

Posted: Thursday, November 17, 2022

At: All Hudson schools, SAU building, district website



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

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

## November 21, 2022 – Agenda

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)**

Assistant Superintendent Kim Organek will share a good news update

7:03pm

**D. New Business**

**1. Teamsters Tentative Agreement Ratification (Decision)**

Business Administrator Jen Burk will review the tentative agreement

**2. Staples Donation (Decision)**

Assistant Superintendent Kim Organek will review a [donation of school supplies](#)

**3. Class of 1962 Scholarship and Donation (Decision)**

[John Kendall's Art Donation](#)

7:15pm

**E. Old Business**

**1. Hudson School District Warrant Articles (Decision)**

Superintendent Dan Moulis and Business Administrator Jen Burk will present and discuss the 2023-24 warrant articles

[Warrant Articles - draft](#)

NH State Board of Education – [Building Aid](#)

**2. Superintendent’s Goals (Discussion)**

Superintendent Dan Moulis will discuss his [goals](#), previously shared at the November 7 meeting

8:00pm

**F. Policies**

**1. Second Reading (Decision)**

<a href="#">BHE School Board Use of Email</a>	NHSBA version replaces <a href="#">current policy</a> *
<a href="#">EEAEA Mandatory Drug and Alcohol Testing</a>	Current policy with tracked changes
<a href="#">EHAB Data Governance and Security</a>	Current policy with tracked changes
<a href="#">GBCD Background Investigation and Criminal History Records Check</a>	NHSBA version replaces <a href="#">current policy</a> *
<a href="#">IHCD Advanced Coursework/Advanced Placement Courses &amp; STEM Dual and Concurrent Enrollment Program</a>	Current policy with tracked changes
<a href="#">IJOE Volunteers</a>	NHSBA version replaces <a href="#">current policy</a> *
<a href="#">IK Earning of High School Credit</a>	New policy – NHSBA version
<a href="#">ILBA Assessment of Educational Programs</a>	New policy – NHSBA version
<a href="#">ILBAA High School Graduation Competencies</a>	New policy – NHSBA version

**2. First Reading (Discussion)**

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	Withdrawn by NHSBA – November 2020, Replaced by EBB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

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8:20pm

**G. Recommended Action**

1. Manifests – Recommended action: Make necessary corrections and sign
2. [Minutes – October 26, 2022 - Draft minutes](#)
3. [Minutes – November 7, 2022 – Draft minutes](#)

8:21pm

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

District administrators will share updates for the board and public

1. Superintendent Report

8:25pm

**I. Committee Reports**

Board members will share committee updates (if necessary)

8:30pm

**J. Correspondence (Information)**

1. [Discipline Report](#)
2. [Advanced Placement Course Enrollments](#)

8:32pm

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

8:35pm

**L. Student Representative Comments**

8:38pm

**M. Board Member Comments**

8:45pm

**N. Non-Public Session**

*RSA 91-A:3 II provides certain conditions under which the School Board MAY enter into non-public session. b. The hiring of any person as a public employee.*

*These conditions are:*

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.*
- b. The hiring of any person as a public employee.*
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting.*
- d. Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.*
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency or any subdivision thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.*
- i. Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.*

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- k. *Consideration by school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or of district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.*
- l. *Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.*
- m. *Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.*

9:05pm

**O. Adjourn**

### Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	December 5, 2022	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	December 19, 2022	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 9, 2023	6:30 pm	Hills Memorial Library	Regular Meeting

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## HUDSON SCHOOL DISTRICT

SAU # 81

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

**Daniel Moulis, Ed. D**  
*Superintendent of Schools*  
(603) 886-1235  
[dmoulis@sau81.org](mailto:dmoulis@sau81.org)

**Kimberly Organeck**  
*Assistant Superintendent*  
(603) 886.1235  
[korganeck@sau81.org](mailto:korganeck@sau81.org)

**Rachel Borge**  
*Director of Special Services*  
(603) 886-1253  
[rborge@sau81.org](mailto:rborge@sau81.org)

**Jennifer Burk**  
*Business Administrator*  
(603) 886-1258  
[jbuk@sau81.org](mailto:jbuk@sau81.org)

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To:	Hudson School Board
From:	Kimberly Organeck, Assistant Superintendent
Date:	November 21, 2022
Re:	Staples Donation

The Londonderry Staples store would like to donate 800 purchased donation packs from their store to the district. The packs are pictured below and contain pencils, pens, glue, erasers and highlighters, worth \$5 each. The packs would be distributed to Hudson students.



Jodi C. Hallas  
Associate Principal

Jason C. Tesini  
Associate Principal

Louise M. Goulet  
Assistant Principal

Eric C. Frauwrith  
Career & Technical  
Education Director

# ALVIRNE HIGH SCHOOL

Home of the Broncos

200 Derry Road  
Hudson, NH 03051

Steven J. Beals, Principal

Phone: (603) 886-1260 Fax: (603) 816-3513

William R. Hughen  
District Director  
of School Counseling

Karen E. Bonney  
Director of Athletics

Susan E. Bureau  
Dean of Academics

Sara D. Brown  
Department Chair for  
Special Services

## Memorandum

To: Dan Moulis, Superintendent  
Hudson School Board

From: Steve Beals, Principal

Date: November 15, 2022

RE: Class of 1962 Scholarship and Donation



In mid-October, the Alvirne Class of 1962 held their 60<sup>th</sup> reunion in the Barnyard Café. In celebration of their milestone and connection to Alvirne, their classmates established the “Aggie Maggie” Scholarship in celebration of their classmate, Clare Mansfield, who was the first female FFA student in NH. Our own talented FFA student officers attended the reunion to help recognize Clare with their opportunities now, 60 years later. Our successful team now includes national champions.

The story of “Aggie Maggie” is compelling. Her mother enrolled her at Alvirne, and she vehemently argued with then Principal Chester Steckevicz to allow her participation. The rules at the time specifically did not allow females in the FFA. “Aggie Maggie” was an unofficial participant, but pioneer way before her time.

A scholarship fund was established through donations and included a large amount of donated artwork by classmate, John Kendall. John left Alvirne, enrolled in art at UNH and became an art teacher for 35 years. As an artist himself, he created several original paintings and has donated a large sum to Alvirne. He was recently the subject to a unique NH Chronicle episode highlighting his loss of vision and how he continues his art today by colorizing his art that was originally done in sepia. The main office conference room at Alvirne has many pieces of art available for review and purchase at the cost of \$80 per print if you have an interest for a unique and signed piece of art. His main themes are nautical based. Any pieces that are purchased will directly benefit the Aggie Maggie scholarship fund.

I apologize for being about one month late in sending this email. I do encourage your review of his artwork and invite you to visit his website: [www.kendallink.com](http://www.kendallink.com)



# 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 11<sup>th</sup> day of February 2023 at 9:00 am for the first session of the annual school district meeting, for explanation, discussion, and debate of the Warrant Articles **1 through 13**. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

### SECOND SESSION OF ANNUAL MEETING (OFFICIAL BALLOT VOTING)

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

#### ELECTION OF OFFICERS (Separate Ballot Vote)

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

## WARRANT ARTICLES 2023-2024

### Warrant Article 1 – DRAFT VERSION 1 Alvirne High School Renovation

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

(3/5 ballot vote required)

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

Not/Recommended by the Hudson School Board X-X

# WARRANT ARTICLES

Not/Recommended by the Budget Committee X-X

## Warrant Article 1 – DRAFT VERSION 2

### Alvirne High School Renovation

*[Passage of this article shall override the 10 percent limitation imposed on this appropriation due to the non-recommendation of the budget committee.]* Shall the Hudson School District raise and appropriate the sum of \$27,000,000 (gross budget) for the design, construction, and equipping of additions and renovations to Alvirne High School; and authorize the School Board to accept up to \$8,100,000 in School Building Aid from the State of New Hampshire; and to accept a grant or grants from any other federal, state, or other aid which may be available for said project; and further authorize the School Board to issue not more than \$18,900,000 in bonds or notes for the balance of the project costs in accordance with the Municipal Finance Act, (RSA Chapter 33) and authorize the School Board to issue, negotiate, sell, and deliver such bonds and notes and to determine the rate of interest thereon and the maturity and other terms thereof; and further raise and appropriate the additional sum of \$475,000 for the first year payment on the bond and authorize the School Board to take any other action necessary to carry out this vote or pass any other vote relative thereto?

(3/5 ballot vote required)

Estimated tax rate impact: \$.10

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

## Warrant Article 2 Operating Budget

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

Estimated tax rate impact: \$.27

Default tax rate impact: \$.34

Estimated tax rate: \$XX.XX

Default estimated tax rate: \$XX.XX

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

## Warrant Article 3

### Collective Bargaining Agreement between the Hudson School Board and the Hudson Federation of Teachers



# WARRANT ARTICLES

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

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

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

Estimated tax rate impact: \$.XX

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

## Warrant Article 4

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

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement between the Teamsters Local No. 633 of NH for the Hudson School District Custodians, Electricians, HVAC Technicians and Maintenance Staff and the Hudson School Board which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

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

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

Estimated tax rate impact: \$.XX

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

## Warrant Article 5

### Partial Roof Replacement at Library Street Elementary School

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

Estimated tax rate impact: \$.08

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

# WARRANT ARTICLES

## **Warrant Article 6 Paving at the SAU Office**

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

Estimated tax rate impact: **\$.03**

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

## **Warrant Article 7 Band Uniforms for Alvirne High School Marching Band**

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

Estimated tax rate impact: \$.00

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

## **Warrant Article 8 Expand Playground at Dr. H.O. Smith Elementary School**

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

Estimated tax rate impact: \$.00

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

## **Warrant Article 9 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

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

# WARRANT ARTICLES

## Warrant Article 10

### Music Instruments at Alvirne High School

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

Estimated tax rate impact: \$.00

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

## Warrant Article 11

### Replace the Chair Lift in the SAU Office

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

Estimated tax rate impact: \$.00

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

## Warrant Article 12

### Increasing Funds in the Capital Reserve School Renovation Fund

Shall the Hudson School District vote to raise and appropriate a sum of up to **\$100,000** to be added to the Capital Reserve School Renovation Fund? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation.

Estimated tax rate impact: \$.00

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

## Warrant Article 13

### Update to the Fund Balance Retention

Shall the Hudson School District adopt the revisions to RSA 198:4-b, II enacted in 2020, which allows the District to retain up to 5% of the District's net assessment in any year, allows the expenditure of any amount retained after the School Board first holds a public hearing, and further requires the School Board to include in the annual reporting of the retained fund balance in its annual report to the District?

Estimated tax rate impact: \$.00

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

# WARRANT ARTICLES

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

True Copy of Warrant – Attest:

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Hudson School Board

DRAFT

**FY24 & FY25 School Building Aid Applications in Descending Ranked Order Approved by the State Board of Education  
 November 10, 2022**

Rank	SAU	District	School Name	Project Name	Section C - Brief Description of Project	Estimated Project Cost	SBA Rate	Estimated Building Aid*
1	54	Rochester	Nancy Loud School, School Street School	Consolidation - New Elementary School	A new Kindergarten - 5th grade elementary school on a new site to alleviate enrollment pressures on two existing elementary schools and to enable closure of two of those schools (Nancy Loud School-NL & School Street School-SS) due to building physical, security, safety and deficiencies. This project will eliminate five modular buildings.	\$ 33,618,000	60%	\$ 20,170,800
2	7	Colebrook	Colebrook Academy & Elementary School	Consolidation - Addition to Elementary School	The project is a 28,300 sf addition and 10,000 sf renovation of the existing Elementary / Middle School to accommodate the High School population. The addition includes relocation of the main administration to a new secure entrance, a new Gymnasium, new education space, new and renovated CTE Labs, and renovation of the former administration area into classroom space.	\$ 16,441,247	60%	\$ 9,864,748
3	93	Monadnock	Emerson, Gilsum, Mt Caesar, Troy Elementary School	Consolidation - Additions and Renovations to Multiple Elementary Schools	This project will close Cutler Elementary School and consolidate all Swanzey' s elementary students onto the Mt Caesar Elementary School Site. The other district schools, Emerson Elementary, Gilsum STEAM Academy and Troy Elementary will receive additions and renovations to bring them all up to current building and educational standards.	\$ 35,247,000	55%	\$ 19,385,850
4	8	Concord	Rundlett Middle School	New Elementary School	The project is a new 900 student middle school to replace the existing Rundlett Middle School that was constructed in 1957 as a junior high school with additions in 1967 and 1990. Two sites have been analyzed and are under consideration, the existing Rundlett site which the District owns and a new site on Clinton Street which is being negotiated for potential purchase.	\$ 176,243,428	40%	\$ 70,497,371
5	27	Litchfield	Griffin Memorial School	New Elementary School	This project will be a new elementary school on a new site. The facility will be approximately 90,000 sq. ft. with approximately a 50,000 sq. foot footprint and 40,000 sq. ft. on a second floor.	\$ 32,000,000	30%	\$ 9,600,000
6	10	Derry Cooperative	South Range Elementary, Derry Village School	Consolidation - New Elementary School	This project will replace two old and outdated schools that have a multitude of deficiencies with a new combined elementary school. It was studied that a new school would be a less expensive option and save the school district in yearly costs for operation & maintenance.	\$ 74,970,567	45%	\$ 33,736,755

Rank	SAU	District	School Name	Project Name	Section C - Brief Description of Project	Estimated Project Cost	SBA Rate	Estimated Building Aid*
7	39	Amherst	Clark Wilkins School, Amherst Middle School	Consolidation - Addition and Renovations to Wilkins School	A significant renovation/addition to the Wilkins School that will house grades preschool through grade 5, relocating grade 5 from AMS to the new combined Clark-Wilkins School on the Wilkins site, and obviating the need to use the Clark School. The Clark-Wilkins Project is almost a complete rebuild of the existing school on the existing site. Only the multi-purpose room and the kitchen area will be maintained when the new building is built.	\$ 54,250,179	30%	\$ 16,275,054
8	55	Hampstead	Hampstead Central School	Addition and Renovation	The project will add two new two-story structures to house administration and a nurse's office, library media space, four classrooms, two code-compliant staircase for egress. Certain existing spaces will be remodeled to create a classroom, and academic and special education support areas, 40 year old septic and leach fields will be relocated, and the building's water supply will be upgraded to support fire suppression.	\$ 7,500,000	30%	\$ 2,250,000
9	81	Hudson	Alvirne High School	Addition and Renovation	This project includes 4 parts: 1. Safety & security updates to match Homeland Security recommendations (included cafeteria spaces). 2. Safer site conditions for drop-off, pick-up, and parking. 3. New student auditorium and renovated music space for better accessibility. 4. Energy efficient mechanical upgrades to gym and locker room spaces.	\$ 29,500,000	30%	\$ 8,850,000
10	86	Barnstead	Barnstead Elementary School	Addition and Renovation	Barnstead Elementary School serves grades pre-K - 8 and lacks enough classrooms and unified arts classroom space to adequately meet the needs of its elementary school students or to provide an approved middle school program. The school would like to renovate most of its existing building and build an addition for unified arts programs, science labs and additional classroom spaces.	\$ 23,398,200	45%	\$ 10,529,190
11	48	Thornton	Thornton Central School	Addition and Renovation	The TCS building project is a renovation of existing building to upgrade fire alarm panel, sprinkler, generator, controls, HVAC (oil to propane), lighting, bathrooms, gym, data, security, parking, and bus drop off/pick up zones. The new addition will allow for special education spaces, cafeteria, kitchen, mechanical room moved from interior of the building to an outside wall, single occupancy bathrooms, art, tech/STEM, and music spaces.	\$ 17,139,816	40%	\$ 6,855,926
12	77	Monroe	Monroe Consolidated School	Addition and Renovation	The proposed project is for an addition of a secure entryway to control and limit access to students and staff to only those who have been vetted and have a need to enter the building. Renovate existing spaces within the building to correct services being held in inefficient/unsuitable rooms and to increase the privacy of services and administrative areas.	\$ 2,203,085	30%	\$ 660,926
13	65	Kearsarge Regional	Kearsarge Regional High School	Addition and Renovation	The project includes approximately 16,000 sf of building additions (one story) for a new tech ed, STEAM, culinary arts and administration programs/functions plus approximately 29,000 sf of interior reconfiguration renovation of the existing building for music, art, general classrooms, learning commons, locker rooms, administrative and support spaces plus infrastructure renovations for portions of the remaining school.	\$ 24,505,623	32%	\$ 7,841,799

Rank	SAU	District	School Name	Project Name	Section C - Brief Description of Project	Estimated Project Cost	SBA Rate	Estimated Building Aid*
14	41	Brookline	Richard Maghakian Memorial School	Addition and Renovation	Richard Maghakian Memorial School needs significant upgrades to their HVAC systems which are at the end of useful life. Based on enrollment projections the school will also need to add instructional classroom spaces to meet the projected growth outlined by the recent NESDEC study. The building project will include any updates required to meet current fire, security and building code regulations.	\$ 12,001,000	30%	\$ 3,600,300
15	41	Hollis Brookline	Hollis Brookline Middle School	Addition and Renovation	Hollis Brookline Middle School needs significant upgrades to their HVAC systems which are at the end of useful life. The middle school is also in need of additional educational space based on both enrollment projections as well as instructional goals related to STEM and robotics educational programming. The learning commons at the middle school is in need of reconfiguration to better meet the educational needs of our current and future students. Security issues will also be addressed.	\$ 8,850,000	30%	\$ 2,655,000
16	41	Hollis Brookline	Hollis Brookline High School	Addition and Renovation	Hollis Brookline High School needs significant upgrades to their HVAC systems which are at the end of useful life. The high school is also in need of additional educational space based on both enrollment projections as well as District instructional goals related to STEM and robotics educational programming. The high school cafeteria is undersized for the current population and will need to be expanded to address the anticipated increase in enrollment. Security issues will also be addressed.	\$ 8,225,000	30%	\$ 2,467,500
17	41	Brookline	Captain Samuel Douglass Academy	Addition and Renovation	Captain Samuel Douglass Academy needs upgrades to their HVAC and building control systems that are at their end of life. Based on enrollment projections, the school will also need instructional classroom spaces to meet the projections outlined in the NESDEC study. The building project will also include any required upgrades to meet current fire, security and building code regulations.	\$ 8,254,000	30%	\$ 2,476,200
Totals						\$ 564,347,145		\$ 227,717,420

\*Please note that the Estimated Building Aid listed is not a guarantee of funding. This is an estimate of what the school building aid could be, based solely upon the estimated cost of the project and the district's school building aid rate. Any school building aid award will be based upon this ranking, the total State appropriation available, and the eligibility of project costs.

## **Superintendent Goals**

**2022-2023**

Goal 1: As the new Superintendent, I will engage in meaningful engagement with families and the community.

Evidence of accomplishment:

- Attending PTO meetings
- Attending school events and community events
- Budget Committee meetings
- Participate in HCTV shows
- Engage with Town Departments (Police Department, Fire Department, Department of Public Works, Recreation Department)
- Engage with business partners including attending Chamber of Commerce meetings.

Goal 2: Continue to foster the safety and social and emotional wellness of the schools for students.

Evidence of accomplishment:

- Develop multi-tiered systems of support to social and emotional wellness for students
- Pilot social and emotional assessment for students in certain grades

Goal 3: Assess and evaluate school district systems and processes for improvement and efficiency.

Evidence of accomplishment:

- Policy Manuals for administration
- Updates to policies including an annual review process for all policies
- System for updating policies on the website
- Increase communication between schools and districts with families, students, and the community



Goal 4: Improve the budget process for increased transparency and voter approval of school district budget and warrant articles.

Evidence of accomplishment:

- Develop a Teacher/Staff report to review all personnel needs for the district
- Articulate the need to support teachers' contract to retain teachers and commensurate salaries to hire teachers.
- Review grant funding sources, including review and budget plan for ESSER III funds that end in 2024
- Community forums for Alvirne High School project
- Work with School Board and Budget Committee to highlight increases in budget account lines

Goal 5: Articulate curriculum, instruction, and assessment priorities for the school district to improve students' academic success.

Evidence of accomplishment:

- Increase in State Assessment results in reading, writing, mathematics, and science by 3%-5%
- Increase in i-Ready Assessment results in all grades by 3%-5%
- Increase graduation rates to 100%
- Create assessment reports to the School Board to demonstrate academic progress and goals for improvement
- Review and articulate multi-tiered systems of support for reading and mathematics
  - *This will include an inventory of current reading interventions and math interventions*
  - *Add specific interventions to improve reading fluency, comprehension, and vocabulary acquisition*
  - *Add specific interventions to improve mathematics computation, problem solving, and math application*

# HUDSON SCHOOL DISTRICT POLICY

## BHE School Board Use of Email

Updated: NHSBA version for School Board Second Reading – November 21, 2022, replaces [current policy](#)

Related policies: BEAB & EHB

Category: Recommended

### A. General

Use of electronic communications by members of the Board shall conform to the same standards of judgment, propriety, and ethics as other forms of School Board-related communication.

For purposes of this section, “electronic communications” includes, without limitation, electronic mail ("email"), electronic chat, instant messaging, texting, and any form of social networking that allows two-way comment/input.

Electronic communications among a quorum of the School Board, shall not be used for the purpose of discussing School District or School Board business.

Board members shall avoid reference to confidential information about staff, students or other individuals. Intentional disclosure of such information may subject a board member to individual liability and may constitute a violation of the oath of office.

### B. Applicability of New Hampshire's Right to Know Law

#### 1. Meetings

With very limited exceptions, New Hampshire's "Right to Know" law, RSA 91-A, requires that public bodies (e.g., the school board, and any of its sub- or advisory committees) conduct deliberations and decision-making during duly noticed meetings that the public may attend.

Under RSA 91-A:2, I, a “meeting” occurs when a quorum of a public body discusses (in any manner that allows for contemporaneous communication) a matter over which that public body has supervision, control, jurisdiction, or advisory power. Thus, any electronic communication discussing district or school business that circulates among a majority of a quorum of the board could constitute a meeting and a violation of the Right to Know law.

As to social media especially, board members must exercise great care to assure less than a quorum ever comments on a post or thread regarding school business.

#### 2. Ministerial Communications

Administrative or ministerial communications which do not include substantive discussion are not prohibited by the Right to Know law or this policy. Examples of permitted ministerial communications, electronic or otherwise, include:

- Agenda item suggestions (with no discussion of substance)
- Reminders for upcoming meetings
- Communications needed to schedule meetings

- Board meeting agendas with supporting materials

### 3. Electronic Communications as Records

Any written communication (including electronic communications) created, accepted, or obtained by or on behalf of the School Board or a majority/quorum thereof constitute a "record" of the district. Such records are subject to disclosure unless exempted under RSA 91-A:5 or other law. Likewise, electronic communications are subject to the district's record retention policies and schedule. EHB and EHB-R.

#### **Legal References**

RSA 91-A:2-a, Communications Outside Meetings

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

Adopted: November 18, 2019

First Reading: November 7, 2022

Second Reading:

Adopted or Reviewed

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: BHE School Board Use of Email</b>	<b>FIRST ADOPTION: 11/18/2019</b>
<b>RELATED POLICIES: [Related Policy Codes]</b>	<b>LATEST REVISION: [Latest Revision]</b> Page 1 of 1

### Category R

The Board encourages its members to not communicate to each other via electronic communication (e-mail) regarding official school district business. The Board will not use e-mail as a substitute for deliberations at board meetings, for other communications, or for business properly confined to board meetings. Communications via e-mail of private or confidential school district matters is strictly prohibited.

If an e-mail is originated by a Board member, is communicated to a quorum of the Board, and discusses official school district business, the e-mail will be considered a public document for purposes of the Right to Know Law, RSA 91-A. As such, the contents of the email communication will be publicly disclosed and included in the minutes of the next regularly scheduled Board meeting.

### **Legal references:**

*RSA 91-A:2-a, Communications Outside Meetings*

*RSA 189:29-a, Records Retention and Disposition*

*Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)*

# HUDSON SCHOOL DISTRICT POLICY

## EEAEA Mandatory Drug and Alcohol Testing

Updated: Current policy with NHSBA 2021 Revisions, School Board Second Reading – November 21, 2022

Category: Required by law

### 1. Statement of Policy

The School Board believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the vehicle.

This policy applies to two categories of drivers:

- a. School bus drivers (see RSA 189:13-b; 263:29 & 29-a)
- b. “Contracted carriers”: drivers of vehicles designed to transport 16 or more passengers, including the driver, which are a contract carrier of passengers that has been contracted by the school (see RSA 376:2)

Each driver, as well as others who perform safety-sensitive functions with commercial vehicles that transport students, must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy related to the fitness for duty of transportation personnel.

The Superintendent/designee shall adopt and enact any procedures necessary or appropriate to assure compliance with applicable state and federal laws and regulations.

### 2. Medical Examination of School Bus Operators

In accordance with RSA 200:37, before employing any person as a school bus operator, directly or through a vendor, the School District shall require that such persons submit a certificate signed by a licensed physician setting forth the physician’s findings as a result of the examination to determine the physical condition of drivers in accordance with the requirements of 49 C.F.R. Part 391.41-391.49. Such certificate shall be submitted to the School District prior to the commencement of such employment and the District shall retain a copy of such certification. Every 2 years thereafter, either prior to the commencement of the school year or prior to the reemployment of such persons as a school bus operator, the School District shall require submission of a like certificate, except that school bus operators attaining the age of 70 shall be required to undergo an annual examination and to submit a certificate annually. This provision does not apply to contracted carriers.

### 3. School Bus Driver’s Certificate

No person shall be employed as a school bus operator, directly or through a vendor, unless the person has received a School Bus Driver’s Certificate from the NH Department of Motor Vehicles as required by RSA 263:29.

Contracted carriers shall comply with all applicable provisions of RSA 376:2, as well as have a valid commercial driver's license and operate a vehicle with a valid state inspection sticker.

#### 4. Criminal Background Investigation

Before employing any person as a school bus operator, directly or through a vendor, the School District shall require a criminal background investigation as set forth in RSA 189:13-a and School District policy GBCD. If the school bus operators are employed directly by the District, then the employee will pay for the investigation. If the District contracts with a vendor to provide student transportation services, either the vendor or the bus operator will pay for the investigation at the discretion of the vendor.

#### 5. Mandatory Drug and Alcohol Testing

In compliance with the United States Department of Transportation's Title 49 Code of Federal Regulations, Part 391, all commercial driver's license (CDL) holders and personnel performing safety-sensitive functions related to the transportation of the students of this School District will be required to submit to drug and alcohol testing. Testing procedures and facilities used for the tests shall conform to the requirements of the 49 C.F.R. Part 40. The District and any transportation contractor transporting students on behalf of the District shall utilize the Drug and Alcohol Clearinghouse to comply with all requirements for drug and alcohol testing and reporting, in accordance with 49 C.F.R. Parts 382 and 391.

The term "CDL holder" means someone who is required as part of their job duties to hold a Commercial Driver's License. The term "safety-sensitive function" refers to all tasks associated with the operation and maintenance of commercial vehicles. A "commercial vehicle" is any vehicle capable of carrying 16 or more passengers including the driver.

If the School District employs the transportation personnel directly, the District will be responsible for ensuring compliance with the Mandatory Drug and Alcohol Testing requirements. If the School District contracts with a vendor to provide student transportation services, the vendor shall be the employer and provide assurance to the District on an annual basis that they are in compliance with the Mandatory Drug and Alcohol Testing requirements.

The Drug and Alcohol Testing will include pre-employment, random, reasonable suspicion and post-accident testing as defined by Department of Labor Regulations. The School District supports a zero-tolerance policy related to substance abuse. Therefore, any personnel who have a confirmed positive test for drugs or a confirmed alcohol concentration of 0.02 or greater will be terminated from employment.

#### **Legal References**

*Omnibus* Transportation Employee Testing Act of 1991, 49 U.S.C. §5331

RSA 200:37, Medical Examination of School Bus Operators

RSA 263:29, School Bus Driver's Certificate

RSA 189:13-a, School Employee & Volunteer Background Investigations

RSA 376:2, VII, Motor Carriage of Passengers

49 C.F.R. § 40.1-40.13 (2001), Transportation Workplace Drug Testing Program

49 C.F.R. Part 382, Controlled Substances and Alcohol Use and Testing

49 C.F.R. Part 391, Qualifications of Drivers

Note: Citations have been updated

Adopted: March 2, 2020

First Reading: November 7, 2022

Second Reading

Updated:

# HUDSON SCHOOL DISTRICT POLICY

## **EHAB Data Governance and Security**

Updated: **Current policy with NHSBA revisions, School Board Second Reading – November 21, 2022**

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

Category: Priority/Required by Law

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

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

### **A. Definitions**

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

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

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

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

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

The Data Governance Plan shall include:

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



RSA 359-C:19-21

- e. A requirement for a service provider to meet or exceed standards for data protection and privacy

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

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

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

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

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

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

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

### **E. Data Managers**

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

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

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who

need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

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

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

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

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

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

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

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

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

## **H. Training**

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

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

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

## **J. Consequences**

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

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

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

## **Legal References**

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

RSA 189:68-a \* Student Online Personal Information  
RSA 359-C:19-21 \* Right to Privacy/Notice of Security Breach

**Additional Resources**

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

Adopted: August 26, 2019  
First Reading: November 7, 2022  
Second Reading:  
Updated:

# HUDSON SCHOOL DISTRICT POLICY

## GBCD Background Investigation and Criminal Records

Updated: NHSBA version for School Board Second Reading – November 21, 2022, replaces [current policy](#)

Related Policies: EEAE, EEAEA, GBCE, GDF, and IJOC

Category: Priority/Required by law

To help assure the safety of District students, it is the policy of the Hudson School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with - or supervision of - students, that the administration conducts proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

### A. Definitions

As used in this policy:

1. **Applicant** shall mean and include an applicant for employment or any person seeking to serve in any position falling within the term "Covered Person" as defined below, who is selected by the district for further consideration for such position.
2. **Background investigation** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
  - The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
  - The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible for employment or service in the district.
3. **Conditional offer of employment** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **Contractor** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
  - cafeteria workers
  - school bus drivers
  - custodial personnel
  - any other direct service or services to students of the district or charter school
5. **Covered Person** shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the district, or any applicant/person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of "Designated Volunteer" below are considered "Covered Employees". See Board policy IJOC for additional provisions relating to all volunteers. All Covered Persons are required to undergo training as provided in Board policy GBCE.

6. **Criminal History Records Check or CHRC** means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.

7. **Designated Volunteer** is any volunteer who:

- Comes in direct contact with students on a predictable basis (e.g., library volunteer, [overnight] field trip chaperone
- Meets regularly with students (e.g., community mentor, volunteer assistant coach);
- Meets with students on a one-on-one basis [without the presence of a teacher or other such professional staff member] OR
- Any other volunteer so designated by the School Board or Superintendent

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a “Designated Volunteer,” subject to any additional rules or procedures established by the Superintendent.

8. **Educator Candidate** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the district for a different purpose (e.g., Methods, etc.).

9. **Section V Offense(s)** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current of offenses may be accessed at: <http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>  
“Non-Section V Offenses” are all other crimes offenses, whether felonies or misdemeanors.

10. **Designee** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

## **B. Background Investigation**

The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy. The Superintendent may assign the Background Investigation (but not the CHRC) to someone other than designee but shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the district, student teacher, or a Designated Volunteer to work or serve within the district. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. All decisions regarding employment and the pre-employment process shall conform to the District’s Anti-Discrimination and Equal Opportunity policy, AC.

As part of the application process, each Applicant shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the

time of application. The Applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or until notified that s/he will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee's personnel file and retained pursuant to the District's Record Retention Schedule EHB-R.

### **C. False Information**

The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

### **D. Criminal History Records Check**

#### **1. General**

As part of the District's Background Investigation, each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a Conditional Offer of Employment, or begin service in the district, until the Superintendent, or his/her designee, has initiated a CHRC.

The Applicant shall provide the district with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person and will not be considered for the position.

#### **2. Special Provisions for Educator Candidates, Bus Drivers & Bus Monitors [and Substitutes]**

- Educator Candidate. Educator Candidates who are placed in the district as a student teacher shall undergo a CHRC prior to beginning in the district. For Educator Candidates in the District under a status other than student teacher (e.g., observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.
- Bus Drivers and Bus Monitors. Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.

**3. Results of Criminal History Records Check**

The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or Designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.

**4. Pending Charges or Convictions for Section V Offenses**

If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent’s Designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.

**5. Non-Section V Offenses and/or Past Charges of Section V Offenses**

If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense, or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or Designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or Designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant’s suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider, include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought),

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.

- 6. Fees for Criminal History Records Check. Any applicant for whom the Board requires a CHRC check, or, in the instance of third-party contractors/organizations, the Covered Person’s employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.
- 7. Additional Criminal Records Checks. To the extent permitted by law, the Superintendent or Designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the district.

**E. Conditional Offer of Employment**

Applicants who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the Background Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.

Any Applicant who is offered conditional employment, by way of individual contract or other type of



letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the district is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the district.

#### **F. Final Offer of Employment**

No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the district if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An Applicant may only be extended a final offer of employment or final approval to work/serve within the district's schools upon the satisfactory completion and results of CHRC and Background Investigation,

#### **G. Administrative Protocols/Procedures**

The Superintendent is authorized to establish written protocols for background investigations, and such protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.

#### **H. Contractor and Vendor Provisions**

The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII and policy GBCE.

#### **I. Training of Superintendent/Designee**

The Superintendent or any Designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.

#### **J. Reports of Criminal Offenses Post-Hire or Commencement of Service**

When the District receives a notification of a Covered Person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the district. If the Covered Person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall report to the New Hampshire Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB – Mandatory Code of Conduct Reporting.

**Legal References**

RSA 189:13-a, School Employee and Designated School Volunteer Criminal History Records Check  
RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check  
Code of Conduct for New Hampshire Educators

Adopted: April 6, 2020

First Reading: November 7, 2022

Second Reading:

Updated:

<b>POLICY CODE: GBCD Background Investigation and Criminal Records</b>  <b>RELATED POLICIES: IJOC</b>	<b>FIRST ADOPTION: 04/06/2020</b>  <b>LATEST REVISION: 04/06/2020</b> Page 1 of 1
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*Category: Priority/Required by Law*

### **Background Investigation**

The Superintendent, or his/her designee, will conduct a thorough investigation into the past employment history, criminal history records, and other appropriate background of any applicant as defined in this policy. This investigation shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or designated volunteer to work within the District.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done. For the purposes of this policy the term "applicant" shall include an applicant for employment by the District, an individual with whom the District may contract to provide services directly to students, any person identified by a contractor with the District whom the contractor proposes to assign to provide services directly to students, student teachers who are proposed to be placed in a District school, and designated volunteers. All applicants will be subject to a criminal records history check meeting the minimum requirements of law, however, the Superintendent's protocol may specify additional background check steps for specific groups of employees, such as verifying the educational achievements and employment history of an applicant for a teaching position. The Superintendent's protocol shall include a list of felonies and misdemeanors, in addition to those specified in RSA 189:13-a, V, convictions of which shall be disqualifying. The protocol shall require that an analysis be conducted of any pending charges or convictions for crimes not on the statutory list of disqualifying offenses to determine whether the applicant should be disqualified. The protocol shall take into consideration the time which has passed since the conviction, the facts and circumstances of the charge or conviction, evidence of successful rehabilitation and an extended period of lawful behavior. For charges pending disposition for offenses not on the statutory list of disqualifying offenses, which the applicant discloses or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent shall consider all reliable information in assessing the applicant's suitability. The Superintendent shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.

As part of the application process, each applicant shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or notified that he or she will not be hired. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be

grounds for disqualification from consideration for employment or immediate discharge from employment.

Any applicant for whom the Board requires a criminal history records check or their employer in the case of an employee of a contractor shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.

### **Criminal History Records Check**

Each applicant must submit to a background check and a criminal history records check with the State of New Hampshire, including FBI national records. Refusal to provide the required criminal history records release form and any other required releases to authorize a background check will result in immediate disqualification and no further consideration for the position.

### **Volunteers**

Designated Volunteers are subject to a background investigation/criminal records check and the provisions of this policy. "Designated Volunteers" are defined and so designated pursuant to Policy IJOC. Volunteers not categorized as "Designated Volunteers" per Policy IJOC will not be subject to a background investigation or criminal records check.

### **Conditional Offer of Employment**

Persons who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the background check, the State and FBI criminal history records check, and a determination that there are no disqualifying pending charges or convictions.

No applicant selected for employment shall be extended a conditional offer of employment until the Superintendent, or his/her designee, has initiated the formal State and FBI criminal history records check process and a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the District as a contractor or employee of a contractor is entirely conditioned upon the results of a criminal history records check and background check being satisfactory to the District.

### **Final Offer of Employment**

A person who has been extended a conditional offer of employment or conditional approval to work within the District as a contractor or employee of a contractor may be extended a final offer of employment or final approval upon the completion of a criminal history records check and a background check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of any crime listed in RSA 189:13-a, V; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed as disqualifying in pertinent and applicable law, a person may be

denied a final offer of employment if he/she has charges pending or has been convicted of any crime, either a misdemeanor or felony, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity. Such determination will be made by the Superintendent in accordance with the established protocol and on a case-by-case basis. If the Superintendent chooses to nominate an applicant who has a history of conviction of a crime or with pending charges for a position that must be approved by the School Board, the School Board shall be informed of that history in non-public session.

The Superintendent, or designee, will transmit each applicant's Criminal Record Release Authorization Form and, where inked cards are used, the applicant's fingerprint cards to the State Police. The State Police will then conduct the criminal history records check and will provide the Superintendent with the applicant's criminal history record or confirmation that the individual does not have a record of being charged with or convicted of a crime. In accordance with RSA 189:13-a, III, only the Superintendent will review the criminal history record received from the State Police and shall destroy that document as required by law.

When the District receives a notification of an employee, contractor, contractor's employee, or volunteer being charged with or convicted of a disqualifying offense under RSA 189:13-a, the Superintendent's protocol, or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment agreement or contract to address the individual's ongoing relationship with the District.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

### **Additional Criminal Records Checks**

The Board may require a criminal history records check of any employee, an individual with whom the District has contracted to provide services directly to students, any person identified by a contractor with the District who has been assigned to provide services directly to students, student teachers who are placed in a District school, and designated volunteers at any time.

### **Legal References:**

*RSA 189:13-a, School Employee and Volunteer Background Investigations*

## HUDSON SCHOOL DISTRICT POLICY

### IHCD Advanced Course Work/Advanced Placement Courses & Stem Dual & Concurrent Enrollment Program

Updated: Current policy with NHSBA revisions, School Board Second Reading – November 21, 2022

Related Policies: IKF

Category: Priority/Required by Law

#### A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of, and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and school counselors will aid students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

#### **B. STEM Dual and Concurrent Enrollment Program**

High School and Career Technical Education Center qualified students in grades 10 through 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships
4. Establish criteria for student eligibility to participate in the program
5. Establish standards for course content

6. Establish standards for faculty approval
7. Establish program coordination and communication requirements
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy {\*\*} IKFG

### **Legal References**

RSA 188-E:25 through RSA 188-E:26-28  
Ed 306.141(a)(6), Advanced Course Work

Adopted: May 21, 2018

First Reading: November 7, 2022

Second Reading:

Adopted or Reviewed:

# HUDSON SCHOOL DISTRICT POLICY

## IJOC Volunteers

Updated: NHSBA version for School Board Second Reading – November 21, 2022, replaces [current policy](#)

Related Policies: ABA, GBCD, GBCE, and IJOA, see also Form IJOC-R

Category: Recommended

### A. General Policy

The School Board supports and encourages the use of parent and community member volunteers in our schools to assist school and District staff in meeting the needs of students and serving the school community at large.

### B. Definitions

1. Volunteer. Under the Fair Labor Standards Act (“FLSA”), “volunteers” are persons who perform service (1) without promise, expectation or receipt of compensation for the services rendered (reimbursements, and modest stipends excepted); (2) have offered their services freely and without pressure or coercion from any employer, and (3) are not otherwise employed by the district to perform the same type of services for which the individual intends to volunteer. This expansive definition includes such services whether for classroom or other student programs or activities, or for services such as committee work, chaperones, trades work, etc.
2. “Designated Volunteer” as used in this policy shall have the same definition as in Board policy GBCD - Background Investigation and Criminal Records Check. Before a person may volunteer in a position or perform a function falling within the definition of Designated Volunteer, such person must undergo a background investigation and criminal history Records check as described in policy GBCD. Additionally, as required by RSA 189:13-a, XII and policy GBCE, all Designated Volunteers must receive training and information relative to child abuse prevention.

### C. Coaches

All coaches, including assistant coaches, whether receiving a stipend or not, are Designated Volunteers as defined in paragraph B above. Additionally, head coaches of team or individual sports must be in compliance with all regulations and certification requirements for that sport as set by NHIAA or the applicable organization within which the athletes/members compete or participate. Assistant coaches must meet the same requirements as head coaches or be under the direct supervision of the head coach.

### D. Volunteer Application, Selection and Assignment

Persons wishing to volunteer at the district should complete a Volunteer Application form describing their skills, interests and availability. Such forms will be made available at the Principal’s or SAU office.

Volunteer selection shall be made based on the qualifications and availability of the volunteer. Volunteers shall be provided appropriate training at the building level consistent with their tasks, existing District standards and applicable laws and Board policies. This training shall be coordinated under the leadership of the principal or other supervising administrator. At a minimum, such training



will include (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; (4) expected relationship to regular staff; and (5) information on non-discrimination and prohibition against teaching or advocating discriminatory concepts.

Volunteer assignments shall be made by the building or administrator responsible for that program, or the appointing authority in the event of a committee.

Volunteers shall be assigned only to those staff members who have requested volunteer assistance through their administrative supervisor (e.g., principal, athletic director, facilities director) [or volunteer coordinator], or to administrative or district level committees.

#### **E. Supervision**

Volunteers may not be assigned to perform any services within school buildings or during school activities during times that students may reasonably be expected to be in attendance, unless the volunteer is either a Designated Volunteer (i.e., has undergone a background investigation and Criminal History Records Check, or is under the immediate direction of a staff or administration member within the pertinent program).

#### **F. Volunteer Responsibilities and Duties**

Other than committee volunteers, and head coaches/directors, volunteers may only serve in the capacity of assistants. Instructional services shall be rendered only under the supervision of certified staff.

All volunteers will sign a confidentiality agreement provided by administration and shall refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district employee who has a legitimate educational purpose for discussing such information.

Volunteers with special talents, hobbies or experiences may share those with students in a suitable educational setting scheduled by the staff or administrative member responsible for supervising the class, activity, program or project.

Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.

#### **G. Volunteer Termination**

Volunteers serve at the pleasure of the district. Except as may be provided in an individual volunteer's agreement, services of a volunteer may be terminated, without notice, at any time when circumstances in the judgment of the supervising administrator warrant termination.

#### **H. Implementation**

The Superintendent is authorized to develop and administer any regulations or procedures s/he deems necessary or appropriate to implement this policy.

## **Legal References**

29 U.S.C. 201-219, Fair Labor Standards Act

29 C.F.R. § 553.101, "Volunteer" defined (state and local governments).

RSA 189:13-a, School Employee and Volunteer Criminal History Records Check

RSA 193:40, Prohibition on Teaching Discrimination

RSA 354-A:32, Prohibition on the Content of Government Programs and Speech

RSA 508:17, Volunteers; Nonprofit Organizations; Liability Limited.

First Reading: December 19, 2016

Second Reading: January 23, 2017

Adopted: January 23, 2017

First Reading: November 7, 2022

Second Reading:

Adopted:

# HUDSON SCHOOL DISTRICT

**POLICY NUMBER: IJOC Volunteers**

**ADOPTED: 1/23/2017**

Page 1 of 2

First Reading: 12/19/2016

Second Reading: 1/23/17

## **VOLUNTEERS IN SCHOOLS**

The District recognizes the valuable contribution made by volunteers. The Superintendent or designee is responsible for developing and implementing procedures for the selection and utilization of volunteers.

Volunteers are not assigned roles which require specific professional training or responsibilities that would be the same as a paid school district employee. Their role is to serve in the capacity of assistants.

The Hudson School District offers 2 volunteer positions:

1. A Designated Volunteer
2. An Event Volunteer

### **DESIGNATED VOLUNTEERS**

“Designated volunteer” means any volunteer who:

- comes in contact with pupils on a regular basis
- works a regular and consistent schedule
- meets with students on a regular and/or one- on-one basis
- Any other volunteer so designated by the Superintendent or Superintendent’s designee and/or the building administrator.

Designated volunteers will be subject to a background and criminal record check in accordance with RSA 189:13a. The District will pay for those volunteers needing a criminal record check.

Designated volunteers will:

1. Fill out a volunteer application describing their skills, interests and availability. Such forms will be made available in the Principal’s office.
2. Sign a confidentiality agreement, and refrain from discussing the performance or actions of a student except with the student’s teacher, counselor, principal or other school district personnel who has a legitimate educational purpose for discussing such information.
3. Complete a personnel emergency contact form
4. Sign acknowledgement and receipt of the Hudson School Districts policies on Social media and Title IX sexual harassment.
5. receive orientation including:
  - information about school facilities, routines and procedures, including safety and emergency procedures
  - be assigned a work schedule and place of work
  - given expectations of staff and student relationships
  - be provided training consistent with their tasks

### **EVENT VOLUNTEERS:**

## HUDSON SCHOOL DISTRICT

**POLICY NUMBER: IJOC Volunteers**

**ADOPTED: 1/23/2017**

Page 2 of 2

First Reading: 12/19/2016

Second Reading: 1/23/17

“Event volunteer” means any volunteer who will assist school district personnel with specific events being held by the school administration.

- Event volunteers must be in the presence of and under the supervision of school district personnel at all times.
- Event volunteers will not, at any time have sole responsibility for assisting a student or be left alone with a student or group of students.
- Assignments for event volunteers shall be limited to situations that are supervised by a certified staff person.

A volunteer may be asked to terminate his/her services when circumstances in the judgment of the administrator necessitate termination.

Volunteer athletic coaches or sport officials shall possess proper certification or validation of competence in the rules, procedures, practices and programs of the athletic activity per RSA 508:17.

*Legal references: RSA 189:13-a, School Employee and Volunteer Criminal History Records Check*

# HUDSON SCHOOL DISTRICT POLICY

## IK Earning of High School Credit

Updated: NHSBA version for School Board Second Reading – November 21, 2022; new policy

Related Policies: BAAA, IKF, ILBA, ILBAA, and IMDB

Category: Priority/Required by Law

### Demonstration of Mastery

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined in Board policy ILBAA as “a high level of demonstrated proficiency with regard to a competency.”

Student assessment of mastery outside of normal classwork is the responsibility of the building Principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

### Transfer Credits from Other Approved Schools

Students can receive credits toward graduation for courses from another approved school subject to this Section.

#### 1. Awarding of Credit for Similar Courses from an Approved School

The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. For the purposes of this paragraph B, when reviewing the issue of whether a course or program is “similar,” the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies per Board policy ILBAA, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.

Approved schools include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.

#### 2. Denial of Award Credit for Courses from Another School

The building Principal will provide a timely and written notification of denial to award credit. The written denial shall include a justification for denial, including discussion of criteria set out in paragraph B.1 and any other factors that support the Principal’s denial.

Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal’s denial. Any further review shall be subject to the provisions of Board policy BAAA.

**Legal References**

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

N.H. Dept. of Education Administrative Rule – Ed 306.02(e), Credit

N.H. Dept. of Education Administrative Rule – Ed 306.04(a)(15), How Credit Can Be Earned

N.H. Dept. of Education Administrative Rule – Ed 306.04(a)(16), How A Credit Used To Track Achievement Of Graduation Competencies

N.H. Dept. of Education Administrative Rule – Ed 306.27, High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

First Reading: November 7, 2022

Second Reading:

Adopted:

# HUDSON SCHOOL DISTRICT POLICY

## ILBA Assessment of Educational Programs

Updated: NHSBA version for School Board Second Reading – November 21, 2022; new policy

Related Policies: n/a

Category: Recommended

The Superintendent will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

### Definitions

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- Course Level Competency: the expected content, concepts, and skills to be mastered in a course
- Competency Assessment: the process by which a student demonstrates sufficient evidence of learning
- Mastery: a student presenting sufficient evidence of attainment of the required competencies

### Selection of Assessment Instruments

The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning projects; competency-based assessments; and teacher-designed quizzes and tests.

Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

### Administration and Use of Assessment Instruments

The assessment program will include an approximate schedule for when assessment tools will be administered to students. The schedule will be distributed to staff and the Board before the start of each school year. Teachers will not be bound by this schedule and may still administer tests, quizzes, and other assessment tools as they deem necessary.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Readiness assessment shall be administered to all children entering first grade. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

## **Assessment Results**

Assessment results will be analyzed and used with other data for the following purposes:

- Identify individual student strengths and weaknesses in skill development
- Diagnose strengths and weaknesses of groups
- Individualize instruction
- Report progress to parents
- Select curriculum materials
- Set the pace of instruction
- Select methods of instruction
- Counsel students
- Help determine revisions needed in the curriculum

## **Interpretation of Assessment Instruments**

The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students, and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent will provide an ongoing evaluation of the assessment program and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

## **Evaluation of Assessment Instruments**

The Superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

## **Legal References**

RSA 193-C, Statewide Education Improvement and Assessment Program  
Ed 306.24, Assessment

First Reading: November 7, 2022

Second Reading:

Adopted:



## HUDSON SCHOOL DISTRICT POLICY

### ILBAA High School Graduation Competencies

Updated: NHSBA version for School Board Second Reading – November 21, 2022; new policy

Related Policies: n/a

Category: Priority/Required by Law

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

1. **Competencies** means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.
2. **District competencies** mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
3. **Graduation competencies** means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
4. **Mastery** means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

**Legal References**

Ed 306.02(d), Competencies

Ed 306.02(g), District competencies

Ed 306.02(j), Graduation competencies

Ed 306.02(l), Mastery

Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies

Ed 306.04(a)(25), (26), Graduation competencies

Ed 306.141(a)(6), Achievement of District and Graduation Competencies

First Reading: November 7, 2022

Second Reading:

Adopted:

## HUDSON SCHOOL DISTRICT

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

### Safe Schools

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

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

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

**Legal References:**

*RSA 193-D, Safe School Zones*

*RSA 193-F, Pupil Safety and Violence Prevention*

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

# HUDSON SCHOOL DISTRICT POLICY

## EBB School Safety

Update: NHSBA version for School Board First Reading – November 21, 2022; replaces [current policy](#)

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

Category: Priority/Required by Law

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

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

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

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

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

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

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

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

### **Legal References**

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

RSA 281-A:64, Safety Provisions

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

Adopted: January 6, 2020

First Reading: November 21, 2022

## HUDSON SCHOOL DISTRICT

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

*Category: Recommended See also ADD, EB*

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

**Legal References:**

*RSA 193-D, Safe School Zones*

*RSA 193-F, Pupil Safety and Violence Prevention*

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

# HUDSON SCHOOL DISTRICT POLICY

## EHB Data and Records Retention

Updated: Current policy with revisions for School Board First Reading – November 21, , 2022

Category: Priority/Required by Law

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

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

### A. Record Retention Schedule

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

### B. Special Holding or Destruction Provisions

Notwithstanding the District’s Record Retention Schedule

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

#### 1. Special Education Records

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



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

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

## 2. Litigation Hold

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

## 3. Right-to-Know Request Hold

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

## Legal References

RSA 91-A, Right to Know Law

RSA 189:29-a, Records Retention and Disposition

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

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

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

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

Appendix EHB-R, Records Retention Schedule

## Board Policy History

First Reading: July 20, 2014

Second Reading/Adopted: July 20, 2014

First Reading: May 9, 2022

Second Reading/Adopted: May 23, 2022

First Reading: November 21, 2022

# HUDSON SCHOOL DISTRICT

## IFA Instructional Needs of Each Individual Student

Updated: Current policy with NHSBA revisions – School Board First Reading – November 21, 2022

Related Policies:

Category: Priority/Require by Law

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

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

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

### Legal References

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

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

First Reading: September 24, 2007

Second Reading: October 1, 2007

First Reading: November 21, 2022

# HUDSON SCHOOL DISTRICT POLICY

## IMBC Alternative Credit Options

Updated: Current version with NHSBA changes -School Board First Reading , November 21, 2022

Related Policies: IHBH, IKF, IKFA, and ILBAA

Category: Priority/Required by Law

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

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

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

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

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

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

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

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

- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public

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

- Competency testing in lieu of enrollment under the provisions of Board policy {\*\*} ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at:
  - An approved school under the provisions of Board policy {\*\*} IK
  - An approved home education program (see Board policies {\*\*} IK and Board policy {\*\*} IHBG, and N.H. Dept. of Education Rule Ed 315)
- Demonstration of mastery of required coursework and material, pursuant to Board policy {\*\*} IK.
- Distance, online, or virtual learning opportunities under the provisions of Board policy {\*\*} IMBA
- Extended learning opportunities under the provisions of Policy IHBH.
- College Credit including credit earned through Dual and/or Concurrent Enrollment under Board policy {\*\*} IHCD/LEB
- Early Graduation under Board policy {\*\*} IKFA
- 7th and 8th grade coursework meeting the standards of Board policy {\*\*} IMBD

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course but shall be allowed to take a more advanced level of the subject or an elective.

### **Funding**

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

### **Legal Reference**

*RSA 193-A, Home Education*

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

*N.H. Dept. of Education Administrative Rules:*

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

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

*Ed 306.21, Alternative Programs*

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

*Ed 306.27(ad), Early Graduation*

*Ed 315, Home Education Programs*

First Reading: August 6, 2018

Second Reading: waived

Adopted: August 6, 2018

First Reading: November 21, 2022

# HUDSON SCHOOL DISTRICT POLICY

## JCA Change of School or Assignment

Updated: NHSBA version replaces [current version](#) – School Board- First Reading – November 21, 2022

Category: Priority/Required by Law

Related Policies: JFAA, JFAB & JG

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

### A. Best Interest Re-Assignment - Determination by Superintendent

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District to another class within the school, [ to another public school or public academy within the District], to another public school, public academy, or approved private school in another district.

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

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

#### 1. Procedure

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

**within the district]** or to a public school, public academy, or approved private school in another district.

- d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.
  - e. The Superintendent may present such information as he or she deems appropriate.
  - f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.
2. Finding Reassignment Is or Is Not in Best Interest
- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
  - b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:
    - i. A change of assignment within the student's current assigned school;
    - ii. The student's transfer to another public school or public academy within the district of residence; or
    - iii. The student's transfer to a public school, public academy, or approved private school in another district.
  - c. If the Superintendent *does not find that it is in the best interest* of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

### 3. Tuition Determination

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

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

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

### 4. Transportation

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

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

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

6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.

B. Manifest Educational Hardship - Determination by School Board and Appeal to State Board

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined

As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

2. Procedure for Determination of Manifest Educational Hardship

a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph {###}A.2.C, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.

b. The Superintendent shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days 3 after the request has been received by the Superintendent. The Board shall provide at least two full days notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).

c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student [if applicable] attend another public school, public academy, or approved private school in the District, or attend a public school,



public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.

- d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.
- e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable. 4
- f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).

### 3. Finding of Manifest Educational Hardship

If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student **[[if applicable] another public school, public academy, or approved private school in the District, or]** to a public school, public academy, or approved private school in another district.

### 4. Finding that Manifest Educational Hardship Was Not Established - Appeal to the New Hampshire State Board of Education

If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.

### 5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship

If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

### 6. Transportation

Transportation for a student reassigned to schools in another district under this section B

(manifest educational hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.

C. Admission Requirements

Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit

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

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

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

F. Notice to the Department of Education

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

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

### **Legal References**

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

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

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

### **District Policy History**

Adopted: July 20, 2020

First Reading: November 21, 2022

Second Reading

Adopted or Reviewed

## HUDSON SCHOOL DISTRICT

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

*Category: Priority/Required by Law*

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

**A. Manifest Educational Hardship Change of Assignment Distinguished.**

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

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

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

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

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

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

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

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

**D. Notice to the Department of Education.**

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

**E. Special Education Placements.**

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

**Legal References:**

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

# HUDSON SCHOOL DISTRICT

**POLICY NUMBER: JEC Manifest  
Educational Hardship**

**ADOPTED: 11/7/2005**

Page 1 of 2

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

## MANIFEST EDUCATIONAL HARDSHIP

*formerly 3.4(3)*

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

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

## HUDSON SCHOOL DISTRICT

**POLICY NUMBER: JEC Manifest  
Educational Hardship**

**ADOPTED: 11/7/2005**

Page 2 of 2

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

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



## HUDSON SCHOOL BOARD

18 Library Street Hudson, New Hampshire

6:30 pm

Regular Meeting  
Non-Public Session

### Draft Minutes – October 26, 2022

#### In Attendance

##### Board Members

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

##### SAU Staff

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

#### A. Call to Order [0:00:15]

##### 1. Pledge of Allegiance

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

#### B. Public Input [0:00:30]

There was no public input.

#### C. New Business [0:00:45]

##### 1. FY2024 Budget (Discussion)

###### a. Special Services

Rachel Borge, Director of Special Services, presented the Special Services FY24 budget, with a 0.13% increase over FY23.

Variables impacting this change include:

- Increased number of students requiring out of district programs with increasing specialized needs

- Increased costs associated with students returning from remote learning and the cumulative impact of reduced and fully remote early intervention services
- NH state authorized 5% annual increase in out of district tuition rates
- Investment in improved instructional practices and associated materials
- Careful evaluation and selection of budgeted items needed to effect student progress, meet state and federal mandates, and maintain fiscal responsibility
- Currently, because of demand and unavailability in NH, there are eleven placements in Massachusetts, where a 14% increase was authorized on out of district private placements: an increase of \$88,700.88, over the 5% previously calculated
- Few items have increased by \$5,000; most have decreased.
- Charter school services increased by \$10,000 due to related services.
- Salaries and benefits are down in professional services: life skills, for students up to age twenty-two.

Mr. Gasdia mentioned the \$580K expendable trust fund for Special Education, noting that historically, the budget was underspent by about \$500,000. Ms. Burke noted that plans are made as if that money isn't there so it could be used if necessary for emergencies (e.g., residential placements). To use the trust, a public hearing would need to be held in order to access those funds. Uncontrollable variables include charter schools, foster placements, court ordered placements, and transportation. There is a new system whereby episodic treatment is available in facilities for emotional crises; discussions concerning costs for educational components are taking place in Concord.

Items not included in the budget are improvement of instructional spaces for students with disabilities and continued work with SERESC to improve and enhance programs for students with disabilities.

There was discussion about using some of the reserve fund given the history of underspent end of year funding. Ms. Borge noted that the risk with cutting the budget further is that when money runs out, the district still has the obligation to provide services. Ms. Burk noted that looking at the budget again might reveal savings in attrition and suggested considering the end of year fund balance. Mr. Beals suggested budgeting the life skills lines for \$1 then transferring into that line item at the end of the year. H.O. Smith and Library Street have the most needs.

**b. SAU/Districtwide (0:33:13)**

Jen Burk reviewed the SAU/District budget for FY24. This encompasses:

- SAU staff
- Districtwide positions such as music, athletics, food service and CTE, ESL staff, school counseling and nursing staff, and substitutes
- School Board and related costs
- Professional and curriculum development costs
- Financing costs



## Highlights include:

- Total district wide budget decrease of 9.39% over FY23
- Decrease in salaries and benefits due to: positions funded through ESSER grant line that were moved to building levels in Title 1; ending of the Summer Scholars program; decrease in the NHRS rate; vacant and new position benefit assumptions; and the addition of an instructional coach moving from a grant into the general fund.
- Other expenses decreased by \$33,075 including software programs moved to the technology budget and implementation of a reading program (Collaborative Classroom)
- \$57,104 increase in transportation
- Decrease of \$19,635 in debt/fund transfer interest
- Increase in legal negotiation
- Miscellaneous expenses under School Board line 2311 include: police details, mailer for the annual report, cost for Greater Hudson Chamber of Commerce; the supply line covers flowers for a death in the district, retirement gifts, name plates, etc. There was a question of \$10,000 to be used for miscellaneous expenses; it was noted that historically, the amount has been more than that and has varied. So far, \$188.83 had been used.
- The supplies line under 2320 Superintendent Services will be used towards employee hiring, recruiting and retention initiatives. There was discussion about how to generate more community engagement.
- There was discussion about cell phones and usage.
- It was clarified that school boards cannot give out scholarships from general fund money.
- The Professional Learning Coordinator helps with the mentorship program
- The Curriculum Coordinator establishes K-12 curriculum, evaluates the program, supports staff with pilot programs, provides professional development, etc.
- Two instructional coaches are paid for with ESSER funds

**c. Warrant Articles Draft**

The warrant articles are under review by Attorney Gordon Graham.

There are two versions of the Alvirne High School Renovation Warrant:

- Raise the full amount without a contingency for building aid, or
- Raise and appropriate the balance and do the project if the building aid was available

Warrant Article 1 Draft version 1 and 2, Alvirne High School Renovation

Warrant Article 2 Operating Budget (\$64,066,172; default \$63,748,201)

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

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

- Warrant Article 5 Partial Roof Replacement at Library Street Elementary School (\$250,000)
- Warrant Article 6 Paving at the SAU Office (\$150,000 based on quote which will be made available)
- Warrant Article 7 Increasing Funds in the Capital Reserve School Renovation Fund (\$100,000)
- Warrant Article 8 Update to the Fund Balance Retention (allows up to 5% retention of net assessment)

It was noted that the partial roof replacement at Library Street Elementary School and the SAU paving project are part of the Capital Improvement Plan. There was a request for an updated quote for the roof replacement and more detail on the pavement project.

Other possible warrant articles include Hudson Memorial School science lab renovations, and phase 2 of the H.O. Smith playground.

Principal Steven Beals wondered if, regarding Article 1, if community members can conduct a capital campaign for the community auditorium, is possible under the jurisdiction of the School District. He asked if it is possible to access school impact fees for the paving project under "roadway" since it is used as a transport for Library School drop off.

There were concerns about supporting the fund balance article considering the financial climate and due to the wording (as an emergency). There were concerns regarding the Alvirne renovation during this time also, and that the focus should be on staff.

#### **d. Default Budget**

The default budget is based on the removal of one-time expenditures such as the Nottingham roof replacement and debt services, and the addition of contractual obligations such as CBAs and Special Education costs.

- The FY23 Adjusted operating budget is \$63,169,849
- Total deductions equal \$55,804,696
- Total additions equal \$56,383,048
- The total 2024 default budget is \$63,748,201

Ms. Burk does not suggest cutting the window replacement as it was put out to bid the Board approved the project over multiple years.

There was discussion about publicizing the document that Mr. Gasdia sent to the Board members on the website or social media. Details include looking at historical data, fund balances, vacancies, budgets, actual salaries and benefits, and which administrators spoke about needing more staff.

Mr. Gasdia noted four goals that included:

- Reducing the proposed budget below the default budget (telling the community that the Board understands the economic climate)
- Leveraging the upcoming end of year fund balance to pay for large ticket items

- Putting big ticket items on warrant articles and using savings to fund additional positions requested by administrators to help drive student success
- Reducing overall salaries and benefits to better reflect historical actual spending rates

Mr. Gasdia suggested removing from the operating budget and creating warrant articles for:

- Chairlift replacement (\$75,000)
- Science lab updates (\$200,000)
- Playground phase 2 (\$70,000)
- Marching band uniforms (\$44,960 - do a higher warrant article)
- Food service transfer (\$200,000) - as a contingency since the district could not run a large debt.

Mr. Gasdia suggested partially funding fifteen new positions:

- 3 elementary Interventionists
- 2 HMS social and emotional learning coaches
- HMS board certified behavior analyst position
- HMS family interventionist
- HMS athletic trainer
- 2 Alvirne academic supports
- 3 Alvirne elective teachers
- 2 additional CTE head counts

The positions would be in the budget and the district would have a “salary gap” from support staff, etc. that were unstaffed. He then suggested bringing vacant positions in the budget to \$1, reducing the salaries and benefits total by \$501,000 based on historical spending, with a 3% cushion. He suggested a 1% cushion. All this would provide a budget that is \$33,000 over the default budget.

Ms. Burk noted that the HMS athletic trainer is a contracted service costing about \$20,000 (vs. salaries/benefits). Mr. Gasdia favored giving flexibility to administration to meet academic needs.

Principal Beals noted that support staff, math, English and science teacher positions are needed for academic improvement even if they are vacant. Mr. Gasdia ensured that if the line is brought to \$1, it is not cutting the position; it is for accounting, and money can be tapped into as needed. Principal Beals stated appropriate interpretation is important. Mr. Gasdia clarified that he suggests raising the salary cap and allowing more positions.

Principal Beals suggested adding the music replacement purchase (\$27,000) since it is similar in concept (potentially getting them sooner than later) to the playground project.

The teachers' contract is the biggest budgetary item, and it is necessary to have it pass. Mr. Gasdia feels everything needs to show that this is the biggest priority.

There was discussion about "renting to own" musical equipment and about warrantees.

There will be discussion about the position requests and final decisions on November 7th.

The proposal would be publicized with the intent to fund what was possible and not have a large fund balance because of unfilled positions.

Alvirne High School Proposed Cuts:

***Ethan Beals made a motion to cut \$2500 from Alvirne agenda books line item (bringing the total to \$5,000). Mike Campbell seconded the motion. Motion passed 5:0.***

***Ethan Beals made a motion to cut The Week magazine line by \$750 for one subscription. (\$750 remaining). Mike Campbell seconded the motion. Motion passed 5:0.***

There was discussion about the "Author Visit" line. Ms. Whiting had concerns about the amount of interaction via Zoom for a quantity of students outside of advanced placement classes. Mr. Beals does not think for an additional \$3,000 someone would be physically present, and to serve the freshman class, a virtual piece is beneficial due to scheduling with other grades.

Ms. Dionne questioned the value of online visits. Principal Beals noted it depends on the author (one person for one day for \$8,000, or \$4,000 for two visits, etc.)

He said that the Zoom based field trip for AP was different than an author visit. Speakers cost between \$3,000 and \$5,000 per day. Some visits could be covered with student activity money. He feels money should be kept in this account. The original concept was to serve the whole freshman class with an author visit. Ms. Whiting felt better in knowing the actual cost of speakers.

***Ethan Beals made a motion to cut \$3,000 from the Author Visit line item bringing the line to \$5,000. Mike Campbell seconded the motion. Motion passed 5:0.***

***Ethan Beals made a motion to cut EHall Pass subscription in full (\$3,600). Maureen Dionne seconded the motion. Motion passed 5:0.***

***Ethan Beals made a motion to reduce the game officials line by \$6,575. Mike Campbell seconded the motion. Motion passed 5:0.***

***Ethan Beals made a motion to reduce fiction/nonfiction to \$9,000 (cut \$500) and eliminate the DVDs line (cut \$500). Gretchen Whiting seconded the motion. Motion passed 5:0.***

***Ethan Beals made a motion to cut \$800 from the LEDs/AV equipment line. Mike Campbell seconded the motion. Motion passed 5:0.***

***Ethan Beals made a motion to reduce NEASC accreditation visit to/by \$2500. Mike Campbell seconded the motion. Motion passed 5:0.***

There was discussion about AP testing and the 50/50 split. \$27,000 represented a 100% payment for students taking the test. Ms. Whiting is concerned about cutting cost assistance Exams cost about \$100 each. Principal Beals suggested that paying for half the cost is beneficial.

- This line item was added in FY17.
- For FY22, the cost for testing was \$16,457 (AP, PSAT and HiSet).
- The line item for the current year was \$38,250.
- For FY20, the actual cost in the line item was 22,484.70.
- In FY19, the cost was \$30,446.
- In FY18, it was \$32,140.
- In FY17, it was \$29,053.58.
- The highest number of AP exams was in 2019. Covid impacted numbers.
- If a student could not afford the test, a request was done through the College Board. Otherwise, the school activities line was used. Principal Beals noted that 95 students paid to take the test on the Saturday test day.

***Gretchen Whiting made a motion to reduce the AP/SAT testing line to \$18,000 based on historical data and remove \$5,000 for PSAT. Mike Campbell seconded the motion. Motion passed 5:0.***

Mr. Beals spoke about classroom monitoring software, stating there should be some buy-in from the student; that it leads to teachers watching what students are doing vs. actively teaching; and it is not a perfect solution. Ms. Whiting suggested consulting the IT Director regarding this, as it is in his budget. She is in favor of the concept but not in funding something if it does not work. Mr. Campbell said there seems to be interest in the middle school. Ms. Dionne agrees that more information is necessary. It was noted the program can not be accessed by substitutes. Mr. Gasdia thinks the software is good but is concerned that some teachers manage classrooms well without it, and some did not. He wants to ensure that the software is being used if implemented. Some suggested having Mr. Peterson be present for questions, and perhaps a teacher for comment.

Other discussion topics were the volleyball net at the high school follow-up and cutting the choral cabinet.

CTE Budget

Administrative position (converting Department Head to Assistant Director)

There was discussion on how this would directly affect students, and concern with losing teaching time with this move. More explanation on the value of the conversion was requested.

The Welding Mechanics F/T teacher was not moved forward. Superintendent Moulis felt that bringing forward four positions was a lot, and he suggested looking to the next fiscal cycle. Ms. Burk noted that classroom space was an issue so creative scheduling would be necessary.

The Board discussed removing the \$1100 stipend for being School Board members or reducing it to \$200/each.

***Mike Campbell made a motion to cut line item 46-50 for a total of \$5,925. Gretchen Whiting seconded the motion.***

***Mike Campbell amended his motion to assign \$1 to lines 46-50 (\$5) for a savings of \$5,920. Gretchen Whiting seconded the motion. Motion passed 5:0.***

**D. Non-Public Session - RSA 91-A:3 II a and b [3:11:32]**

***At 9:42pm, Ethan Beals made a motion to enter into non-public session per RSA 91-A:3 II a and b. Mike Campbell seconded the motion. Motion passed 5:0. Roll call vote.***

Items discussed were the hiring of an Assistant Principal at HMS and a personnel matter.

**E. Leave Non-Public Session and Adjourn [ 3:27:32]**

***At 9:58pm, Ms. Whiting made a motion to leave non-public session and adjourn. Mr. Beals seconded the motion. Motion passed 5:0. Roll call vote.***

Submitted by  
Susan DeFelice  
Non-Public by Dan Moulis



## HUDSON SCHOOL BOARD

18 Library Street Hudson, New Hampshire

5:30 pm Non-Public Session  
6:30 pm Regular Meeting

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### DRAFT Minutes – November 7, 2022

#### In Attendance

##### Board Members

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

##### SAU Staff

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

Brett Gagnon, Board of Selectmen Liaison  
Emily Dozois, Student Representative

#### A. Non -Public Session – RSA 91-A:3 II c

*At 5:32pm Gretchen Whiting made a motion to enter into non-public session per RSA 91-A:3 II c. Maureen Dionne seconded the motion. Motion passed 5-0.*

Reports were reviewed

#### B. Leave Non-Public Session

*At 6:16pm Gretchen Whiting made a motion to leave non-public session and begin the regular meeting. Maureen Dionne seconded the motion. Motion passed 5-0.*

#### C. Call to Order [0:00:15]

##### 1. Pledge of Allegiance

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

An agenda topic was added under New Business regarding a proposed Disney trip.

**D. Public Input [0:01:00]**

Peggy Huard of 13 David Drive expressed concern that the district will have a \$3 million fund balance as early as November and felt \$250,000 could be released. Other concerns included under-utilized line items, a proposed \$200K transfer from the general fund to Food Service and the CTE Center revenue. She felt vacant positions and related benefits could be removed and some capital improvements (valued over \$50,000 for lifespan of 5 years) seemed commingled in line items.

**E. Good News Update (Information) [00:10:06]**

Superintendent Moulis shared that on October 24, there was an assembly at Alvirne High School where Commissioner Edelblut and Deputy Commissioner Christine Brennan presented the Teacher of the Year award to Lt. Colonel Cheetham.

State representative Kim Rice presented a declaration for Colonel Cheetham, on behalf of the NH House of Representatives.

**F. New Business [0:13:14]****1. Alvirne High School FFA-National Convention (Information)**

CTE Director Eric Frauwirth and FFA students shared information from their recent trip to Indianapolis for the National Convention on October 25-29. Highlights included:

- Fourteen FFA members attended
- Career development event - fourteen members worked to build two walls of electrical wiring in ninety minutes - bronze award winner
- Veterinary Science Team - team of four demonstrated knowledge of small and large veterinary care through written math exams, practicums, identifications of breeds, etc.; Placings: first time a NH team placed first at a national FFA convention, individuals placed: Katie Amidon (15th), Ava Noel (9th), Lizzie Bliss (5th), and Nico Carlen (4th)
- Forestry Team - James Rowe, Donovan Greenwood, Parker Berube and Jacob Rhyner demonstrated skills and diagnosed forestry disorders. They participated in a knowledge exam, practicums, and tree identification  
Placings: the team placed silver, individuals placed: gold (Parker Berube and James Rowe); silver (Donovan Greenwood) and bronze (Jacob Rhyner). Victoria Scarbro gave a speech on agricultural technology in the dairy industry and placed bronze. Matt Rice placed bronze in extemporaneous speaking
- Dairy showmanship - Hannah Seccareccio placed silver
- Donovan Greenwood requested approval to attend winter leadership camp (January 13-15, 2023) at Camp Brickwoods in Alton, NH. The per student \$70 cost would be paid through fundraising and family contribution

Representative Kim Rice read a letter acknowledging the Alvirne FFA competitors and CTE advisors on behalf of the NH House of Representatives: Olivia Smith, Victoria Scarbro, Seamus Alukonis, Parker Berube, Kyleigh Richards, James Rowe, Jacob Rhyner, Hannah Seccareccio, Donovan Greenwood, Robert Maucieri, Ava Noel, Elizabeth Bliss, Kaitlyn Amidon and Nico Carlen. A group photo was taken with the school board.



## 2. FFA Winter Leadership (Decision)

FFA students sought permission to attend Winter Leadership in January.

***Mike Campbell made a motion to grant permission to FFA students to attend Winter Leadership in January 2023. Ethan Beals seconded the motion. Motion passed 5:0.***

## 3. 2022 Special Olympic Youth Summit (Decision)

Alvirne Principal Steve Beals presented information on the Special Olympics Youth Summit at Waterville Valley November 30 and December 1, 2023. Three students will be attending.

***Mike Campbell made a motion to approve the Alvirne High School trip to the Special Olympics Youth Summit at Waterville Valley on November 30 and December 1, 2023. Maureen Dionne seconded the motion. Motion passed 5:0.***

## 4. Disney World Trip

Mr. Scagnelli and Mr. Gagnon proposed a request to the Board for an Alvirne music department trip to Disney World over the April 2023 break. The trip has not happened since 2017. Approximately 66 students will travel to Florida. (70 for performance purposes).

***Gretchen Whiting made a motion to approve the Alvirne music department Disney World trip in April 2023 as presented. Mike Campbell seconded the motion. Motion passed 5:0.***

## 5. Alvirne High School Winter Extra Curricular Nominations

***Ethan Beals made a motion to approve the Alvirne High School Winter Extra Curricular Nominations as presented. Maureen Dionne seconded the motion. Motion passed 5:0.***

## G. Presentations to the Board [0:32:03]

### 1. High School Assessment Results (Information)

Steve Beals, Sue Bureau, and Bill Hughen presented Alvirne High School assessment and graduation data. Highlights included:

- There was a slight decline in attendance at the high school during the pandemic; those numbers are rebounding this year
- There is an issue with students that have late arrival not checking in and a solution for that is currently being worked on
- iReady is available at the high school for grades 9 and 10
- Teachers will look at assessment data and critical skills and assist individual students and across curriculum
- Freshman seminar and flex time advisory period is being used to help with academic support and transition, remediation, etc.
- Suggestion was made for grade 8 to have block scheduling in preparation for high school scheduling
- There was discussion about collaboration between schools
- Teachers who teach 5 classes have 80 minutes of weekly professional learning/collaboration
- SAT- NH state assessment (grade 11 ELA and Math)

- ELA - 2022: 510 (exceeding the 480 benchmark)
- Math - 2022: 483 (under the 530 benchmark) there was not the same catch-up achievement in math as there was in ELA and “cultivating the environment/atmosphere” for this is important, especially for challenged students who enjoy going to school for electives instead of extra math classes. Possibilities are to offer math each day to a cohort of students, utilizing math tutors, and more test preparation. The math department head is researching what is done in other districts, as more interventions are important.
- There was concern that 125 ninth and tenth graders scored three or more grade levels below in math. Looking at growth, that number reduced to 118 who scored three or more grade levels below.
- There is concern about the low science assessment scores; a consultant had come in and PLCs were worked on during prep time and there has been improvement.
- There was discussion about issues such as math phobia/memory attention problems/attention span (e.g., more of a societal problem)
- AP Data SY22 - pass rate data showed an increase in pass rate from 61% in 2018 (254 exams) to 73% in 2022 (133 exams). 154 students are signed up for this year.
- Competitors (95.67% in 2021) and HiSET (2.10%)
- Graduation rates - 2021: 83.2% (Hudson 4-year/263 students); 2.28% AHS dropouts; 7.2% HiSET). The strategic plan goal is a 90% graduation rate for a 4-year diploma. It is unclear how to account for students who transferred in/out or stayed in school longer.
- Post-secondary: there was a decrease in the number of students entering a 4-year college, 2-year college, and military or training school. Some students used the 2+2 pathway program that was pushed by the state and went to a 2-year college then transferred to another school to accumulate less student loan debt. More celebration could be done for students’ post-secondary entrances.
- Dedicating flex time to engage students and providing academic support (perhaps at the middle school also); vertical articulation; professional collaboration (problem-solving) and a daily pilot for a cohort of students in math are helpful for student improvement

## H. Old Business [01:52:25]

### 1. Budget Follow-up/Final Action (Decision)

A proof of concept regarding classroom management software was put together by Kevin Peterson, with teacher statements. HMS eighth grade teacher Kim Bourassa explained that students are not learning if they are using an application online to do math; students need to stay engaged and focused. The software would allow teachers to focus on the lesson and spend less time monitoring student devices. There was a question on how substitutes would use the software. Ms. Bourassa noted that she does not leave computer work with substitutes. \$20,000 is proposed in the budget. There was discussion the program could be piloted in the middle school.

***Gretchen Whiting made a motion to reduce the cost of the classroom management software line to \$5,000 to be used for a pilot program. Maureen Dionne seconded the motion. Motion failed 2:3. (no votes were Gary Gasdia, Ethan Beals and Mike Campbell)***

***Ethan Beals made a motion to reduce the cost of the classroom management software line to \$0. There was no second.***

There was review of the updated memo by Mr. Gasdia regarding the budget (staff positions, allocations, providing flexibility for administration for hiring, and big budget items being warrant articles including the SAU chairlift, HMS science classroom lab renovations, the ELC playground and band uniforms).

The administrative team met, and feedback was positive with a caveat that if warrant articles fail, the work cannot be done. A suggestion was to maintain marching band uniforms in the budget, as this is not a capital improvement need. The team had concerns with funding for vacancies (60% for salaries but not for benefits); there is potential for deficit spending. Another issue was setting up a new budget allocation for paraprofessionals but maintaining funding for vacant positions such as an English teacher, math teacher, etc. that were needed.

It was noted that the items could be removed from the budget for transparency and made into warrant articles in priority order to be funded with end of year surplus.

***Ethan Beals made a motion to remove from the FY24 School District Budget the following: SAU chairlift replacement; HMS science labs; HOS playground phase II; marching band uniforms; and the lease value for music instruments. Gretchen Whiting seconded the motion. Motion 4:1 (No - Mike Campbell)***

***Ethan Beals made motion to have five individual warrant articles: SAU chairlift replacement (\$75,000); HMS science labs (\$200,000); HOS playground phase II (\$30,000); purchase of 125 marching band uniforms (\$56,200); and purchase outright the suggested music instruments (\$27,350) to be paid out of the end of year fund balance). Priority order would be determined later. Motion passed 5:0.***

Ms. Burk noted that the district already had \$7,000 in student meal debt. Since the food service program cannot operate in debt, it must be offset with general fund resources. In the past few years, the food service fund balance was higher because of the free meal program over the pandemic. Cross appropriation was not feasible. The largest need was in FY20 for \$320,000. The food service program is self-funded. (money raised from revenues vs operating expenses) and non-federal fund sources (money raised by taxation) is needed to cover the debt.

***Ethan Beals made a motion to reduce the food service transfer item to and by \$100,000. Gretchen Whiting seconded the motion. Motion approved 5:0.***

There was discussion about adding positions and funding out of vacant positions. There is concern that certain positions not currently filled may be needed in the future.

CTE Eric Frauwirth spoke about the request to move the department chair to an assistant director position. The chair position is already administration, and the assistant director role would not include teaching. Chairs observe and mentor teachers in the department. CTE has

twenty-one teachers to observe/mentor and this is difficult to accomplish while teaching classes. There would be no budgetary impact for this move. Mr. Beals expects department chairs to teach. The new full time business instructor position, proposed in the budget, would pick up the two classes that were currently taught by the chair. Faculty observation and mentoring time would be gained.

It was noted that there are twenty-six paraprofessional vacancies. Mr. Campbell noted that, though he valued these positions, he did not see them all being filled. The contract is up in June 2024 and in negotiations next fall. Consideration will be given to change from a part-time para model to a full-time para model. Thought and planning are necessary.

***Mike Campbell made a motion to reduce ten paraprofessional positions to \$1 for a savings of \$174,950. Gretchen Whiting seconded the motion. Motion passed 5:0.***

There was discussion about the proposed part-time receptionist position (\$12,014) to help with preschool registrations.

***Ethan Beals made a motion to cut \$1,001 for HMS choral cabinet. Maureen Dionne seconded the motion. Motion passed 5:0.***

## 2. FY23 Budget Update (Information)

Business Administrator Jen Burk will report on the current status of FY23. There was discussion about the athletic trainer position that the board felt was not high priority at this time.

Ms. Borge noted that Massachusetts is raising tuition rates by 14% and Hudson budgeted at the NH rate of 5%. This difference is \$88,712.88. The special education budget was previously over by \$500,000 but there is risk if there are a few new, costly court-ordered placements.

Mr. Beals did not favor landscaping contracts; he favored having this covered in the budget.

With total adjustments to the budget (including reductions from the last board meeting and tonight) of \$671,187, the new proposed FY24 budget is \$63,394,985. This is \$353,216 less than the proposed default which stayed the same.

***Ethan Beals made a motion for the School Board to recommend the FY24 School District budget go to the Budget Committee in the amount of \$63,394,985. Mike Campbell seconded the motion. Motion passed 5:0.***

Warrant articles will be brought back for review and will be presented to the Budget Committee mid-December.

Mr. Beals spoke about the budget process, noting that the Hudson School Board put forth the most competitive budget possible.

Financials:

- Estimate, not hiring positions that are actively posted = \$8.6 million left
- Estimated \$3.3 million at the end of the year due to the high number of vacancies

#### I. Policies - First Reading (Discussion) [3:38:45]

Superintendent Moulis reviewed several policies for first reading.

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

These policies will be brought back for second reading.

#### J. Recommended Action [3:45:18]

##### 1. Manifests

##### 2. Minutes - October 17, 2022

An edit was to remove the word “absent” next to Mr. Gasdia’s name.

##### 3. Minutes - October 20, 2022

***Mike Campbell made a motion to approve the minutes of October 17, 2022, as amended and October 20, 2022, as written. Maureen Dionne seconded the motion. Motion passed 5:0.***

#### K. Reports to the Board (Information) [3:46:03]

##### 1. Superintendent Report

Superintendent Moulis reported:

- Walkthroughs began at Alvirne and Hudson Memorial and Chief Dionne reviewed security
- Topics of discussion with staff and the superintendent include district goals, the budget process and future district planning
- Meetings with families as part of community outreach: Zoom meeting on November 16
- The administrative team is reading *Ten Mind Frames for Leaders: The Visible Learning Approach to School Success*
- November 8, Voting Day, was a professional learning day with focus on curriculum work
- Kim Stephens was hired as the new district accountant
- A personal thank you note was sent to all staff for their dedication and if applicable, a retention bonus was reflected in their November 10 paycheck

- He attended the Chamber of Commerce meeting to meet with local businesses as part of community outreach

2. Assistant Superintendent Report

Ms. Organeck welcomed Steve Campo, new assistant principal at Hudson Memorial School. November 8 is a professional learning day and staff will participate in Know & Tell training. Anne Wallace, the math and STEM specialist from the NH DOE will present information on incorporating math standards across the curricula in K-8. The high school staff will work on NEASC.

3. Director of Special Services Report

Ms. Borge reported that there will be legislation proposals upcoming. She spoke to the Legislative Oversight Commission on Children Services regarding the satisfaction rate across the state (district supported 80% satisfaction; state reported 79% satisfaction). There was examination of the role in district of the ABA (Applied Behavior Analysis) Coordinator, staffed by a BCBA (Board Certified Behavior Analyst).

4. Business Administrator Report

The business administrator had nothing further to add.

**L. Committee Reports [3:54:15]**

Ms. Whiting said the subcommittee put together by the Budget Committee reviewed the Alvirne renovation. The motion to postpone the Alvirne renovation until FY25 failed, so only a verbal recommendation could be made. It was requested that the homeland security report be available to budget committee members.

**M. Correspondence (Information) [3:56:48]**

Superintendent Goals 2022-23 will be part of the next Hudson School Board meeting to discuss more: engagement with families and the community; fostering safe and secure buildings for students; social emotional wellness for students in all schools; the budget process; curriculum and instruction and assessment priorities for the district to improve student academic success.

**N. Board of Selectmen - Liaison Comments [3:58:15]**

Mr. Gagnon said that the Hudson Selectmen decided to split the town clerk and tax collector position. This would be a warrant article. Town Clerk Mr. Norway resigned so Donna Melanson was placed as the temporary clerk. \$2.4million in ARPA funds were used for projects such as rebuilding bridges in Hudson (leftover money would be used for other projects TBD). The budget saw increases in materials cost including salt, gas, plow blades. The first Sustainability Committee Subcommittee for Power Aggregation public hearing was on November 15.

**O. Student Representative Comments [4:02:27]**

Emily Dozois is working with an advisor to establish a dedicated student representative email to recognize news or issues that students want her to relay to the Hudson School Board. She congratulated Colonel Cheetham for being NH Teacher of the Year and Alvirne's FFA Vet Science

team for placing first in nationals, as well as the other teams at the conference this year. On November 1, Alvirne hosted an “I Apply Day” with the NH Higher Education Assistance Foundation. Coming up: Alvirne Class Act is presenting Radium Girls on November 18 and 19; HMS will have their book fair November 16, 17, 18 and 21. There is no school November 8 due to a teacher workshop and she encouraged students over 18 to vote.

**P. Board Member Comments [4:03:41]**

Mike Campbell reported that Scouting for Food was this weekend and food would be collected next weekend. He encouraged people to vote November 8.

Ms. Dionne thanked the Hudson Recreation Department for offering many programs.

Mr. Beals was appreciative of all who were working on the budget and for Representative Rice for being at the meeting. He felt that Colonel Cheetham deserved the recognition.

Mr. Gasdia thanked everyone for the work done on the budget, noting this was not the year to increase the budget beyond what was necessary. The Alvirne football team won their game.

**Q. Adjournment [4:08:23]**

***At 10:40pm, Ethan Beals made a motion to adjourn the meeting. Gretchen Whiting seconded the motion. Motion passed 5:0. Roll call vote.***

Submitted by  
Susan DeFelice  
Non-public by Dan Moulis

# Discipline Report

November 16, 2022

## October 2022

School	Days In-School Suspension	Days Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
ELC - Library Street	0	0	0	0
ELC - Dr. H.O. Smith	1	1	0	0
Hills Garrison	4	2	0	0
Nottingham West	0	1	0	0
Hudson Memorial	24	38	5	1
Alvirne	11	22	2	0
<b>Total</b>	<b>40</b>	<b>64</b>	<b>7</b>	<b>1</b>

Hills Garrison – In School Suspension – 2 students, 2 days each

Hudson Memorial

In School Suspension –1 students/3x

Out of School Suspension - 1 students/2x

Alvirne High School

In School Suspension – 1 student/2x

## September 2022

School	Days In-School Suspension	Days Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
ELC - Library Street	0	0	0	0
ELC - Dr. H.O. Smith	0	0	0	0
Hills Garrison	0	0	0	0
Nottingham West	0	2	0	0
Hudson Memorial	8	39	1	1
Alvirne	4	9	2	2
<b>Total</b>	<b>12</b>	<b>50</b>	<b>3</b>	<b>3</b>



Jodi C. Hallas  
Associate Principal

Jason C. Tesini  
Associate Principal

Louise M. Goulet  
Assistant Principal

Eric C. Frauwirth  
Career & Technical  
Education Director

# ALVIRNE HIGH SCHOOL

Home of the Broncos

200 Derry Road  
Hudson, NH 03051

Steven J. Beals, Principal

Phone: (603) 886-1260 Fax: (603) 816-3513

William R. Hughen  
District Director  
of School Counseling

Karen E. Bonney  
Director of Athletics

Susan E. Bureau  
Dean of Academics

Sara D. Brown  
Department Chair for  
Special Services

**To:** HSD School Board

**From:** Steve Beals, Principal  
Susan Bureau, Dean of Academics

**Date:** November 17, 2022

**RE:** Advanced Placement Data Update

We are pleased to provide the following update to our AP participation rate for the 2022-2023 school year:

## Program Summary

Year	Courses	AP Students	Exams	Undecided Exams	Total Cost
2022/23	18	114	195	0	\$17,160
2021/22	19	88	140	0	\$12,025

This increase in the number of students choosing to engage in college-level coursework is positive momentum for our school and district. We are very proud of our students and teachers who challenge themselves through this rigorous curriculum, and we are committed to further opportunities and growth moving forward..

