approval:

- CTE to cover LNA certifications, and
- Alvirne High School to cover new program materials

Ethan Beals made a motion to approve the budget transfers (CTE and AHS) as presented in the total amount of \$15,752.24. Mike Campbell seconded the motion. Motion passed 5-0.

E. Old Business [1:24:30]

1. School Calendar (Decision)

There was a review of the draft school calendar for the 2024-2025 school year. The Hudson Federation of Teachers (HFT) and surrounding schools had reviewed the calendar.

Notes since the last review include:

- students return to school on August 26 and there will be no school on August 30;
- there will be a teacher workshop day on September 10 due to primary voting;
- still pending is the recognition of June 19 as a Federal/State holiday;
- June 20, 2025 is the tentative last day of school for students with 5 built in snow days.
- The 187 teacher day could not occur after June 21st so, with no snow days, the last day for them will be June 16, 2025.
- There was discussion that it might be helpful to highlight the calendar showing the last day for students (taking into account the 5 snow days). Precedent was building snow days into the calendar. Consensus was to keep the calendar as-is.

Ethan Beals made a motion to approve the 2024-2025 School Calendar as presented. Gary Gasdia seconded the motion. Motion passed 5-0.

2. Warrant Articles (Decision)

There was a review of the Warrant Articles. The Budget Committee made changes, updating the operating budget number to \$67,009,020 (the vote was 6-3).

Removals include:

- the positions (paraprofessionals) shifting from part-time to full-time,
- newly proposed full-time positions
- and an Administrative position from part-time to full-time.

The Board will ultimately decide on what is actually done within the scope of the operating budget.

Ethan Beals made a motion to not recommend the operating budget of \$67,009,020. Maureen Dionne seconded the motion. Motion passed 5-0.

Legal counsel reviewed WA-9 regarding the election date from the second Tuesday in March to the second Tuesday in April. The Select Board did vote to recommend 3-1-1. The School Board did not have to recommend or not. There would be potential impact to the hiring process. There was discussion about voter understanding of this article, and the impact of School Board recommendation (or not). Guidance from legal was to not change the article (intent that the vote would occur if the article language changed.)

Ethan Beals made a motion to not recommend Warrant Article 9 regarding voting day. Maureen Dionne seconded the motion. Motion passed 5-0.

F. Recommended Action [1:58:56]

1. Manifests
2. Minutes: January 8, 2024

There was a name correction.

Ethan Beals made a motion to approve the minutes of January 8, 2024, as amended. Mike Campbell seconded the motion. Motion passed 5-0.

3. Hand-Carried Item: Stipends for Additional Playoff Seasons - \$100 Increment Changes

There was a proposal from Director of Athletics Ms. Bonnie that, for every round in the playoffs, there will be an increment change of \$100. The Stipend Committee has reviewed this to compensate coaches. There was discussion about future consideration with other seasons and stipends at the middle school level.

Gary Gasdia made a motion to approve the stipends for playoff rounds as presented. Ethan Beals seconded the motion. Motion passed 5-0.

G. Reports to the Board (Information) [2:05:57]

1. Superintendent Report - Dan Moulis

- Nottingham West experienced a relocation to Alvirne today due to the lack of a water supply; communication and the transfer process was smooth and successful. Buses were responsive.
- On January 10, 2024, the Strategic Plan Committee met and continued to build upon work related to Portrait of a Graduate. They finalized community forum times, locations and dates: January 21, February 6, and February 14, and there will also be virtual forums on February 22, March 6, and March 12, and some additional forums to be determined. Guiding questions for the forums have been completed and include surveys. There will be a televised update this week on the process. Generating interest in attendance to the forums is important, as having a variety of attendees help with roundtable opportunities will be beneficial. This will continue to be a collaborative effort.
- The Stipend Committee meeting last week addressed a second stipend for the Hudson Memorial School Cheer Team as many students are participating and might benefit from a second team. A second coach was recommended by Ms. Bonnie for the boys and girls lacrosse varsity teams (reallocating the Jr. Varsity to this). Stipend pay periods were discussed. Added events were also reviewed, treating them as playoffs.
- The Professional Development Committee worked on a workshop day for tomorrow where each school will have personalized PD focused on PLC time, social and emotional learning training, and literacy training.
- This week there will be one of the quarterly meetings focused on PD by the Administrative team.
- Student Cam Porter, offensive linemen at AHS, made the All Division 1 Football Team Honorable Mention and Matt Lee as Coach of the Year for football in NH.
- HMS wrestling competitors were congratulated for recent placements.
- Two donations were recognized: one from the Lions Club in the amount of \$1000 for the purchase of items to support students/families (with guidance from school nurses); and one from the NH School Principal Foundation and Principal Beals who applied for a grant for \$500 to support a professional book study for teachers, Administration and staff at AHS.
- Last week, he attended the Senate Finance Committee Meeting in Concord. He spoke on the importance of SB396-FN-A sponsored by Senator Carson. Superintendent Moulis spoke of the importance of the allocation of \$672,672.99 to support the upgrade to the AHS CTE specialized ventilation system for the culinary arts program/classroom; there will be one more meeting.

H. Committee Reports [2:23:22]

Ms. Dionne noted that the forums from the Strategic Planning Committee will begin next week. Dates are being publicized and attendance is encouraged. There will be

student input also; there will be times during flex time at HMS and Alvirne in February and March.

Mr. Gasdia noted that there are a lot of grants received and he expressed gratitude for those applying for them. The Town Deliberative session is on February 3, 2024, and there are many Warrant Articles. He encouraged voters to be informed and attend. One petitioned Warrant article relates to changing from a Town Administrator to a Town Manager. There is no impact to the School Board.

I. Correspondence (Information) [2:30:55]

1. Discipline Report - December 2023

The report was reviewed. A graphic representation was suggested to add to the information moving forward. It was noted that HMS had high reports of suspensions/detentions; the administration and teachers were commended for dealing with behaviors/issues. The Superintendent provided review as well.

2. Finance Reports

Details of the fund balance were reviewed as well as transfer history and the student activities Quarter 2 reports.

J. Board of Selectmen - Liaison Comments [2:36:09] - N/A

K. Student Representative Comments [2:36:10] - N/A

L. Board Member Comments [2:36:11]

Mr. Campbell mentioned the Deliberative Sessions and said that the first date to file for candidacy is on January 24 and runs through February 2 at Town Hall. There is a spot on the School Board available and Board members can help answer questions of interested residents. The primary election is the next day and he hopes voters will attend.

Mr. Gasdia also encouraged people to vote and he mentioned that the communication about the snow day went well and he was appreciative about the transparency shown.

Mr. Beals will not be able to attend the Deliberative Session.

Ms. Dionne mentioned that next Wednesday night will feature the CTE Open House from 5:30-7:30pm. She feels it is important to see how tax dollars support programs offered there and she encourages people to attend.

Ms. Whiting mentioned that the Town Deliberative Session will occur before the School Deliberative Session and at both, it is very important to hear from the community. She encouraged people to attend both sessions.

M. Non-Public Session per RSA 91-A:3 II a, b, and c. [2:41:34]

At 9:12pm, Ethan Beals made a motion to enter into a non-public session per RSA 91-A:3 II a, c, e and I. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

- Legal update
- Compensation of teachers
- Personnel matter
- Kindergarten waiver process
- SAU staff was dismissed at 10:36pm

R. Return to General Session and Adjourn

At 11:28pm, Mike Campbell made a motion to return to general session and adjourn the meeting. Ethan Beals seconded the motion. Motion passed 5-0. Roll call vote.

Submitted by

Susan DeFelice

Non Public submitted by Dan Moulis, Kim Organek and Gretchen Whiting