

Posted: Thursday, June 8, 2023

At: All Hudson schools, SAU building, district website



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

5:30 pm Non-public session
6:30 pm Regular Meeting
followed by Non-public session

Hudson School Board Agenda June 12, 2023

Estimated
time

5:30pm

A. Non-Public Session

(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.

6:30pm

B. Call to Order

Pledge of Allegiance

6:31pm

C. Public Input

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

7:00pm

D. Recognition of Retirees

The School Board and Superintendent Moulis will recognize retirees for their years of service

7:20pm

E. Presentations to the Board

1. Washington D.C. Field Trip Update (Information)

Hudson Memorial School students will share highlights of the Washington, D.C. trip

2. Teacher of the Year Update (Information)

Lt. Colonel Cheetham will share his experience as New Hampshire's Teacher of the Year

7:45pm

F. New Business

1. Part-Time Grant Writer Position Proposal (Information)

Assistant Superintendent Kim Organek will present a memo regarding the addition of a part-time grant writer position

[Part Time Grant Writer Memo](#)

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2. Reclassification of Hudson Memorial School’s Reading Interventionist (Decision)

Superintendent Moulis will request a reclassification of HMS’ reading interventionist to a math interventionist

[Reclassification Memo](#)

3. Unified Insights (Decision)

Director of Special Services Rachel Borge will review the request to change software vendors

[Unified Insights Memo](#)

4. New District Hires (Information)

Superintendent Moulis will present the current list of new hires to the School Board

[New Hire Memo](#)

8:30pm **G. Old Business**

1. Tech Integration Position to Instructional Coach (Decision)

Assistant Superintendent Kim Organek will present additional information to reclassify the tech integrator position to an instructional coach

[Instructional Coach Memo](#)

[Instructional Coaching Data](#)

2. School Board Workshop Follow Up (Discussion)

The Board will discuss follow up to the workshop on May 30

8:45pm **H. Policies**

First Reading

DJE Bidding Requirement	Current policy with proposed changes
IKF High School Graduation Requirements	Current policy NHSBA version replaces current policy
JICDD Student Discipline Out of School Actions	New policy - NHSBA version proposed

Second Reading

BIE Board Member Indemnification	Current Policy with proposed revisions
EEA Student Transportation Services	Current Policy NHSBA version-proposed
EEAEC Student Conduct on School Buses	For withdrawal- withdrawn by NHSBA in 2021 and incorporated into JICC Current Policy
JICC Student Conduct on School Buses	Current Policy NHSBA version replaces current policy
JLCC Head Lice/Pediculosis	Current Policy NHSBA version-proposed NHSBA version

8:55pm **I. Recommended Action**

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [May 22, 2023 Draft Minutes](#)

8:55pm **J. Reports to the Board (Information)**

District administrators will share updates for the board and public

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

9:05pm **K. Committee Reports**

Board members will share committee updates

9:15pm **L. Board of Selectmen – Liaison Comments**

9:20pm **M. Board Member Comments**

9:25pm **N. Non-Public Session**

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

These conditions are:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.*
- b. The hiring of any person as a public employee.*
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting.*

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

TBD

O. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	June 19, 2023	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	July 17, 2023	TBD	TBD	Workshop
School Board	August 7, 2023	6:30 pm	Hills Memorial Library	Regular Meeting

HUDSON SCHOOL DISTRICT

SAU # 81

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To:	Hudson School Board
From:	Kimberly Organeck, Assistant Superintendent
Date:	6/7/2023
Re:	PT Grant Writer

For the 2023-2024 school year, the district will be hiring a part-time grant writer to work for 20-25 hours per week for approximately 225 days during the fiscal year. This position will be funded by existing grant funds, and therefore there will be no impact on the budget.

The grant writer will work with the project managers of the multiple grants we currently receive to write the annual grant applications, track expenditures and coordinate purchases, coordinate with outside entities involved in the grant process such as PMA, submit the required monthly reimbursement reports to the state, and to coordinate with the state on any audits or other reporting required by the funding agencies. The grant writer will also search for new grant opportunities to support the needs of the district and manage all processes required by those future grants to ensure deadlines are met.

The multiple grants that the district currently receives are all managed by staff members across multiple departments. This person will collaborate with all the project managers to efficiently and successfully write and administer the grants for the district, and to work with the finance office to ensure all purchases and expenditures are appropriately tracked, following procurement policies & requirements, and reported to ensure compliance with the regulations.

Memo

To: Dr. Moulis, Superintendent of Schools
Hudson School District

From: Keith D. Bowen, Principal
Hudson Memorial School

Date: 30 May 2023

Re: Request to move the open Reading Interventionist position to become a Math Interventionist Position

Currently, Hudson Memorial School has an open Reading Interventionist position. This position has been open for the entire 2022-23 school year. We are requesting the open Reading Interventionist position be moved to the Math Department as a Mathematics Intervention position.

As we look ahead to the school and district priorities for the 2023-24 school year, mathematics is our top priority at Hudson Memorial School. We currently have 1.5 staff members dedicated to math intervention on staff. In reading, we have 1.5 staff members dedicated to reading intervention on staff and a full-time Reading Specialist. By moving the reading intervention position, we will place a greater emphasis on providing direct support to students in mathematics and have 2.5 staff members dedication to intervening with student's needs academically in both Reading and Mathematics.

Next year, we will be implementing a math lab support for students, as well as providing more opportunities for students in mathematics through our Unified Arts offerings. Our current math interventionist will be leading the way with this effort. By adding personnel to this identified area of need, it will allow Hudson Memorial School to intervene with more students who have academic needs in mathematics and will help to support our priority to improve student outcomes in mathematics.

Thank you in advance for your time and consideration in moving the Reading Interventionist position to a Mathematics Intervention position.

Respectfully,



Keith D. Bowen

Principal

Hudson Memorial School

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To: Hudson School Board

From: Kevin Peterson
Rachel Borge

Date: June 12, 2023

Re: Student Records Management Software

Currently, it is the requirement of the NH Department of Education, through the acceptance of the Project AWARE grant in 2019-202 school year, for any school receiving funds from said grant to utilize a student discipline referral tracking system. In previous years, the expectation has been to utilize the program SWIS for this purpose. Unfortunately, the SWIS software does not integrate with PowerSchool, requiring dual entry of data in both the SWIS software for tracking purposes and PowerSchool for state mandated reporting. Recently, the DOE has granted us permission to use another program with similar features that will better integrate with our Student Information System (SIS) as long as it promotes sustainability after the grant is complete. Below you will see a cost analysis as well as a feature analysis.

Software Comparison

FEATURE	MBA-Behavior	Unified Insights	Panorama	EduClimber	SWIS
Centralized Student Overview					
Securely ingest student data from other district platforms:					
Rostering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment scores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Discipline	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Course failure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IEP/504 Status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demographic flags	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other: EL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
View all students and up-to-date tier recommendation levels:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
View all individual and historical student data in real time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student data is shared collaboratively by teachers and support team members	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic, Behavioral, and SEL Support					
Easily create groups with common intervention and progress monitoring plans					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
View academic and behavior/SEL universal screening and benchmark data					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students in need of intervention using universal screener data					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administer competency-based SEL screening surveys					
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Document SMART goals, related progress monitoring data, and status					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor drop-out risk factors					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pricing

COST COMPARISON	MBA Behavior	Unified Insights	Panorama	Educlimber	SWIS
Price per student	\$1.50	Total: \$24,325.25	Included in total	\$5.48	\$350/school
Setup fees	1500	\$6,600	Included in total	\$2,125	n/a
Professional Development	n/a	\$5,375	Included in total	\$6,500	\$800 per person (only need to train 2 staff per district)
Customer Support	n/a	n/a	Included in total	Learning Community \$1,500 for 20	n/a
Additional costs:	n/a	Replacement for Performance matters?	total: 40,650	\$375 for 5 dashboards	n/a

Recommendation

Based on the software options available, we recommend moving forward with Unified Insights. This platform is an upgraded version of the Performance Matters software module developed and maintained by PowerSchool, our student information system (SIS). This upgrade allows the district to better identify trends in student achievement and behavior through improved dashboards and reporting. Also, this is the base platform for additional module, allowing for future expansion of reporting in different areas of concern including risk analysis, MTSS and student readiness.

Also, if we proceed with Unified Insights now, we can take advantage of a current promotion allowing the district to use the software free for the first year and only pay for the implementation cost. This will eliminate the first-year cost burden that would typically include implementation fees and software costs. Year 1 and possibly year 2 expenses will be covered under the Project Aware grant, after which it will need to be added to the district budget, \$8,200 of which will be covered by the existing budgeted cost of Performance Matters.

Timeline

The anticipated plan is PowerSchool Support will migrate the current data from Performance Matters into Unified Insights over the summer break. During that period key stakeholders will be trained in a "Train the Trainer" model. Links to Performance Matters will be replaced by Unified Insights links within the PowerSchool software suites.

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To:	Hudson School Board
From:	Human Resources
Date:	6/8/2023
Re:	New Hires

This is to notify you the following candidates have been hired for the 2023-2024 school year

Kelly Gullage – HGS grade 5 teacher

Madailein Lindsay- Kindergarten teacher Library Street

Rich Loftus- Strategies for Success teacher AHS

Megan McCue- Kindergarten-Grade 1 Special Education teacher LSS

Kate Murphy – Physical Education teacher HMS

Robert Gordon – Grade 7 social studies teacher HMS

Margaret Coish – Kindergarten Special education teacher LSS

Scott Folsom – Mental Health Counselor HMS

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To:	Hudson School Board
From:	Kimberly Organeck, Assistant Superintendent
Date:	6/7/2023
Re:	Reclassification of Tech Integrator to Instructional Coach

Prior to the COVID-19 pandemic, the then Technology Director of the Hudson School District created three tech integrator positions to work with teachers integrating technology into their instruction. We had begun the rollout of one-to-one student devices and this initiative aligned with the third pillar of the strategic plan, creating a vibrant learning environment. During the pandemic, our two tech integrators assisted teachers with the implementation of remote instruction. Since returning to in-person instruction, our teaching staff have used what they learned during remote instruction to their daily lessons.

Over the past two years, we have had great success with our two instructional coaches in the district. We have received very positive feedback from teachers who have voluntarily worked with them on planning, instructional strategies, and classroom management. The integration of technology is part of the curriculum work the coaches do.

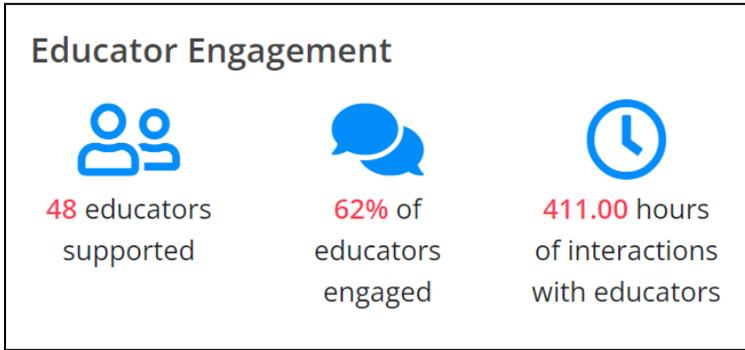
Our instructional coaches have been vital in supporting the twenty-two alternative certification teachers we have hired this year and the sixteen hired (to date) for the 2023-2024 school year. These teachers are not certified teachers and require intense support for three years to complete the site-based professional development plan required for alternative certification. This means that for the 2023-2024 school year there are 38 teachers (at minimum) who will need support with their plan as well as learn pedagogy, classroom management, curriculum and instructional planning, grading systems, and building operations. In addition, there will be first-year hires and teachers who have been in the district and need support.

Our instructional coaches have gathered data and provided information on how they support teachers. The third coach will allow for more teachers to receive the support they need to increase student achievement.

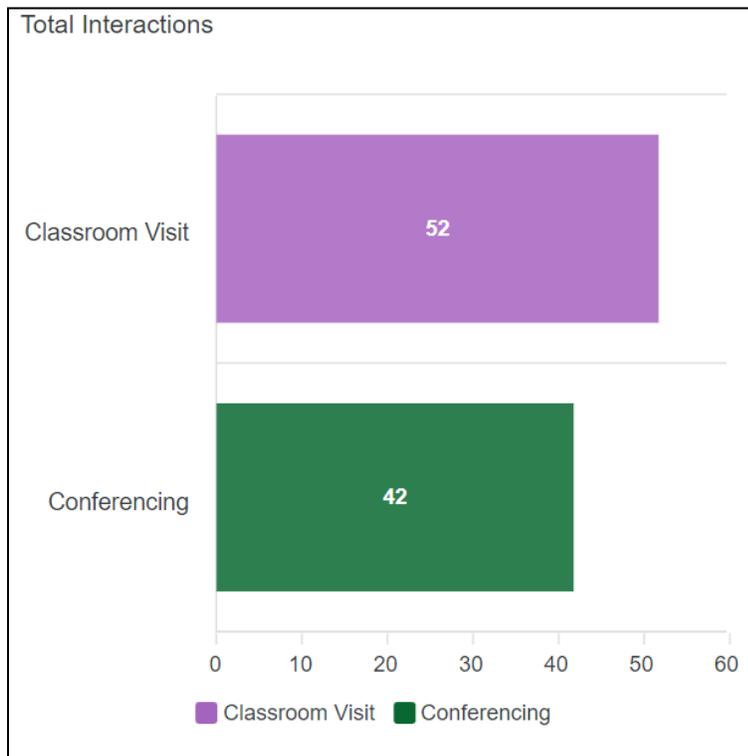
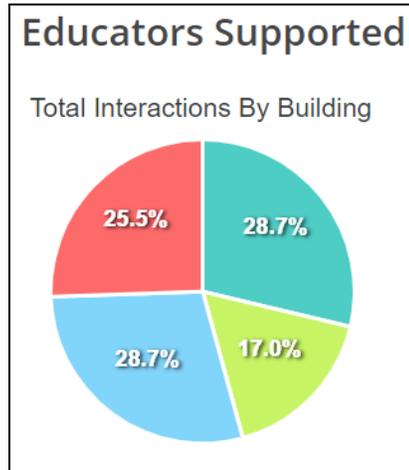
At this time, we have one technology integrator position that has been vacant for the 2022-2023

school year. It is my recommendation that we reclassify that position to become an instructional coach to support our teachers in improving student academic achievement. There is no impact on salaries and benefits in the budget.

Coaching at the Elementary Level



	HO Smith
	NWES
	Library Street
	Hills Garrison



Coaching at the Secondary Level

Educator Engagement



87 educators supported



61% of educators engaged

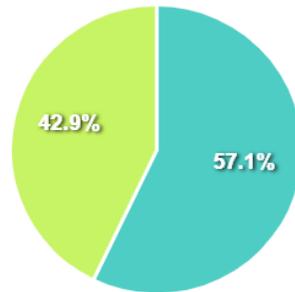


332.98 hours of interactions with educators

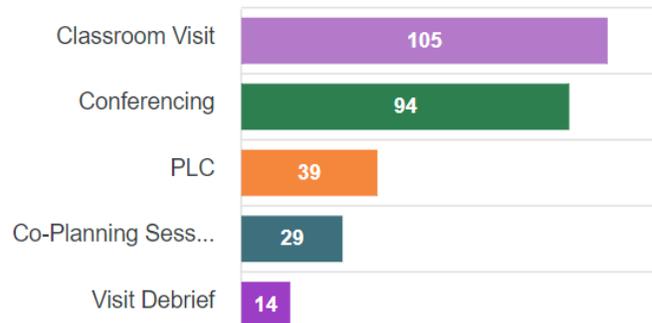
	HMS
	Alvirne

Educators Supported

Total Interactions By Building



Total Interactions



Additional Coaching Activities - Elementary and Secondary

- Collaborating with Coaching Team (Curriculum Coordinator and co-coaches)
- Planning for district-wide PD
- Data Dives/Reflection for grade-level supports
- Meeting with administrators to discuss coaching supports and goals
- Attending meetings for/planning implementation of program pilots
- Planning for/creating materials for district-wide Curriculum Teams
- Cultivating resources and planning for teacher meetings and classroom visits
- Professional Development

Elementary Coaching 2022-2023

Overarching Challenge: Elissa cannot do her job to the fullest because the needs of teachers in four buildings requires her to often work in triage mode. When Elissa schedules sessions with teachers—such as working on small group instruction in mathematics, or supporting teachers with preparing for SAS writing—this important work is often derailed when she is called to another school for pressing needs. The result is teachers become frustrated, which is the last thing we want for the coach-teacher relationship.

With the addition of another coach, we will move toward having sufficient staffing to meet the needs of our teachers at the elementary level.

Library Street would have liked to co-plan with all new teachers to promote standards-based instruction, facilitate the sharing of resources, work with Math Interventionist to implement greater small group instruction, and provide additional support to new teachers implementing learning centers.

H.O. Smith would have liked to co-plan with all new teachers to promote standards-based instruction, facilitate the sharing of resources, and provide greater support to Grade 1 teachers using Collaborative Literacy.

Hills Garrison would have liked to provide additional support for Reading Pilot teachers, attend PLCs to promote standards-based planning and learning, and provide support and modeling for small group math instruction schoolwide.

NWES would have liked to provide additional support for Reading Pilot teachers, attend PLCs to promote standards-based planning and learning, and provide support and modeling for small group math instruction schoolwide.

Secondary Coaching 2022-2023

Emily has a designated office space at Alvirne that she deliberately set-up and promoted as a space in which teachers can meet with her outside the classroom. Emily spends an estimated 2 hours a week (for a total of approximately 80 undocumented hours over the course of the school year) holding open office hours during which teachers drop-in for Q&A, advice, to request feedback on an instructional (lesson) plan, to review assessment results, etc. Planning ahead for next year, we are working with building administrators at HMS to locate/create a similar office space to provide Emily increased visibility in the building and the opportunity to build working relationships with more teachers.

At the midyear point, Emily shifted her focus at HMS from supporting teachers individually to engaging PLCs in structured coaching cycles. This shift allowed her to extend her reach, build more consistent working relationships with more teachers, and execute coaching cycles with fidelity. Next year, Emily is committed to participating in more PLCs at HMS which will create a more balanced time distribution between the two buildings.

HUDSON SCHOOL DISTRICT POLICY

DJE Bidding Requirements

Updated: **Current policy with revisions for School Board Meeting – First Reading, June 12, 2023**

Category: Recommended

The goal of a professionally administered school purchasing system is to ensure the district is fiscally responsible and receives the highest quality products and services in a timely manner from a vendor selected through a fair and open competitive process. To meet that goal, the following standards shall apply for all contracts, purchases of supplies, materials, equipment and contractual services to be paid from any school district account:

- If the total expenditure is in excess of \$25,000 a competitive bid shall be advertised appropriately on the district website. The selection of, and awarding of, a winning bid shall be made by the Hudson School Board.
- If the total expenditure is in excess of \$15,000 to a maximum of \$25,000 the school administration shall secure a minimum of three (3) competitive price quotations. The selection shall be made from the quote that is in the best interest of the district.
- If the total expenditure is \$15,000 or less, school administration shall use sound business practices to select a proposal that is in the best interest of the district.
- Per RSA 95:1 No person holding a public office, as such, in state or any political subdivision governmental service shall, by contract or otherwise, except by open competitive bidding, buy real estate, sell or buy goods, commodities, or other personal property of a value in excess of \$200 at any one sale to or from the state or political subdivision under which he holds his public office.

The Hudson School Board reserves the right to reject any or all bids and to accept that bid which is in the best interest of the district. The board reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The board also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The Hudson School District recognizes there are certain circumstances where a formal bid process is not feasible. The Superintendent, or his/her designee, is authorized to make this determination. Examples of circumstances a formal bid process may not be feasible, include but is not limited to, specialized services, critical shortages and emergency situations. In addition, competitive purchasing requirements may be satisfied by other means, including purchasing from a state or federal contract, or through a governmental cooperative purchasing group.

The Superintendent shall develop procedures for bidding/quotation requirements for district purchasing. The procedures shall be reviewed annually with the School Board. Purchasing of goods and services must be made and approved through the Office of the Superintendent of Schools or his/her designee.

Legal References

RSA 95:1 Public Officials Barred From Certain Private Dealings

RSA 194-C:4 II (a) Superintendent Services

NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards

First Reading: September 11, 2017

Second Reading: October 2, 2017

Adopted: October 2, 2017

First Reading: June 3, 2019

Second Reading: June 17, 2019

Revision: June 17, 2019

First Reading: June 12, 2023

Proposed

HUDSON SCHOOL DISTRICT

POLICY NUMBER: IKF High School Graduation Page 1 of 2	ADOPTED: 9/11/2017 First Reading: 9/11/2017 Second Reading: waived
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HIGH SCHOOL GRADUATION COMPETENCIES

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.

The following chart shows the number of credits that are required to graduate and earn a high school diploma for that year. Students must demonstrate proficiency in the required subject competencies for which they will receive credits for high school graduation are (Ed 306.27, Table 306-3):

CONTENT AREA	2017	2018	2019 and beyond
English	4	4	4
Social Studies	3	3	3
Mathematics (including Algebra 1)	3	3	*4
Science	3	3	3
Fine Arts	0.5	0.5	0.5
Health Education	0.5	0.5	0.5
ICT Literacy (if not met in middle school)	0.5	0.5	0.5
ICT Requirement	0.5	0.5	0.5
Physical Education	1	1	1
Electives	5.5	7	6
TOTAL	21.5	23	23

*Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness.

Such competency may be met by satisfactorily completing:

- a. A minimum of 4 courses in mathematics; or
- b. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied.

The Board reserves the right to require additional academic requirements necessary to graduate from high school.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: IKF High School Graduation	ADOPTED: 9/11/2017
Page 2 of 2	First Reading: 9/11/2017 Second Reading: waived

Awarding of Credit

Credit will be awarded in accordance with Policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

Alternative Credit Options

The Superintendent may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Policy IMBC, Alternative Credit Options and other applicable Board policies.

Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Policy IHBI, Alternative Learning Plans, shall apply in such an event.

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

Revised: May 2014

Revised: August 2006

NHSBA Note, May 2014: Title of the policy has changed. The policy is now Priority/Required by Law. Changes to the definitions listed on Page 1. The content of the policy remains largely unchanged. Some changes to last paragraph on Page 1. Many changes to the Legal References.

HUDSON SCHOOL DISTRICT POLICY

IKF High School Graduation

Updated: NHSBA version replaces [current policy](#) – for School Board meeting June 12, 2023- First Reading

Category: Required by law

Related Policies: IK, IKFA, ILBAA & IMBC

Students generally earn a high school diploma through a combination of high school credit and proficiency or mastery of required district and graduation competencies. Methods for earning credit are discussed in School Board policy IK, while competencies are discussed in School Board policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will receive a diploma or other graduation credential. The School Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

A. Credit Requirements

1. Awarding of Credit

Credit will be awarded in accordance with School Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the principal and will be in accordance with School Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

2. Required Subjects and Competencies Credits

A minimum of twenty-four (24) credits are required to graduate and earn a high school diploma. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2) are:

Content Area	Credits
English	4
Social studies	3
Mathematics (including Algebra 1)	4
Science	3
Fine Arts	0.5
Health Education	0.5
ICT Literacy (if not met in middle school)	0.5
Technology	0.5
Physical Education	1

Electives	7
Totals:	24 credits

3. Alternative Credit Options

The superintendent or principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of School Board policy IMBC, Alternative Credit Options and other applicable School Board policies.

B. Passage of Civics Exam

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating after June 30, 2023, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This exam may be modified for a student with a disability in accordance with the student’s individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the district will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

C. Federal Student Aid Application

Effective for students graduating in 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. File a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or
2. File a waiver on a form created by the N.H. Board of Education with the district indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The district shall provide to each student and, if applicable, the parent/guardian, any support or assistance necessary to comply with the requirement above.

The district shall award a high school diploma to any student who is unable to meet the

requirement above if the student has met all other graduation requirements and the building principal attests that the district has made a good faith effort to support the student or parent/guardian in filing an application or waiver.

D. Early Graduation

The School Board supports early graduation as a means to earn a high school diploma (see School Board policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

E. Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related state requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of School Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

Legal References

RSA 189:11

RSA 193:26-a, Graduation Requirements: Free Application for Federal Student Aid

N.H. Dept. of Education Administrative Rule – Ed 306.27

Revised: August 2006

Updated: May 2014

First Reading: September 11, 2017

Updated: September 11, 2017

First Reading: June 12, 2023

HUDSON SCHOOL DISTRICT POLICY

JICDD Student Discipline Out-of-School Actions

Updated: New NHSBA policy for School Board meeting - First Reading, June 12, 2023

Related Policies: JIC, JICK

Category: Recommended

The School Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the board. However, the board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property or school staff.

Therefore, it shall be the policy of this board that the board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

Cyber-Bullying and Internet Threats

Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of School Board policy JICK.

Legal References

RSA 189:70, Educational Institution Policies on Social Media

First Reading; June 12, 2023

HUDSON SCHOOL DISTRICT POLICY

BIE Board Member Indemnification

Updated: Current policy with tracked changes for School Board Meeting Second Reading June 12, 2023

Category: Recommended

The members of the board and its employees and agents act as agents of the district. None of these individuals should be placed in a position of personal liability for the performance of the responsibilities vested in them by the voters of the district and the state and federal governments.

In order to protect the individual members of the board, its employees and other agents, and the educational interest of the community, the board will purchase, from public school funds, in the absence of governmental immunity or in coordination with governmental immunity, adequate insurance to indemnify board members and agents of the district for their official actions in the service of the school district.

Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who violates the oath of office, or otherwise engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

Legal References

RSA 31:104, Powers and Duties of Towns: Liability of Municipal Executives

RSA 31:105, Powers and Duties of Towns: Indemnification for Damages

RSA 31:106, Powers and Duties of Towns: Indemnification: Civil Rights Act

RSA 31:107, Powers and Duties of Towns: Purchase of Insurance

Adopted December 16, 2019

First Reading: May 22, 2023

Second Reading: June 12, 2023

HUDSON SCHOOL DISTRICT

POLICY CODE: EEA Student Transportation Services	FIRST ADOPTION: 01/27/2020
RELATED POLICIES: EEAE, EEAEC, JICC	LATEST REVISION: 01/27/2020

Page 1 of 1

Category: Recommended

The District will provide pupil transportation services consistent with applicable law.

Per RSA 193:12, students who are deemed legal residents of the school district pursuant to a divorce decree or parenting plan developed under RSA 461-A will not necessarily be provided for students admitted under this provision and under corresponding law. The Superintendent or designee will make all determinations as to whether transportation will be provided in such circumstances. The Superintendent or designee's decision will be final.

General Operating Policy

The Superintendent shall establish bus routes. Routes will be developed annually and posted. Transportation will be provided per RSA 189. Bus stops shall be established under the direction of the Superintendent or designee. Drivers may not load or unload students at non-authorized bus stops.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's Principal. Parents of children whose conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. The school Principal will have the authority to suspend the riding privileges of students failing to conform to bus rules and regulations. The Board must approve suspensions of riding privileges that continue beyond twenty (20) days.

Resolution of Conflicts

Parents who wish to request a change or exemption from any of the Student Transportation policies shall direct that request to Business Administrator. If the Business Administrator's ruling does not satisfy the parent, he/she may appeal the ruling within five days to the Superintendent. If the parent is again not satisfied by the ruling, he/she may appeal to the Superintendent within the next five-day period. As a last appeal, the parent may request to appear before the Board.

Legal References:

- RSA 189:6, Transportation of Pupils*
- RSA 189:8, Limitations and Additions*
- RSA 189:9, Pupils in Private Schools*
- RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons*
- RSA 193:12, Legal Residency Required*
- RSA 194-B:2, V, Chartered Public Schools; Establishment*

HUDSON SCHOOL DISTRICT POLICY

EEA Student Transportation Services

Updated: NHSBA version replaces current policy for School Board Second Reading June 12, 2023

Related Policies: ECAF, EEAB, EEAE, EEAEA, EAAF, EEAG, JICC

Category: Recommended

A. General Policy, Transportation Coordinator and Determination of Residency

The district will make available transportation services to all regular education resident students grades K-12, who live at least 2 miles from their assigned school.

The superintendent, or his/her designee, will fulfill the duties of transportation coordinator as described in this and other applicable board policies.

Residency is determined under RSA 193:12. For students with parent/guardians residing in separate households, residency will be determined pursuant to RSA 193:12, I (a)(2) and, when applicable, parenting plans established under RSA 461-A. In such circumstances, the district is not required to provide transportation beyond the designated attendance area for the school to which the student is assigned, or beyond the geographical limits of the school district in which the student resides. Parents/guardians in such circumstances should contact the superintendent's office with any questions or requests for special accommodations.

Pupils who attend chartered public or non-public schools shall be entitled to the same transportation privileges within the district as are provided for pupils in public school using the same routes and termination points as are established for students attending the district's schools. Drivers may not load or unload pupils at other than authorized bus stops.

The district shall also provide transportation to, and pay transportation costs for, all students who reside in the district and attend a regional career and technical education center, or who attend an alternative program at a regional career and technical education center or other comprehensive high school. The superintendent is responsible for recovering such transportation costs per RSA 188-E:8.

B. Establishment and Appeal of Routes, Schedules and Stops

The transportation coordinator will establish bus routes, schedules and stops pursuant to board policy EEAB. Routes will be developed annually and posted.

Parents/guardians who wish to request a change or exemption from any of the board transportation policies, including bus routes or bus stops, may engage in the request and appeal process detailed in Policy EEAB.

C. Authorized Transportation Providers

The district authorizes students to be transported to school or school activities via school bus drivers, and to school activities via contracted carriers. See Policy EEAE for details.

All other authorized transportation of students must be in accordance with Policy EEAG.

D. Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's principal.

Student conduct while on district transportation is regulated in accordance with board policy JICC, and any district or school rules implementing the same. See the district's School Bus Conduct Rules (administrative procedures JICC-R).

Students who violate regulations for student conduct within those policies may have bus riding privileges suspended. Such suspensions are in addition to other interventions or disciplinary consequences provided under the Hudson School District Behavior Standards (PreK-12) and such other applicable School Board policies and district or school rules and regulations. Parents/guardians may appeal transportation suspensions per School Board policy JICC and accompanying administrative procedures.

Legal References

RSA 188-E:8, Career and Technical Education; Transportation

RSA 189:6, Transportation of Pupils

RSA 189:8, Limitations and Additions

RSA 189:9, Pupils in Private Schools

RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons

RSA 193:12, Legal Residency Required

RSA 194-B:2, V, Chartered Public Schools; Establishment

RSA 376:2, VII, Motor Carriage of Passengers

RSA 461-A, Parental Rights and Responsibilities

Adopted: January 27, 2020

First reading: May 22, 2023

Second reading: June 12, 2023

HUDSON SCHOOL DISTRICT

POLICY CODE: EEAEC Student Conduct on School Buses	FIRST ADOPTION: 03/02/2020
RELATED POLICIES: EEA, JICC	LATEST REVISION: 03/02/2020 Page 1 of 1

Category R

Students using District transportation must understand that they are under the jurisdiction of the school from the time they arrive at the bus stop, until they exit the bus stop.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the District and policies of the Board.

The driver of the bus shall be held responsible for the orderly conduct of the pupils transported.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses and these shall be printed in the Parent-Student Handbook.

Resolution of Conflicts

A parent who wishes to request a change or exemption from any of the Student Transportation policies shall direct that request first to the Business Administrator. If the parent is again not satisfied by the ruling, he or she may appeal to the Superintendent within the next five-day period. As a last appeal, the parent may request to appear before the Board.

Legal References:

RSA 152:9a, Pupils prohibited for Disciplinary Reasons

HUDSON SCHOOL DISTRICT

POLICY CODE: JICC Student Conduct on School Buses	FIRST ADOPTION: 09/28/2020
RELATED POLICIES: EEA, EEAEC, & JIC	LATEST REVISION:

Category R

Students using District transportation must understand that they are under the jurisdiction of the School from the time they board the bus until they exit the bus.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the Board. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses, and these shall be printed in the Parent-Student Handbook and made available in another language or presented orally upon request.

Legal Reference:

RSA 189:6-a, School Bus Safety

NH Code of Administrative Rules, Section Ed. 306.04(d)(1), School Safety

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

HUDSON SCHOOL DISTRICT POLICY

JICC Student Conduct on School Buses

Updated: NHSBA version replaces current policy –Second Reading for School Board meeting June 12, 2023

Category: Recommended

Related Policies: EEA, JIC and JICD

Related Administrative Procedures: JICC-R

Students using school buses and other district transportation are under the jurisdiction of the school from the time they board the bus until they exit the bus. Additionally, board policy JICDD applies to “out-of-school” student conduct, including, but not limited to, conduct at or near school bus stops.

The superintendent or designee will develop rules and regulations for conduct on buses. See School Bus Conduct Rules JICC-R which shall be printed in the Parent-Student Handbook made available on each school website and provided in other languages as needed.

Failure to abide by the School Bus Conduct Rules, disorderly conduct, or persistent refusal to submit to the authority of the driver may result in a student to be denied or suspended from the privilege of transportation in accordance with the RSA 189:9-a, and applicable district rules and procedures. Additionally, conduct on district transportation is subject to additional interventions, supports or consequences as provided in the Hudson School District Behavior Standards (PreK-12).

If a student is to lose the privilege of riding the bus (“transportation suspension”), advance warning will be given, except for misconduct that threatens the health, safety or welfare of other students, staff or any other person. Parents/guardians of students who have had bus privileges suspended have a right to appeal the suspension within 10 calendar days to the person who issued the original suspension. Transportation suspensions exceeding 20 days must be approved by the School Board. Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil’s parent/guardian. The superintendent shall include such appeal and review procedures in the School Bus Conduct Rules referenced in the preceding paragraph. Transportation suspensions may extend to all district transportation according to the School Bus Conduct Rules.

Students transported on a school bus shall be under the district's authority and control of the bus driver. The driver of the bus, along with the bus monitor, if applicable, is responsible for the orderly conduct of the students transported. Each driver and monitor have the support of the board in maintaining good conduct on the bus.

Legal References

RSA 189:6-a, School Bus Safety

RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons

NH Code of Administrative Rules, Section Ed. 306.04(d)(1), School Safety

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

Adopted: September 28, 2020

First Reading: May 22, 2023

Proposed

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JLCC Communicable Diseases	ADOPTED: 2/4/2013
Page 1 of 1	First Reading: 12/17/2012 Second Reading: 2/4/2013

PEDICULOSIS

Pediculosis Screening: Based on recommendations from the American Academy of Pediatrics, the board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice and screening for live lice has not proven to have a significant decrease on the incidence of head lice in a school community.

The school nurse will periodically provide information to families of all students on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic. The school nurse may check a child's head if the student is demonstrating symptoms.

Students with concerns of head lice should be evaluated by the school nurse. If the student is identified by the nurse as having live head lice or nits on a student previously untreated, a parent/guardian will be called, the student will be dismissed, and treatment options will be discussed. Following appropriate treatment, the student may return to school after being reevaluated by the school nurse. Students with nits remaining after appropriate treatment but with no evidence of live lice may be permitted to remain in school dependent upon school medical staff's clinical judgment. A recheck should be done by the school nurse in 10 to 14 days.

Every effort should be made to ensure that student confidentiality is maintained.

HUDSON SCHOOL DISTRICT POLICY

JLCC Head Lice/Pediculosis

Updated: NHSBA version replaces current policy- for Second Reading School Board meeting June 12, 2023

Related Policies: JLCG

Category: Recommended

1. Pediculosis/Lice: Screening

Based on recommendations from the American Academy of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control and Prevention, the board recognizes that head lice or nit infestation poses little risk to others and does not result in additional health problems, and that students with nits and/or head lice or nits should not be excluded from school. The board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

Parents are encouraged to check their children's heads for lice if the child is symptomatic.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice.

2. Management on the Day of Diagnosis

The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or in her/his absence the principal.

The school nurse may check a student's head if the student is demonstrating symptoms. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Students with demonstrating symptoms, or who are found to have lice will be discouraged from close direct head contact with others and from sharing personal items with other students.

Siblings of students found with lice may also be checked if there is suspicion that infestation may exist.

The school nurse or principal/designee will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and/or written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

3. Criteria for Return to School

Once a student with “live lice” has left the school, he/she will not be allowed until after treatment with an anti-parasitic drug or other proper treatment as recommended by the school nurse has begun. The school nurse may recheck a child's head for live infestation.

Legal References

RSA 189:15, Regulations

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

RSA 200:39, Exclusion from School

American Academy of Pediatrics, “Clinical Report on Head Lice”, Pediatrics Vol. 135 No. 5, May 2015

First Reading: December 17, 2012

Second Reading: February 4, 2013

Adopted: February 4, 2013

First Reading: May 22, 2023

Second Reading: June 12, 2023

HEAD LICE / PEDICULOSIS*Category: Recommended**Related Policy: JLCG*

Pediculosis/Lice: Screening. Based on recommendations from the American Academy of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control and Prevention, the Board recognizes that head lice or nit infestation poses little risk to others and does not result in additional health problems, and that students with nits and/or head lice or nits should not be excluded from school. The Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

Parents are encouraged to check their children's heads for lice if the child is symptomatic.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice.

Management on the Day of Diagnosis. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or in her/his absence the Principal.

The school nurse may check a student's head if the student is demonstrating symptoms. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Students with demonstrating symptoms, or who are found to have lice will be discouraged from close direct head contact with others and from sharing personal items with other students.

Siblings of students found with lice may also be checked if there is suspicion that infestation may exist.

The school nurse or Principal/designee will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and/or written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Criteria for Return to School. Once a student with "live lice" has left the school, he/she will not be allowed until after treatment with an anti-parasitic drug or other proper treatment as recommended by the school nurse has begun. The school nurse may recheck a child's head for live infestation.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

HEAD LICE / PEDICULOSIS**Legal References:**

RSA 189:15, Regulations

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

RSA 200:39, Exclusion from School

American Academy of Pediatrics, "Clinical Report on Head Lice", Pediatrics Vol. 135 No. 5, May 2015

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.*

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: Revised – June 2020, July 2019, February 2007, November 1999, and July 1998;

NHSBA note, June 2020, NHSBA revised JLCC as part of a health policy overhaul with assistance from the NH School Nurses Association. Revisions to JLCC generally reflect the most current advice and recommendations from the American Association of Pediatrics, and the National School Nurses Association relative to minimal health risk from lice/nits, and detrimental effects of exclusion.

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Hudson School Board

18 Library Street Hudson, NH

6:30 pm Regular Meeting

6:00 pm and following Non-Public Session

Draft Meeting Minutes – May 22, 2023

In Attendance

Board Members

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

SAU Staff

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

Emily Dozois, Student Representative

A. Non-Public Meeting

Nomination of Hills Garrison Principal approved.

B. Call to Order [0:00:15]

1. Pledge of Allegiance

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

C. Public Input [0:00:50]

Laurie Jasper of 83 Old Derry Road commended the FFA students and advisors who represent Alvirne, the partnership between Alvirne vet technology students and the GFWC Women's Club.

She is concerned that Alvirne High School doesn't appear on the letterhead, logo, website, etc. and that the Wilbur H. Palmer Career and Technical Education Center is listed on the website as a separate entity. Alvirne trustees oversee money from the estate, and they would like it to continue to present as one school.

D. Presentation to the School Board [0:08:52]**1. Nottingham West Elementary School Students**

Nottingham West students shared the NWES Core Values and their work on social media. The students shared:

- The process to be on the fifth grade student leadership team that supports teachers, staff and students and helped the community (e.g., the food drive)
- Participation in projects such as Preschool Dismissal Buddies
- Teaching young students about PAWS (Pause in gratitude, Act responsibly, Work and play safely, and Show respect)
- Participation in a social media workshop
- An upcoming student vs. staff basketball game
- Tours given to incoming second graders at step-up day

E. New Business [0:22:32]**1. English Department Request (Decision)**

Alvirne High School Department Heads Lauren Denis, Alex Whetmore and Joyce Wise requested naming a portion of the Alvirne High School Media Center after “well read,” retiring Dean of Academics Susan Bureau, for her dedication and impact at Alvirne and in the district.

Policy FF: Naming, Memorializing, Recognitions and Dedication of School District Facilities was referenced.

There was discussion about ensuring the retirement will occur before approval or not (e.g., if she came back to substitute). Mr. Beals suggested these types of discussions should be addressed in a non-public session.

Ethan Beals made a motion to approve the request to name the Alvirne High School Media Center after retiree Susan Bureau as presented. Mike Campbell seconded the motion. Motion passed 4-0.

2. Facilities Bid Results (Decision)

Director of Facilities John Pratte presented the following facilities bid results:

SAU Parking Lot Paving

There were three vendors and one bid: GMI Asphalt, LLC.

Ethan Beals made a motion to award a contract to GMI Asphalt, LLC for the SAU parking lot paving per the bid specifications in the amount of \$138,180 in accordance with policy DJE. Maureen Dionne seconded the motion. Motion passed 4-0.

LSS Roof Replacement

There were four vendors and three bids: Triumph Roofing, Inc. (\$384,000), LGR1, Inc. (\$386,000) and Corolla Contracting, Inc. (\$589,900 or \$499,800 insulation alternate.)

Ethan Beals made a motion to award a contract to LGR1, Inc. for the FY24 LSS roof replacement at Library Street School per the bid specifications in the base bid amount of \$376,000 in accordance with policy DJE. Mike Campbell seconded the motion. Motion passed 4-0.

HMS Science Labs

Prior labs were done with Hertz furniture. The district receives government pricing.

Ethan Beals made a motion to award a contract to Hertz Furniture for the HMS Science Lab furniture per the proposal specifications in the amount of \$130,000 in accordance with policy DJE. Mike Campbell seconded the motion. Motion passed 4-0.

Districtwide Air Conditioning

There were two vendors, ENE Systems of NH and Blouin Service HVAC. for air conditioning at the HMS nurses' office, Nottingham West modular units and Hills Garrison modular units.

Ethan Beals made a motion to award a contract for the nurse's office A/C replacement in FY24 to ENE Systems of NH for the districtwide air conditioning per the bid specifications in the amount of \$10,850 in accordance with policy DJE. Mike Campbell seconded the motion. Motion passed 4-0.

Districtwide Landscaping

Bids were submitted by Knott's Land Care, LLC and Morin's Landscaping, Inc.

There was discussion about doing landscaping in-house; the guarantee, consistency, and cost-effectiveness of using an outside vendor, the timing in switching to a new vendor and longer contracts. There will be a review of how the first year goes with the vendor as well as a cost comparison to do the work in-house.

Mike Campbell made a motion to award a contract to Morin's Landscaping, Inc. for the districtwide landscaping per the bid specifications in the annual amounts listed above in accordance with policy DJE (Year 1: \$75,800; Year 2: \$77,695; Year 3: \$79,637; Option Year 4: \$81,628; Option Year 5: \$83,669). Maureen Dionne seconded the motion. Motion passed 3-1.

HO Smith Playground Phase 2

There was discussion about the possibility of adding an extra piece of equipment. Mr. Pratte will inquire about the purchase and lead time.

Mike Campbell made a motion to award a contract to Utiliplay Parks & Playground for the HOS playground phase 2 per the proposal specifications in the amount of \$16,245.70 in accordance with policy DJE. Maureen Dionne seconded the motion.

Motion passed 4-0.

3. Special Education Transportation Bid Results (Decision)

Ms. Borge and Ms. Burk presented the results of the recent Special Education transportation bids from Durham School Services, First Student and EverDriven Technologies. First Student did not provide a bid for Out of District Transportation. The recommendation was to award the bid from Durham School Services.

***Ethan Beals made a motion to move this during non-public session for further discussion after tonight’s regular meeting. Mike Campbell seconded the motion.
Motion passed 4-0.***

4. District Determination Rubric (Discussion)

Ms. Borge shared an overview of state benchmarks for school district data and steps for improvement. There is a new rubric by which districts in the state are monitored by the Department of Education. Four parts of the rubric are results, assessment, participation and compliance.

Hudson fell in the area of “needs intervention,” largely due to not hitting the targets for graduation, dropout rates for students with disabilities and for assessment participation.

Part of the plan is for district leadership to participate in a Zoom meeting with the NH Department of Education in June to learn more about the expectations relative to root cause analysis and their format to address needs. Plans will be developed for improvement.

Hudson’s participation in statewide assessment in reading:

Grade 4: 93% for students with disabilities

Grade 8: 90%

Grade 11:70.45%.

Participation in the statewide assessment for math:

Grade 4: 89.6%

Grade 8: 88.37%

Grade 11: 70.45%.

In grade 11, the state assessment is the SAT, which is not always needed for college, military, etc. About half the districts in New Hampshire are at the “needs intervention” or “needs substantial intervention” levels. Two areas to work on are encouraging students to participate, and to encourage students to pursue a traditional 24-credit diploma. The School Board expressed frustration that participation on the SAT is a metric when many colleges are no longer using it for admissions and some schools even discourage students from taking it.

Ethan Beals made a motion to add Sarah Compagna to the agenda. Mike Campbell seconded the motion. Motion passed 4-0.

Sarah Compagna thanked the School Board for allowing her students to go to ICDC in Florida.

She brought a NH DECA pin and an Alvirne DECA sponsor shirt. It was a valuable experience for students.

5. Superintendent Hiring Authorization (Decision)

Superintendent Moulis requested permission from the School Board for hiring authorization between meetings this summer.

Ethan Beals made a motion to permit Superintendent Moulis to hire between meetings this summer. Mike Campbell seconded the motion. Motion passed 4-0.

F. Policies: First Reading and Review [1:41:07]

- Policy BBBF Student Members of the School Board
The NHSBA version was proposed with reference to RSA 194:23-F. A high school shall elect one or more non-voting member/s of the School Board in the district, to serve for a one-year term, the beginning of which should be decided by the School Board. A student who graduates during the term's duration is no longer eligible. The high school will establish a procedure for a vacancy during transition. It was recommended to have applications in by the second week of May and newly elected student School Board members would attend meetings starting in May/June, but excused absences would be allowed. Having a senior and a junior representative was also discussed, and this would provide an alternate member. There was a suggestion about inviting rising sophomores, juniors and seniors to apply. This policy should go back to the Policy Committee, student government advisors, and Principal Beals. Emily Dozois was recognized by School Board members for her work as a student School Board representative and was given a cord for graduation and two certificates of appreciation.
- Policy BIE Board Member Indemnification
Current Policy with proposed revisions including the third paragraph revision based upon RSA changes.
- Policy DFA Investments
The current policy was slated for annual review. There are no changes. No action is needed but it will be noted as reviewed by the School Board as of this date.
- Policy EEA Student Transportation Services
The NHSBA version will be used with proposed changes including the September 2021 revision regarding restructuring transportation policies and procedures and reducing redundancies and conflicting provisions.

- Policy EEAEC Student Conduct on School Buses
The recommendation for this policy is withdrawal as it was withdrawn by the NHSBA in 2021 and incorporated into policy JICC.
- Policy JICC Student Conduct on School Buses
The NHSBA version will be used as it replaces the current policy.
- Policy JLCC Head Lice/Pediculosis
The NHSBA version will be used including updates from 2020 with the assistance of the NH School Nurses Association reflecting the most current advice on minimal health risk and detrimental effects of exclusion.

G. Old Business [2:03:01]

1. Review of Memorandum of Agreement - Tango Flight - NH Aviation Museum and Hudson School District

There was discussion about the details of the Tango Flight project. The Aviation Museum of New Hampshire sent a letter dated May 19, 2023, and informed the district that participation in the student plane building project plan was canceled for the 2023-24 school year at the Palmer Center. The decision was based on recent discussions regarding the School Board's support of the program. It was a collaborative discussion within the district. The New Hampshire Aviation Museum and Hudson School Board agreed on cancellation of the project.

2. Alvirne Trustees Proposals (Decision)

Superintendent Moulis shared the commitment memo from the Alvirne Trustees. Principal priorities total \$145,790. Mr. Beals clarified that the total is \$147,040. Additional proposals for the farm total \$91,000. The Hills Family Scholarship totals \$44,000. The Trustees were thanked for their generosity. The activity van totals \$20,000 under principal priorities and they will consult with Patty Langlais on this. Ms. Borge noted that there are some concerns about using the activity van for student transportation. State standards for students with disabilities require that transportation by the district be provided on a school bus by a licensed driver who carries the school bus endorsement. The Bronco Bus is considered a school bus, so it is not an issue, yet it requires additional certification for a driver.

Ethan Beals made a motion to approve the Alvirne Trustees financial commitment for the 2023 - 24 school year. Mike Campbell seconded the motion. Motion passed 4-0.

H. Recommended Action [2:15:17]

1. Manifests

2. Minutes - May 8, 2023

In the section regarding the motion on the substitute rate, it should also include the increase in lunch monitor pay effective the next pay period for this school year.

Ethan Beals made a motion to approve the minutes of May 8, 2023, as amended. Mike Campbell seconded the motion. Motion passed 4-0.

I. Reports to the Board (Information) [2:16:59]

1. Superintendent Report

Superintendent Moulis reported:

- The administrative workshop was held last week to review goals/priorities for next year.
- On May 9, the Air Force JROTC Awards Ceremony was held at Alvirne High School.
- He attended the Alvirne FFA Chapter banquet. He recognized advisors Ms. Bliss, Ms. Beaudry, Ms. Hill, and Mr. Marshall.
- The grand opening of the Dr. H.O. Smith playground occurred on May 12. He thanked all involved.
- The Wilbur H. Palmer Center received a donation of a CPR kit valued at \$750 from Dartmouth Health and the American Heart Association for high school students to use for training.
- The Strategic Planning Committee met last week and discussed the purpose and direction of the Hudson School District as part of a new 5-year plan process. There will be ongoing discussions regarding the committee composition.
- There were meetings with Hills Garrison principal candidates who were interviewed, and a nomination was brought to the School Board tonight. The interview committee was thanked for their participation.
- Various interviews are being held for vacancies in the district.

J. Committee Reports - see Item M

K. Correspondence (Information) [2:20:53]

1. FY23 Financial Update (Information)

2. Discipline Report (Information)

The discipline report included comparisons between January, February, and March of 2022 and 2023. A suggestion was a visual representation of the discipline per school over the course of each school year to see spikes in discipline, etc.

L. Board of Selectmen - Liaison Comments [2:23:29]

There is no liaison selected yet from the Board of Selectmen.

M. Student Representative Comments - [2:23:38]

Ms. Dozois thanked the School Board members and the class of 2023 for electing her as their student representative to the School Board. She congratulated the class of 2023.

Mr. Beals reported that the Strategic Planning Committee met last week. There was a legislative update that cursive is mandatory to be taught in school. He expressed concern about setting time in the already tight school workday for this. He congratulated the new Hills Garrison Principal Theo Tufts.

Ms. Dionne said that the Wellness Committee met with School Board members to review policy and would meet again in September. She mentioned there were various school activities at all grade levels. At Nottingham West, Arts Night and the fifth-grade chorus will be on June 5, and on June 6, there will be a multi-cultural night held there.

Ms. Whiting noted that the School Board workshop will be on May 30 from 3 to 8pm at the Hudson Memorial School library. She congratulated the Class of 2023 who will have Awards Night on Thursday.

N. Board Member Comments [2:24:15]

Mr. Campbell noted that on Saturday, he attended Open Farm Day at Alvirne which was a success. He also attended the class act performance of *Beauty and the Beast*. He congratulated the Class of 2023. He thanked Ms. Dozois for being the Student School Board Member and congratulated her on her graduation.

O. Non-Public Session per RSA 91-A:3 II b, c, and k [2:32:44]

At 9:07 pm, Maureen Dionne made a motion to enter into non-public session per RSA 91-A:3 II b and c. Mike Campbell seconded the motion. Motion passed 4-0. Roll call vote.

Nominations approved
Leave of absence approved
Resignation accepted
Student tuition waiver discussed and approved
Bus transportation follow up discussion

P. Adjournment

At 11:13 pm, Ethan Beals made a motion to adjourn the meeting. Mike Campbell seconded the motion. Motion passed 4-0. Roll call vote.

Submitted by
Susan DeFelice
Non-public by Dan Moulis and Kim Organek