

Posted: Thursday, November 2, 2023

At: All Hudson schools, SAU building, district website



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

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

Hudson School Board Agenda – November 6, 2023

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)**

Kim Organek will share some good news about what's happening in our schools

7:05pm **D. Presentations to the Board**

1. The American Association of School Librarians National Conference (Update)

Hudson Memorial School Librarian Beth Sloat and Hills Garrison Elementary School Librarian Amy Chartrain will give an update on their recent AASL National Conference

2. Assessment Reports (Discussion)

Assistant Superintendent Kim Organek, Nottingham West Elementary School Principal Scott Baker and Hills Garrison Elementary School Principal Theo Tufts will review assessment data

- a. [District Overview](#)
- b. [Nottingham West Report](#)
- c. [Hills Garrison Data Report](#)

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7:45pm **E. Old Business**

1. Budget Wrap Up (Decision)

The School Board will finalize the FY2025 Recommended Budget

[Summary of FY25 Budget Changes to date](#)

8:30pm **F. New Business**

1. Travel Request (Decision)

Superintendent Moulis will present a travel request from district-wide Athletic Director Karen Bonney to attend the National Athletic Directors' Conference in Orlando in December

[National Athletic Directors' Conference Memo](#)

2. Nominations (Decision)

Superintendent Moulis will present nominations for Hudson Memorial School and Alvirne High School

[HMS Girls Basketball Coach](#)

[AHS Winter Nominations](#)

3. American Legion Post 48 Donation to the Food Service Program (Decision)

Superintendent Moulis will present a memo from Food Service Director Karen Atherton to accept this donation

[Food Service Donation Memo](#)

8:45pm **G. Policies – First Reading**

JEB Age of Entrance	Policy with tracked revisions
JKAA Use of Restraints and Seclusion	Current policy New NHSBA policy
GBCD Background Investigation and Criminal History Records Check	District policy with suggested revisions
JCA Change of Class or School or Assignment Best Interests and Manifest Hardship	District policy with suggested revisions
ACN Nursing Mothers Accommodations	New NHSBA policy
JLCD Administering Medication to Students	Current policy NHSBA proposed policy
EFAA Meal Charging	Current policy with tracked changes

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9:05pm **H. Recommended Action**

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [October 23 - Draft minutes](#)
3. Minutes – [October 25 – Draft minutes](#)

9:10pm **I. Reports to the Board (Information)**

District administrators will share updates for the board and public

1. Superintendent Report
[Superintendent Goals](#)
2. Assistant Superintendent Report
3. Director of Special Services Report
4. Business Administrator Report

9:25pm **J. Committee Reports**

Board members will share committee updates

9:30pm **K. Correspondence (Information)**

1. [Special Services Informational Reports](#)
2. [District Action Plan](#)

9:35pm **L. Board of Selectmen – Liaison Comments**

9:38pm **M. Student Representative Comments**

9:40pm **N. Board Member Comments**

9:45pm **O. Non-Public Session**

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

- a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.*
- (b) The hiring of any person as a public employee.*
- (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.*

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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 by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.*
- (f) [Repealed.]*
- (g) Consideration of security-related issues bearing on the immediate safety of security personnel or inmates at the county or state correctional facilities by county correctional superintendents or the commissioner of the department of corrections, or their designees.*
- (h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.*
- (i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.*
- (j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.*
- (k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.*
- (l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.*
- (m) Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.*

10:00pm **P. Adjourn**

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	November 20	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	December 4	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	December 18	6:30 pm	Hills Memorial Library	Regular Meeting

Districtwide iReady Assessment Overview



November 6, 2023

Reading

Overall Placement



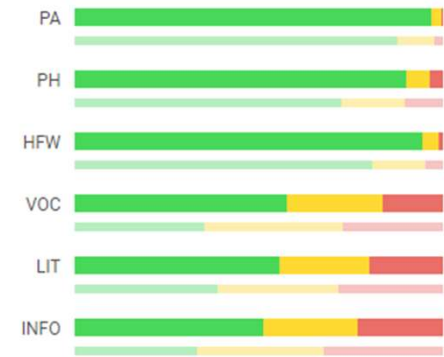
Final Diagnostic

- **At Risk for Tier 3**
18% (From 28%)
- **Tier 2**
24% (From 38%)
- **Tier 1**
58% (From 35%)

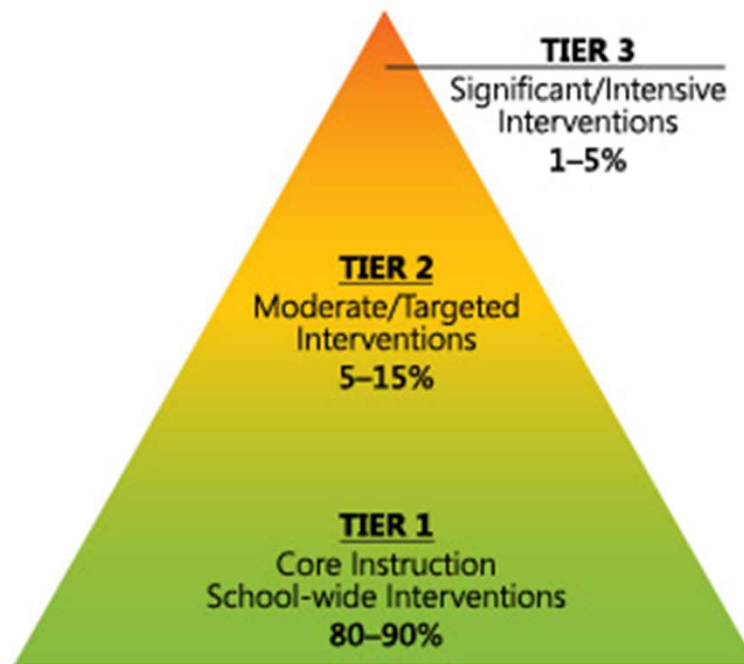


Diagnostic 1

Placement By Domain



Response to Intervention



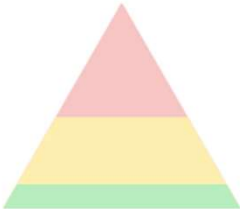
Math

Overall Placement



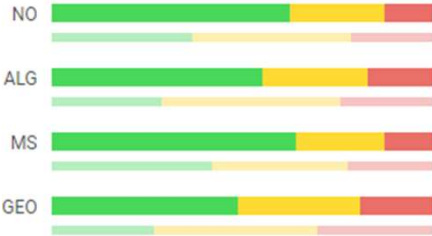
Final Diagnostic

- At Risk for Tier 3
20% (From 31%)
- Tier 2
30% (From 47%)
- Tier 1
50% (From 23%)



Diagnostic 1

Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Nottingham West Elementary School

Information in this Packet

- Attendance data
- NH state assessment data
- iReady data

1

Attendance

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

2

Nottingham West Elementary School

NH Statewide Assessment Data (SAS)

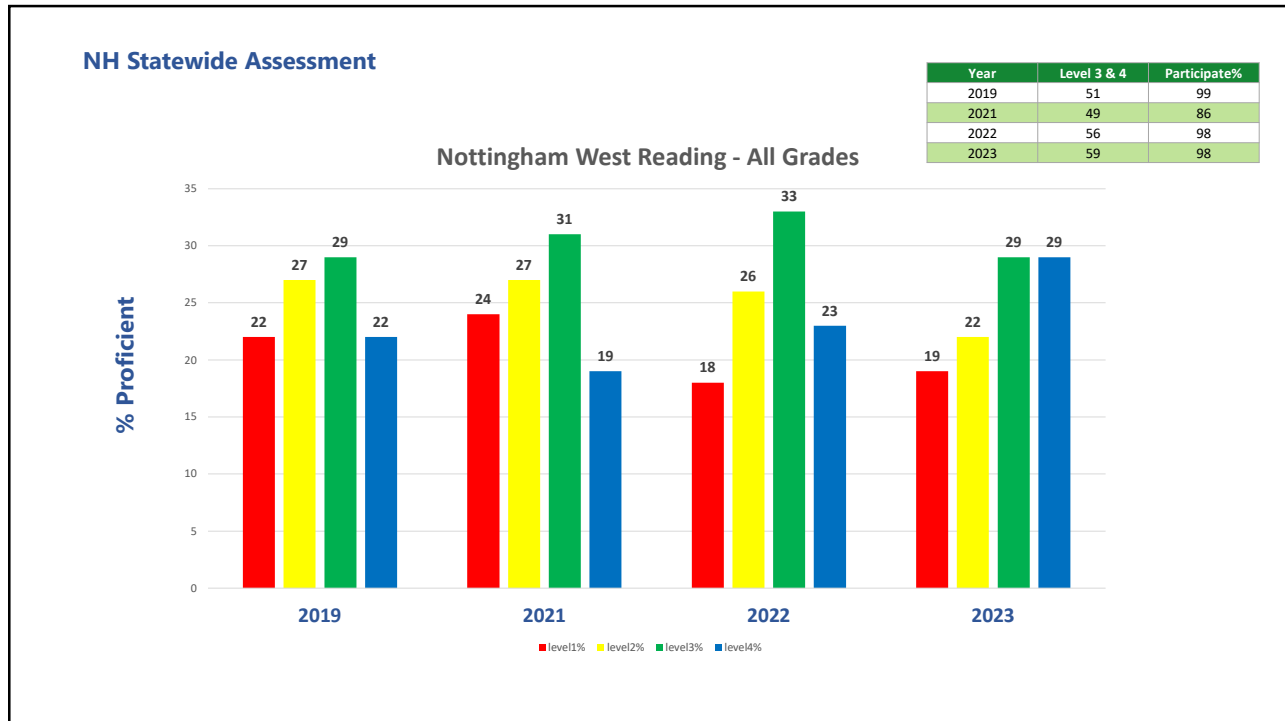
- Assessment taken between March & May 2023
- Data available for 2019, 2021, 2022, 2023
- No data for 2020 due to COVID
- Reading & math – grades 3, 4 & 5
- Science – grade 5

3

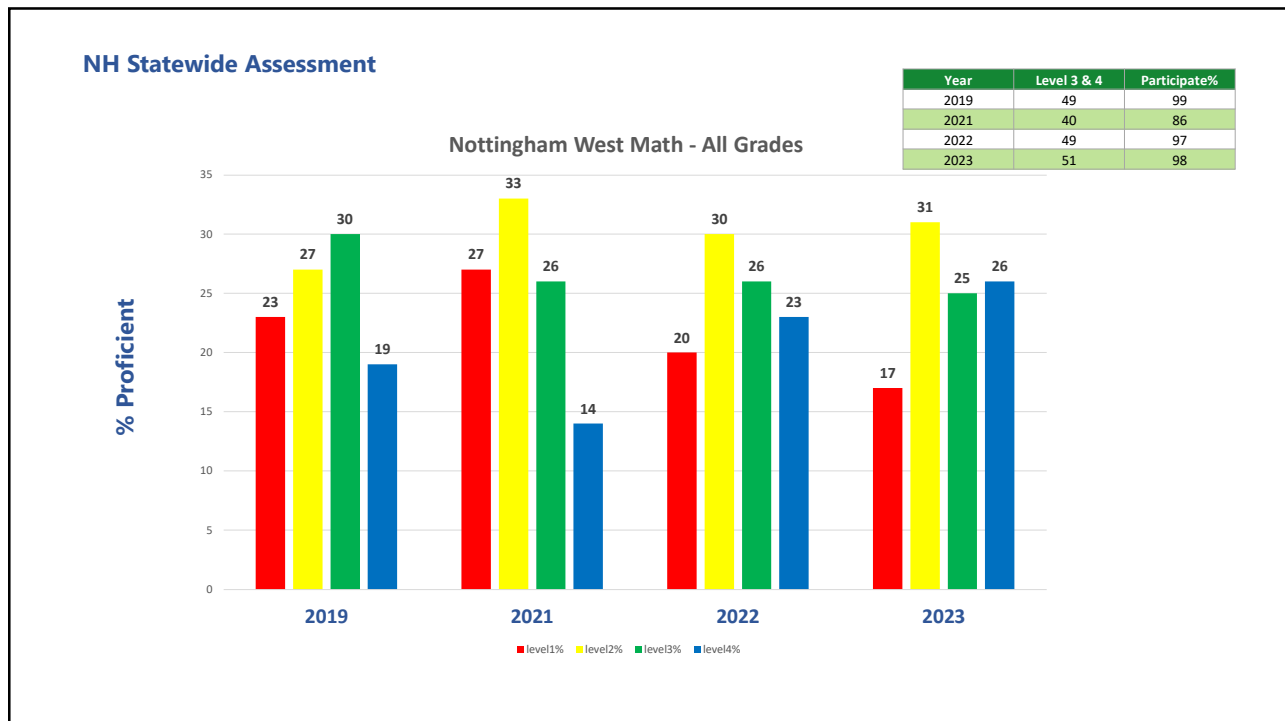
NH Statewide Assessment - Levels

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

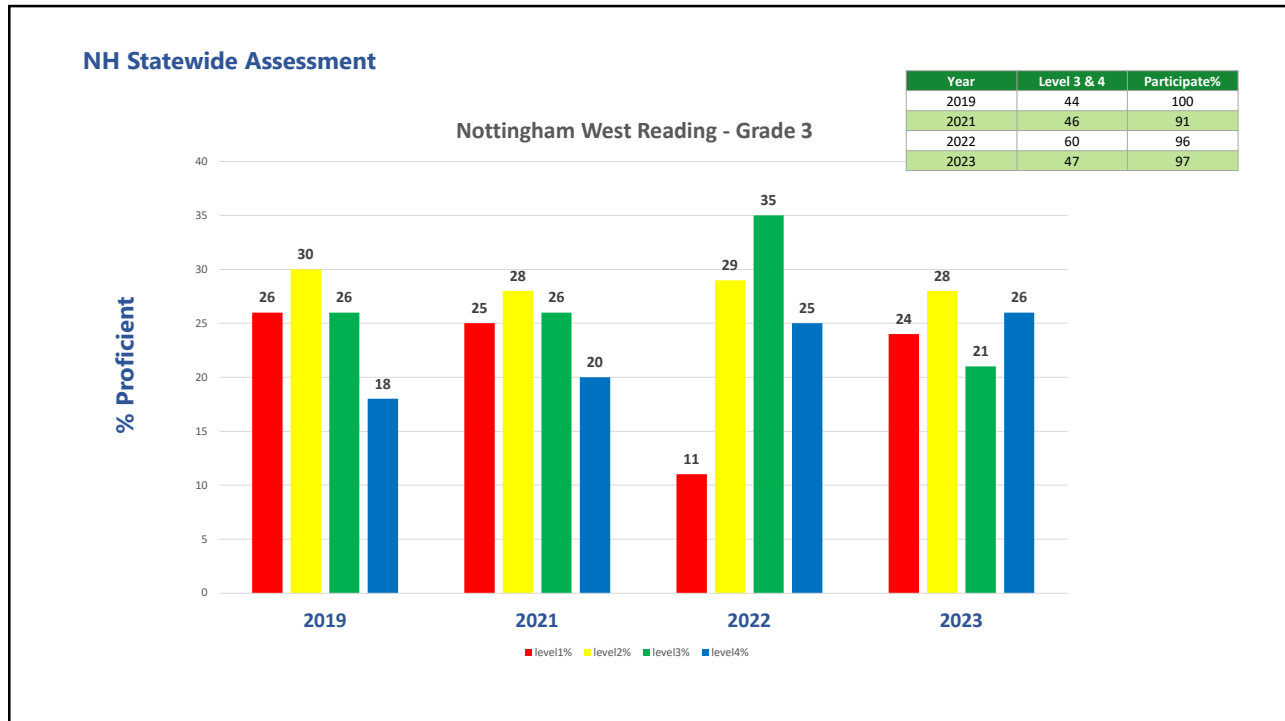
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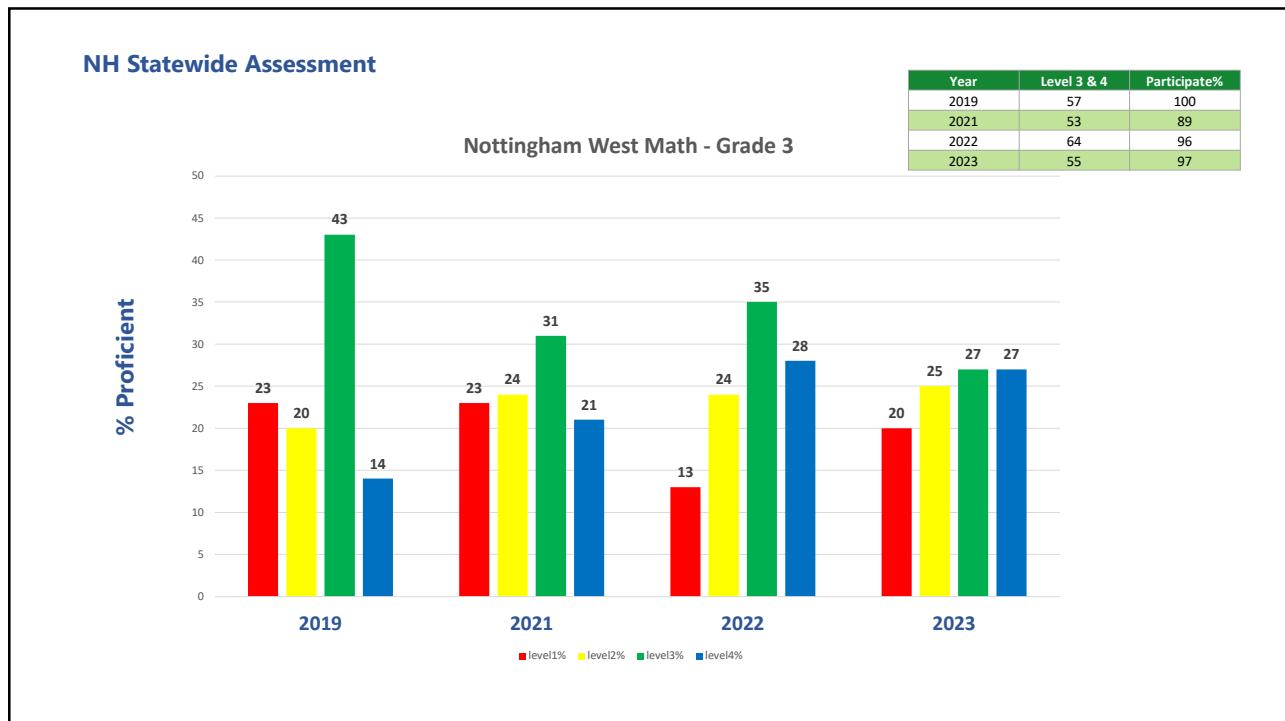
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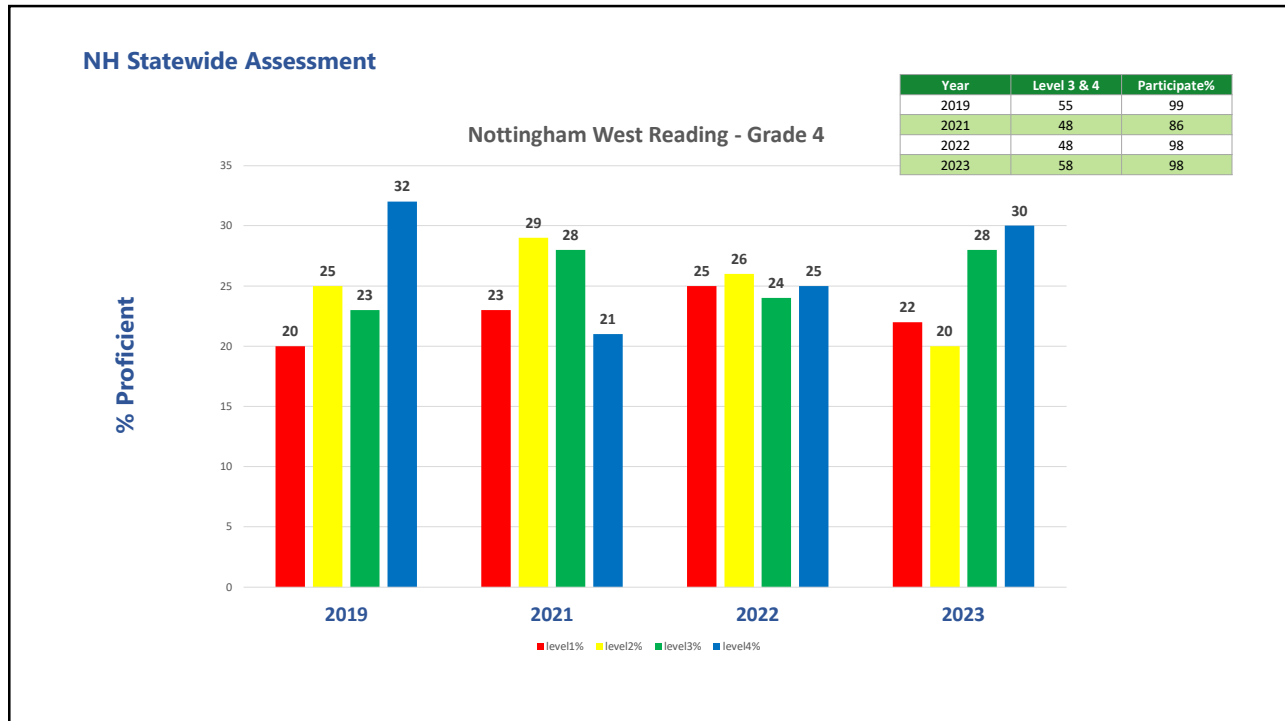
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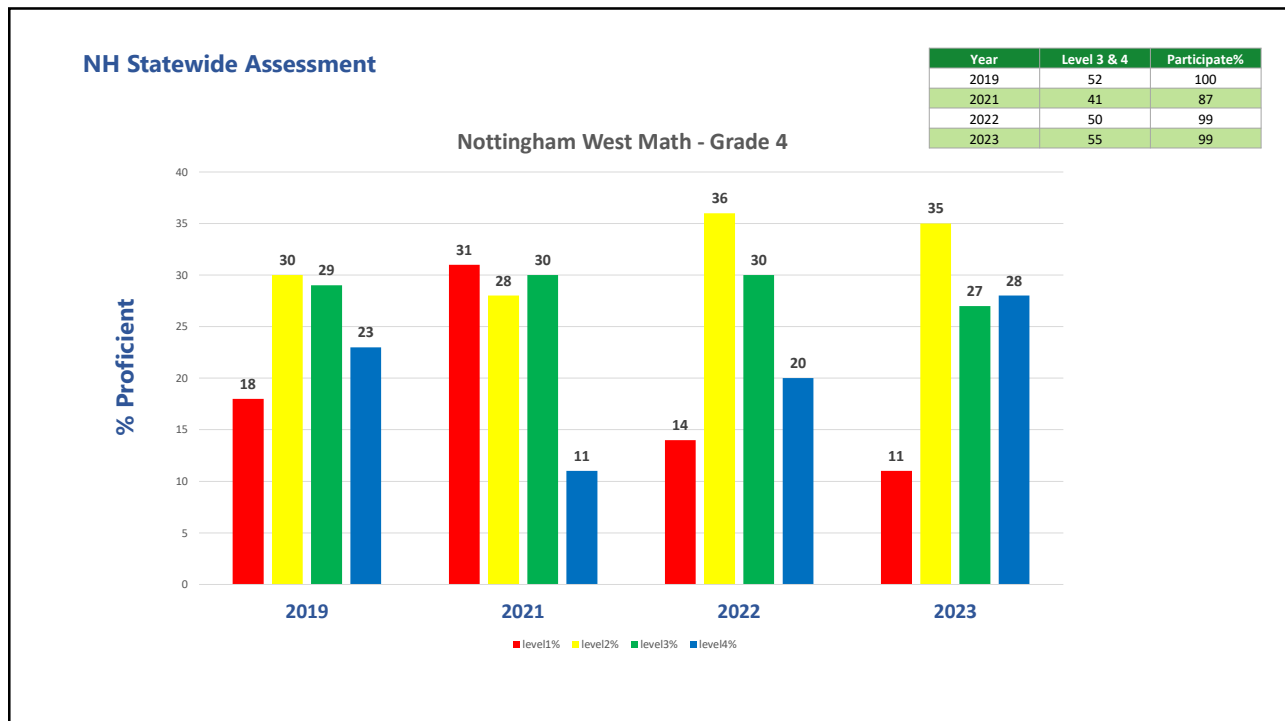
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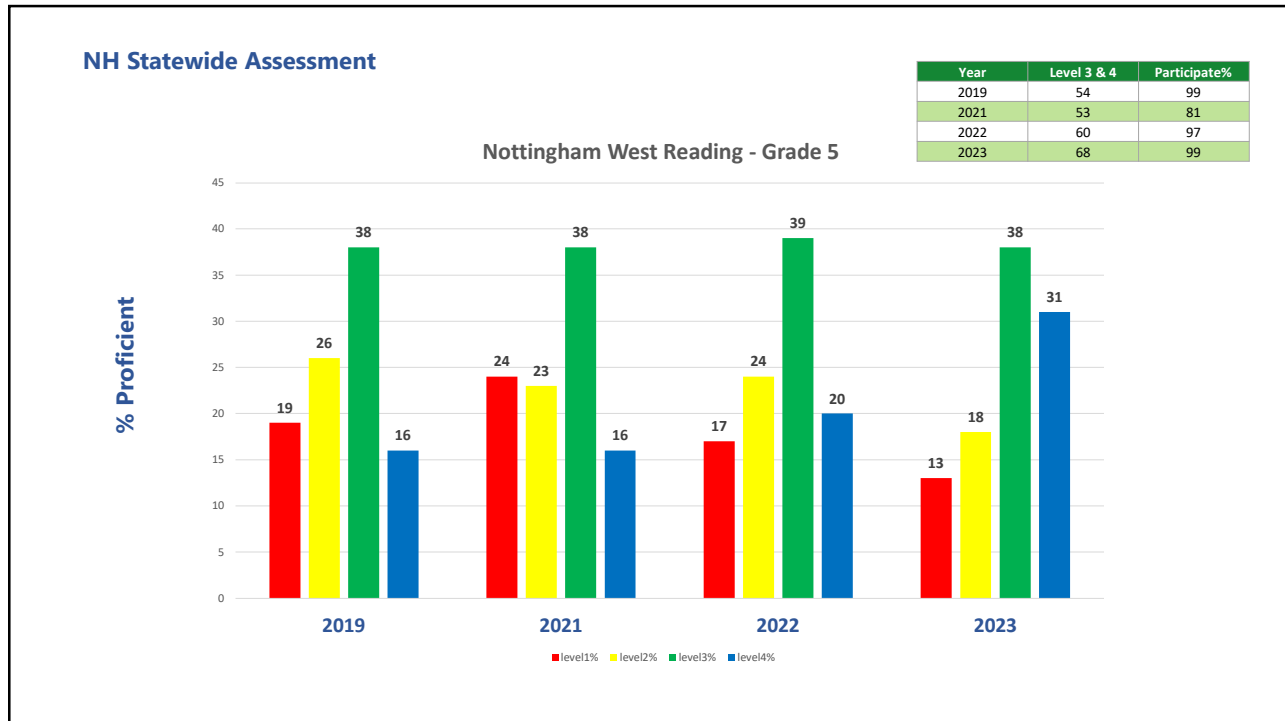
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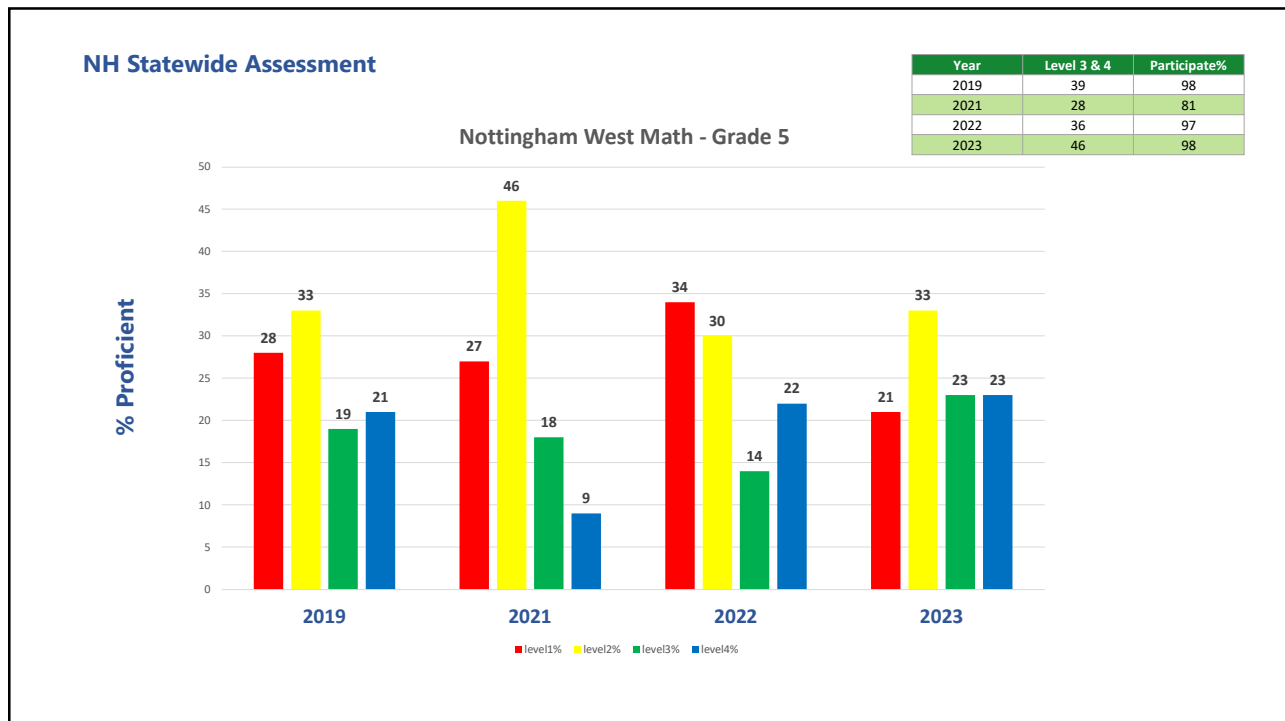
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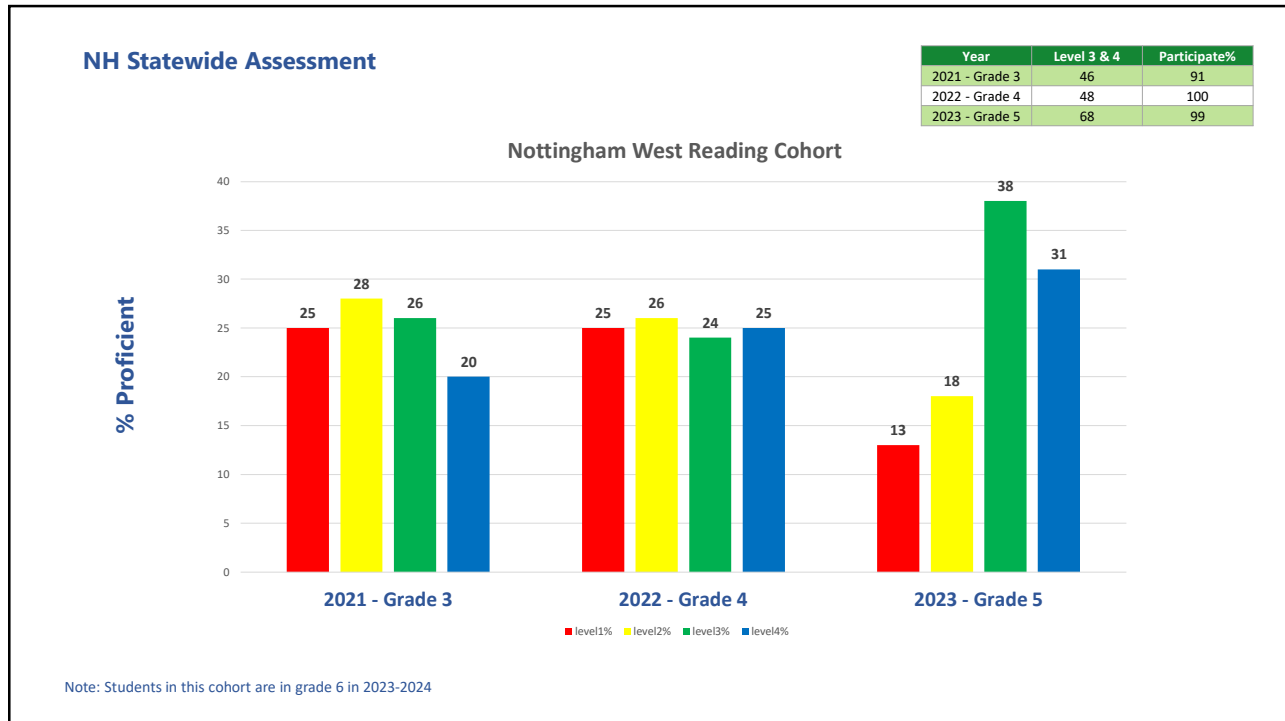
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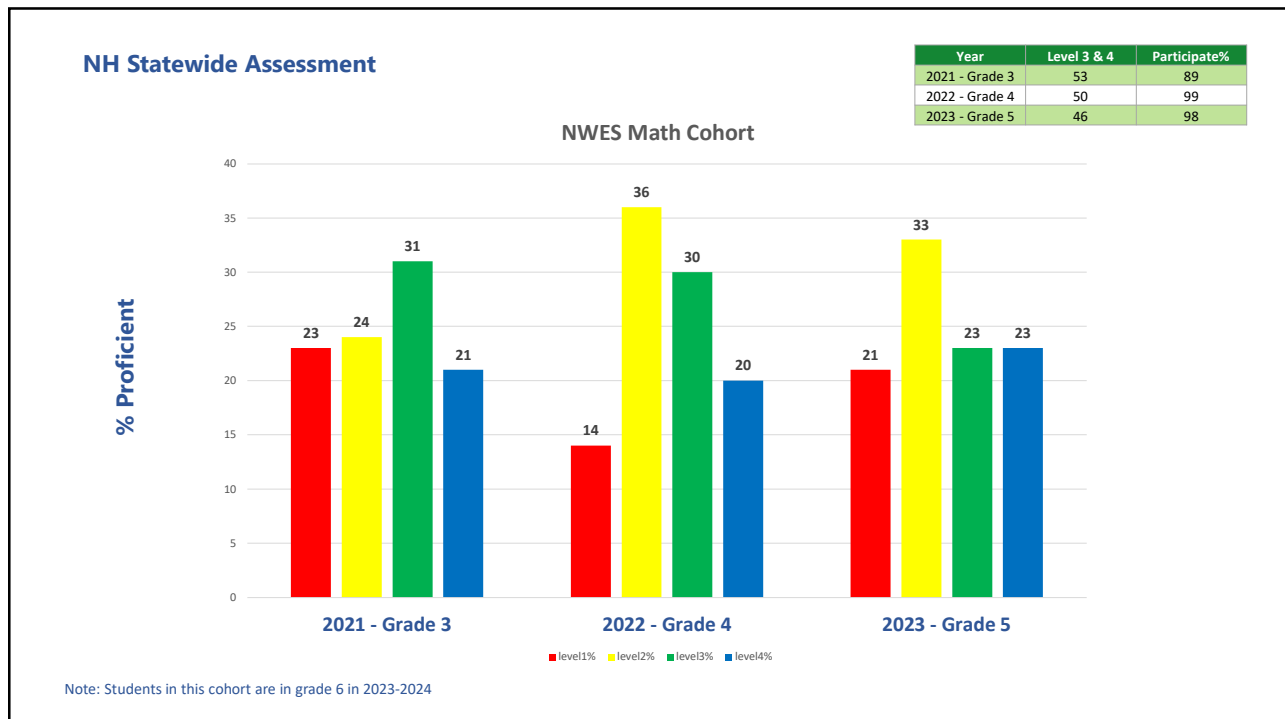
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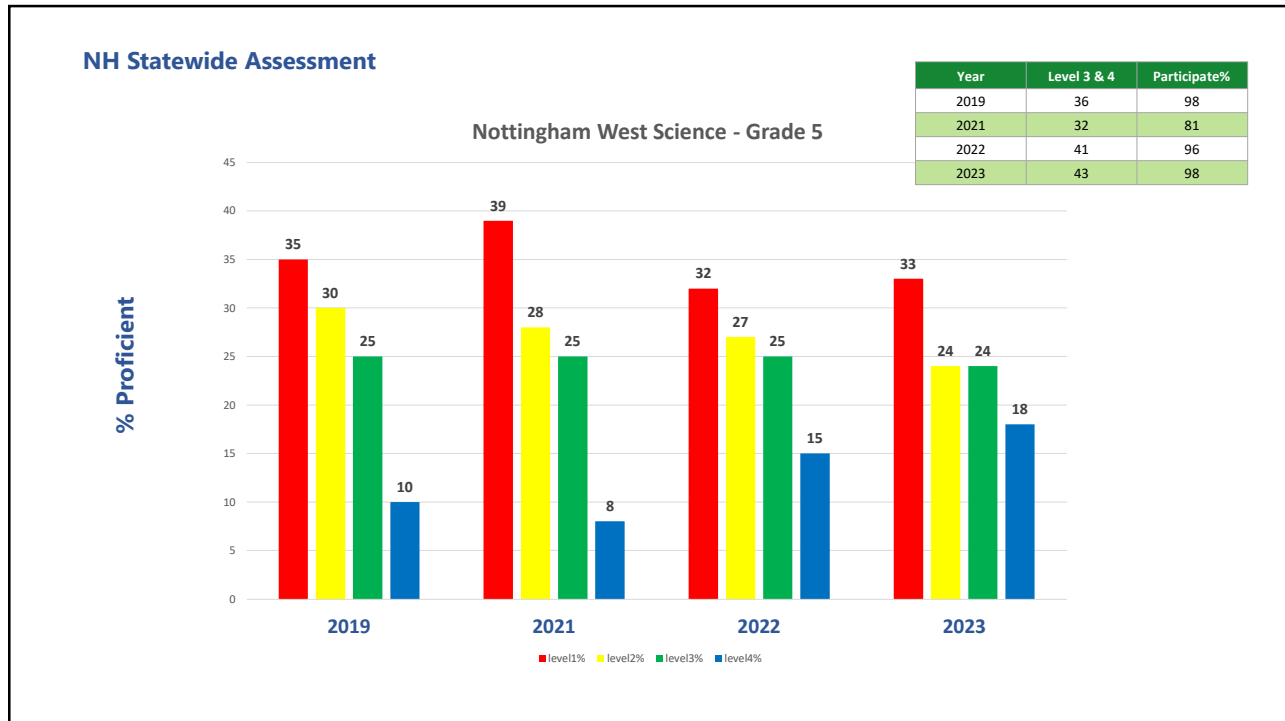
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14



15

iReady Data - Reading

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

16

iReady Data - Math

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

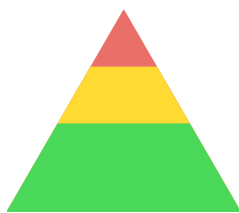
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Diagnostic Results

School: NOTTINGHAM WEST ELEMENTARY SCH
 Subject: Reading
 Academic Year: 2022 - 2023
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1
 Placement Definition: Standard View

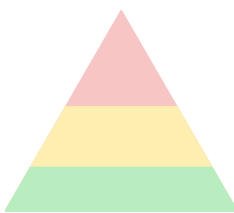
Students Assessed/Total: 430/442

Overall Placement



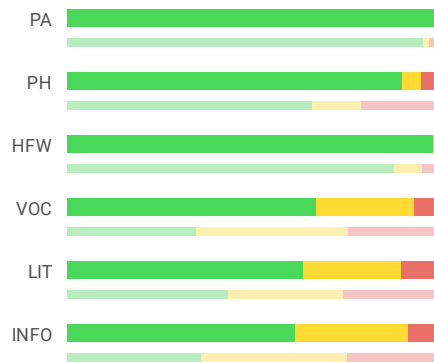
Diagnostic 3

- **At Risk for Tier 3**
8% (From 23%)
- **Tier 2**
24% (From 38%)
- **Tier 1**
68% (From 39%)



Diagnostic 1

Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade



Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 2	Diagnostic 3 	108/113
	Diagnostic 1 	
Grade 3	Diagnostic 3 	99/102
	Diagnostic 1 	
Grade 4	Diagnostic 3 	103/104
	Diagnostic 1 	



Diagnostic Results

School NOTTINGHAM WEST ELEMENTARY SCH
Subject Reading
Academic Year 2022 - 2023
Diagnostic Diagnostic 3
Prior Diagnostic Diagnostic 1
Placement Definition Standard View

Grade		Overall Grade-Level Placement	Students Assessed/Total
Grade 5	Diagnostic 3	<div style="display: flex; justify-content: space-between;"> 62% 23% 15% </div> 	120/123
	Diagnostic 1	<div style="display: flex; justify-content: space-between;"> 45% 29% 26% </div> 	

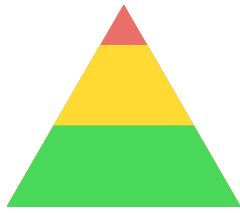


Diagnostic Results

School: NOTTINGHAM WEST ELEMENTARY SCH
 Subject: Math
 Academic Year: 2022 - 2023
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1
 Placement Definition: Standard View

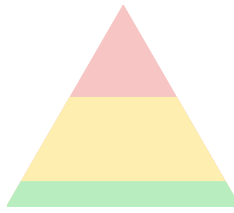
Students Assessed/Total: 423/442

Overall Placement



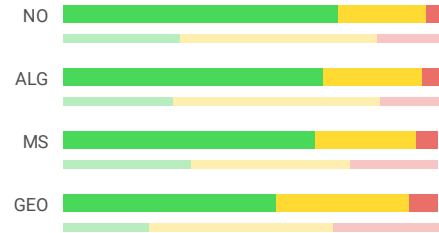
Diagnostic 3

- At Risk for Tier 3
4% (From 21%)
- Tier 2
32% (From 56%)
- Tier 1
64% (From 22%)



Diagnostic 1

Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 2	Diagnostic 3 61% 36% 4%	107/113
	Diagnostic 1 10% 64% 25%	
Grade 3	Diagnostic 3 61% 36% 3%	97/102
	Diagnostic 1 16% 59% 25%	
Grade 4	Diagnostic 3 67% 30% 3%	98/104
	Diagnostic 1 34% 50% 16%	
Grade 5	Diagnostic 3 65% 28% 7%	121/123
	Diagnostic 1 29% 52% 19%	



Hills Garrison Elementary School

Information in this Packet

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1

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2

Hills Garrison Elementary School

NH Statewide Assessment Data (SAS)

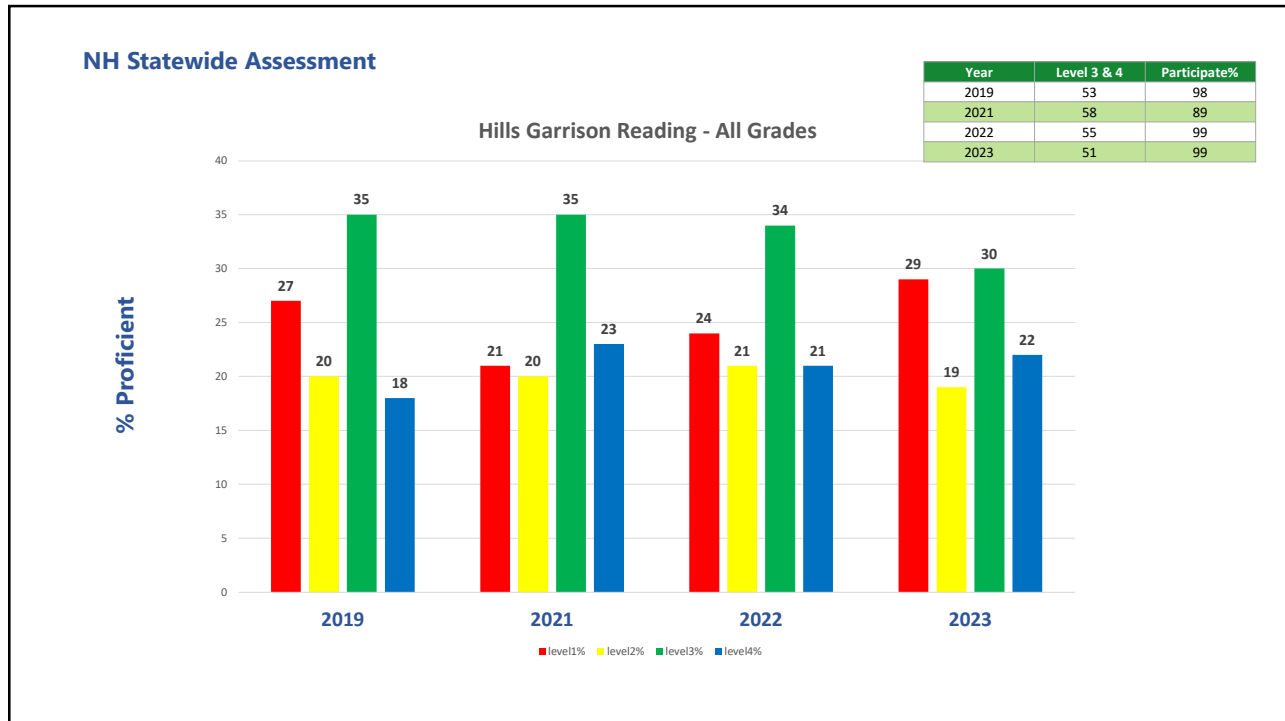
- Assessment taken between March & May 2023
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3

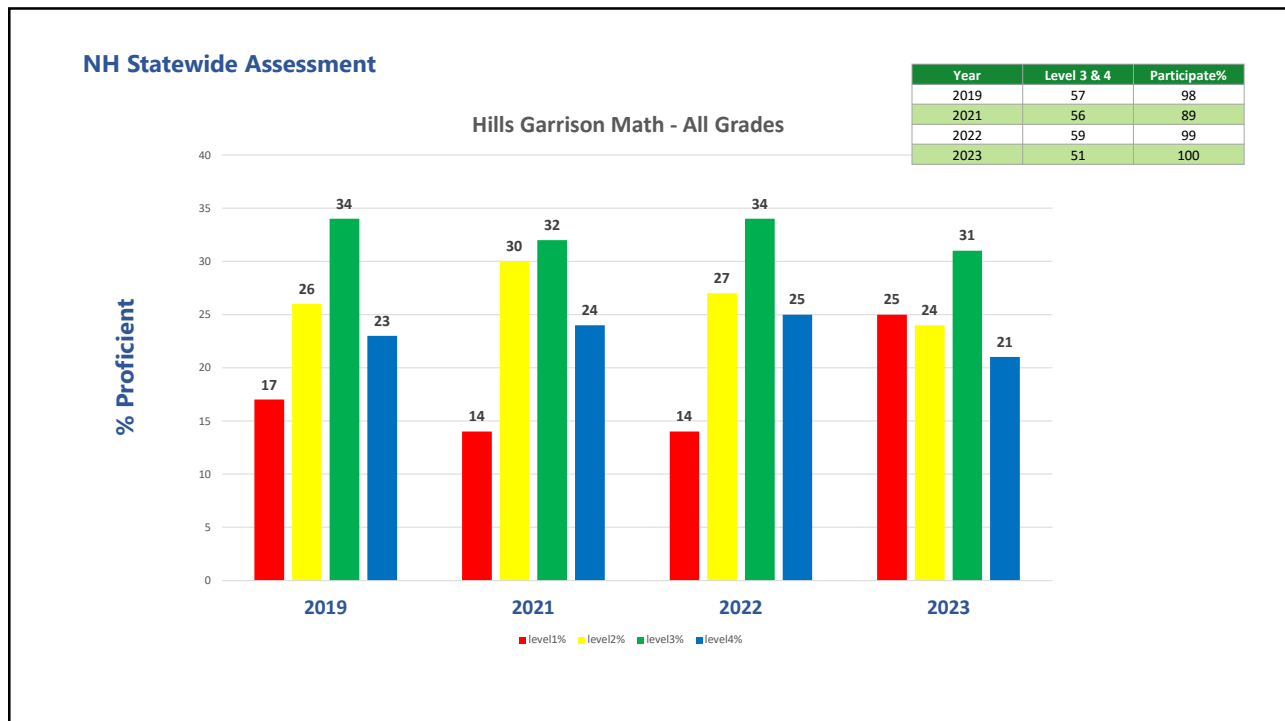
NH Statewide Assessment - Levels

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

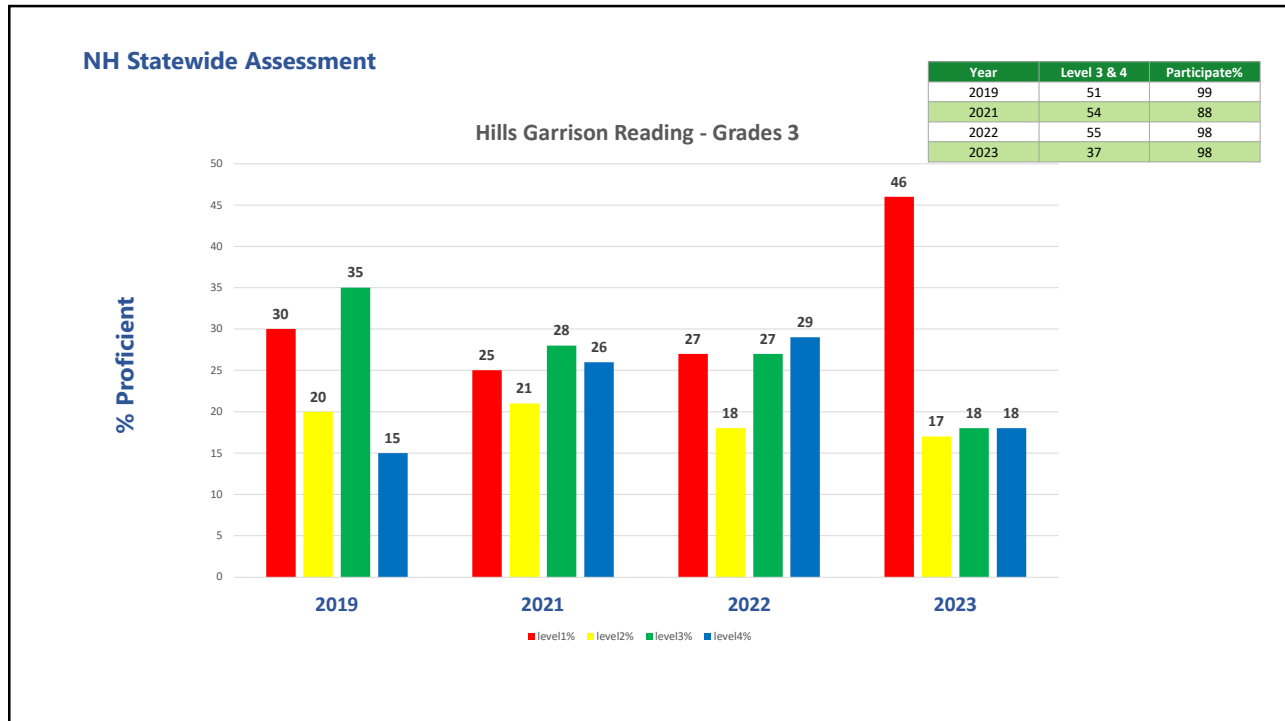
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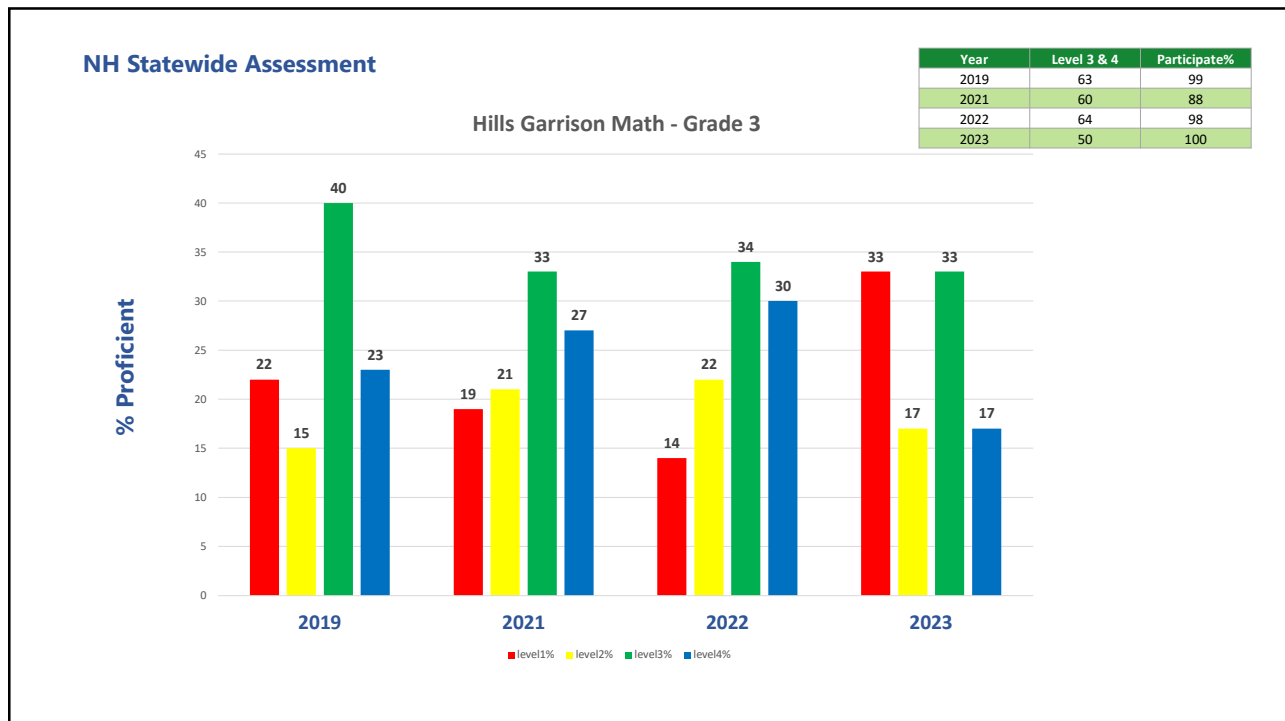
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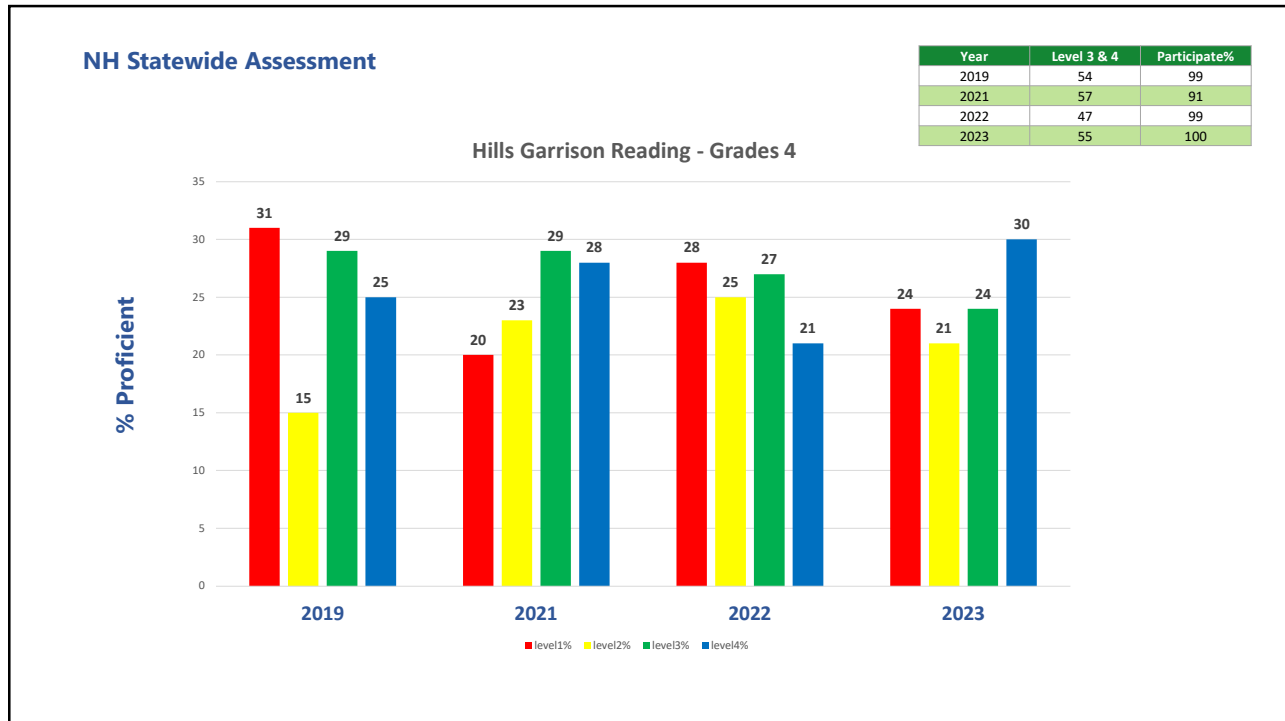
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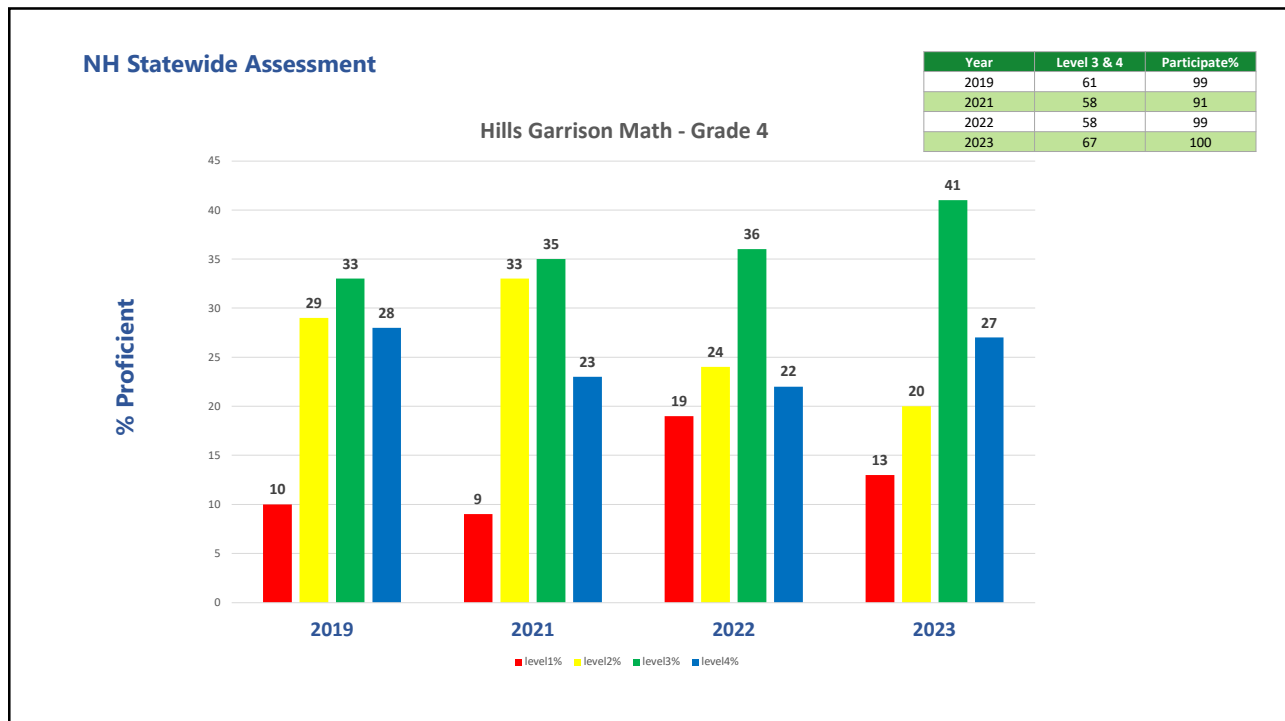
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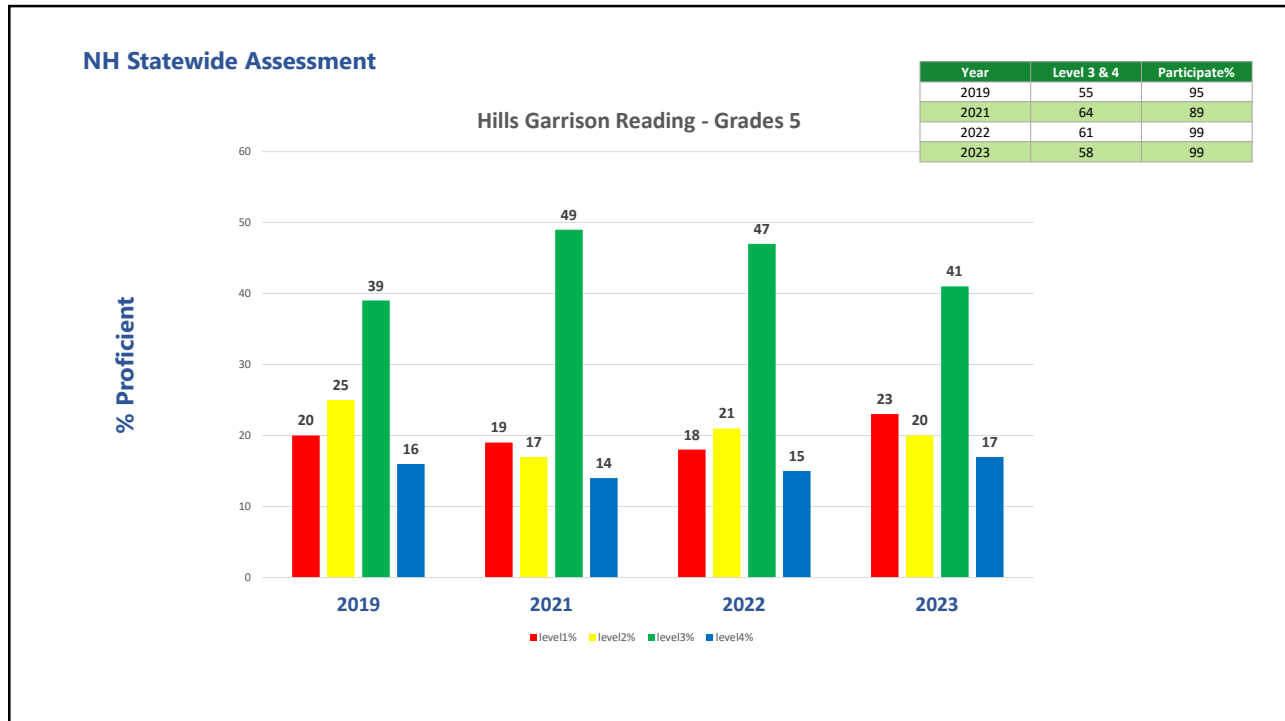
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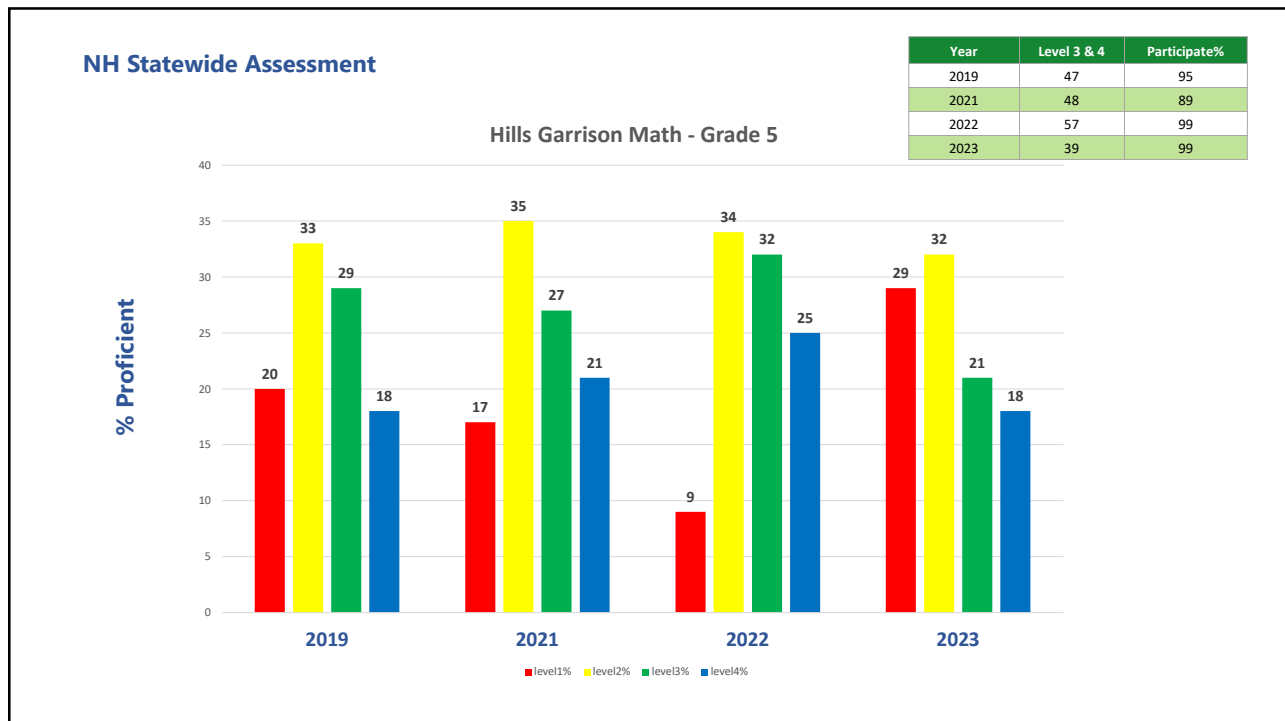
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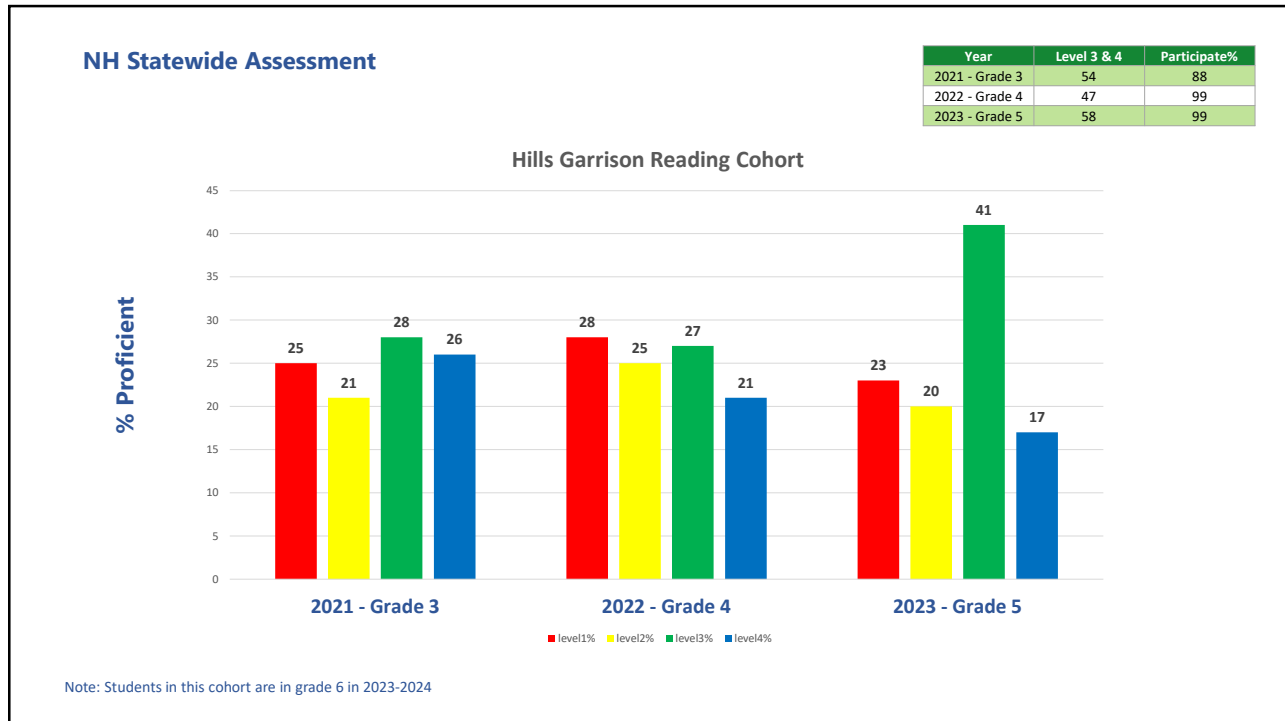
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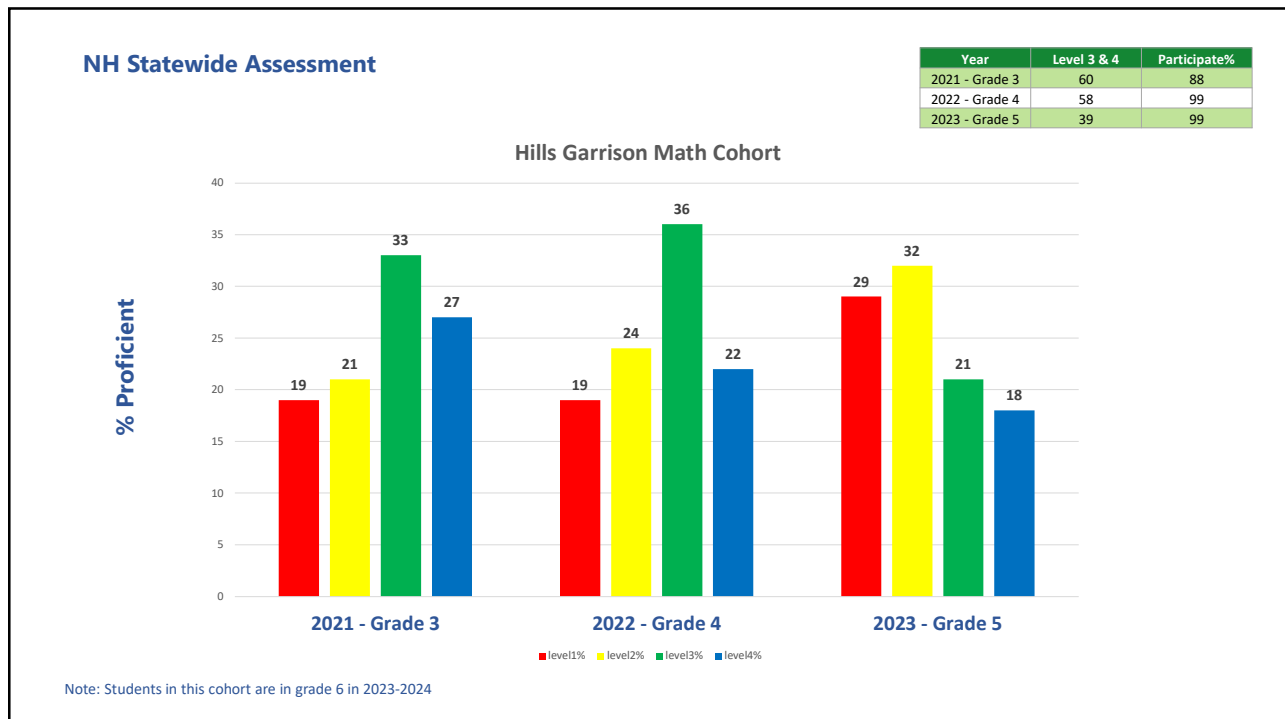
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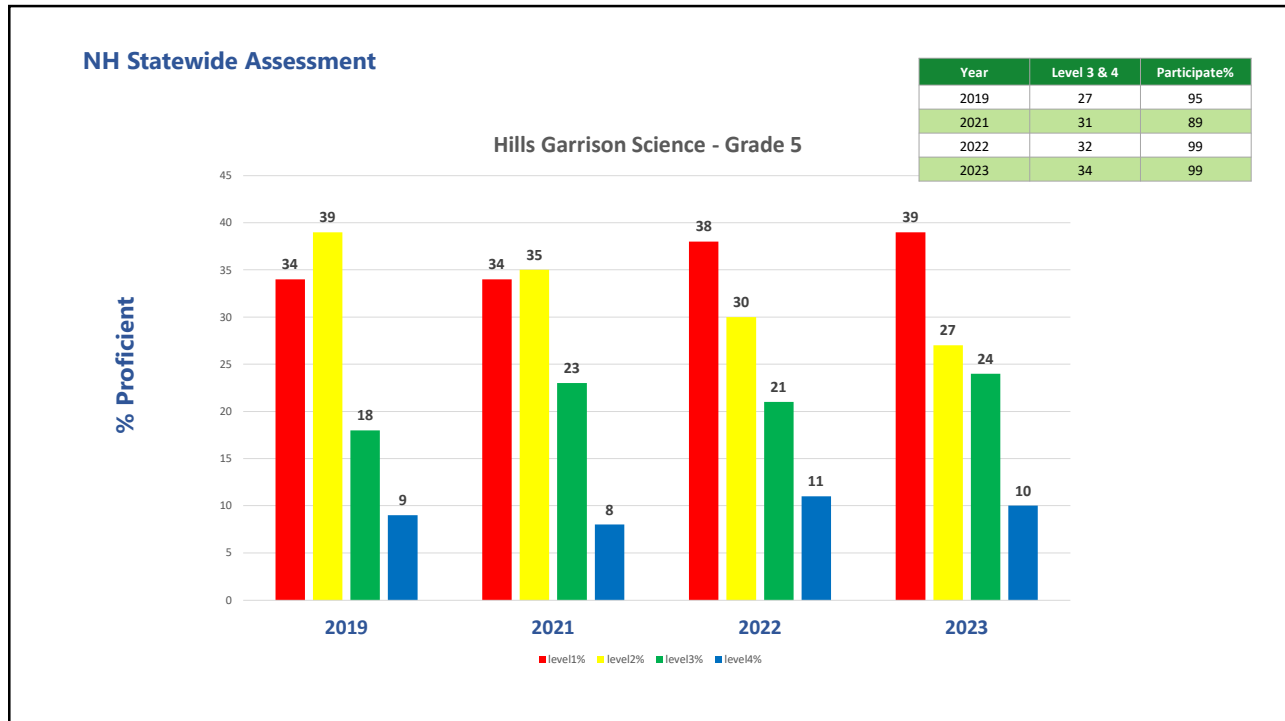
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15

iReady Data - Reading

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

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iReady Data - Math

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

Diagnostic Results

School: HILLS GARRISON SCHOOL
 Subject: Reading
 Academic Year: 2022 - 2023
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1
 Placement Definition: Standard View

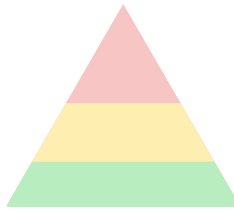
Students Assessed/Total: 371/387

Overall Placement



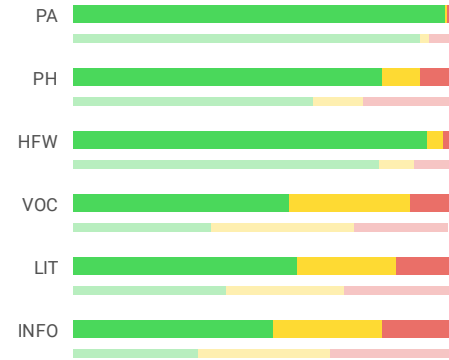
Diagnostic 3

- **At Risk for Tier 3**
11% (From 24%)
- **Tier 2**
29% (From 37%)
- **Tier 1**
60% (From 39%)



Diagnostic 1

Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

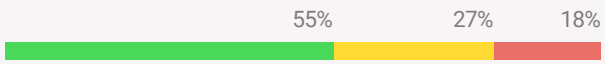
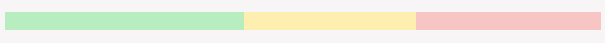
Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 2	Diagnostic 3 54% 43% 4%	114/122
	Diagnostic 1 29% 48% 23%	
Grade 3	Diagnostic 3 68% 20% 12%	66/70
	Diagnostic 1 48% 23% 29%	
Grade 4	Diagnostic 3 69% 20% 12%	86/86
	Diagnostic 1 43% 43% 14%	



Diagnostic Results

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

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 5	Diagnostic 3  55% 27% 18%	105/109
	Diagnostic 1  40% 29% 31%	

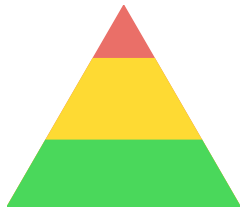


Diagnostic Results

School: HILLS GARRISON SCHOOL
 Subject: Math
 Academic Year: 2022 - 2023
 Diagnostic: Diagnostic 3
 Prior Diagnostic: Diagnostic 1
 Placement Definition: Standard View

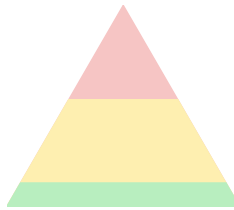
Students Assessed/Total: 372/387

Overall Placement



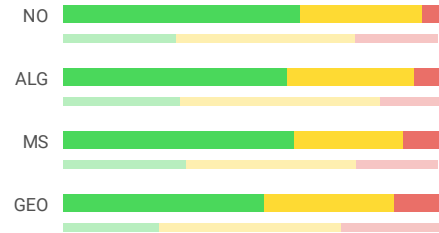
Diagnostic 3

- **At Risk for Tier 3**
7% (From 22%)
- **Tier 2**
38% (From 56%)
- **Tier 1**
55% (From 22%)



Diagnostic 1

Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

Showing 4 of 4

Grade		Overall Grade-Level Placement	Students Assessed/Total
Grade 2	Diagnostic 3	<div style="display: flex; justify-content: space-between;"> 39% 55% 5% </div>	119/122
	Diagnostic 1	<div style="display: flex; justify-content: space-between;"> 12% 58% 30% </div>	
Grade 3	Diagnostic 3	<div style="display: flex; justify-content: space-between;"> 52% 42% 6% </div>	65/70
	Diagnostic 1	<div style="display: flex; justify-content: space-between;"> 15% 63% 22% </div>	
Grade 4	Diagnostic 3	<div style="display: flex; justify-content: space-between;"> 67% 27% 6% </div>	86/86
	Diagnostic 1	<div style="display: flex; justify-content: space-between;"> 34% 56% 10% </div>	
Grade 5	Diagnostic 3	<div style="display: flex; justify-content: space-between;"> 63% 25% 12% </div>	102/109
	Diagnostic 1	<div style="display: flex; justify-content: space-between;"> 28% 48% 24% </div>	



FY 2025 SCHOOL BOARD BUDGET ADJUSTMENTS

FY 2024 General Fund	61,875,947
FY 2024 Other Funds	4,563,888
Total Proposed FY24 Budget	66,439,835

FY 2025 General Fund	66,439,527
FY 2025 Other Funds	3,327,979
Total Proposed FY253 Budget	69,767,506

Function/Object Number	School	Description	Recomm By	Budgeted Amount	Revised Amount	Increase/Decrease	General Fund Adjusted Budget
10151100-650	HGS	Add "Type to Learn"	EB	\$22,826.00	\$23,476.00	\$650.00	
10241410-738	HMS	Reduce the cheer mats	EB	\$5,000.00	\$0.00	(\$5,000.00)	
10152120-110	HGS	Add in EBD Counselor	GG	\$106,166.00	\$171,957.00	\$65,791.00	
10242120-110	HMS	Add in EBD Counselor	GG	\$366,936.00	\$442,856.00	\$75,920.00	
1110-610	Various	Math in Focus Supplies	GG	\$42,069.00	\$0.00	(\$42,069.00)	
10242620-430	HMS	Hallway Floor Replacement	GG	\$94,000.00	\$0.00	(\$94,000.00)	
13505110-110	AHS	English Teacher	GG	\$86,764.00	\$1.00	(\$86,763.00)	
13513110-110	AHS	Wellness Teacher	MD	\$100,495.00	\$1.00	(\$100,494.00)	
13518131-110	AHS	Natural Resources Teacher	MD	\$102,277.00	\$12,725.00	(\$89,552.00)	
1200-114	Various	Special Ed Paras (F/T to P/T)	GG	\$203,532.00	\$52,488.00	(\$151,044.00)	
1200-114	Various	Special Ed Paras (18 P/T to \$1)	EB	\$314,928.00	\$18.00	(\$314,910.00)	
10352410-117	AHS	Admin Asst F/T back to P/T	EB	\$69,422.00	\$23,388.00	(\$46,034.00)	
13531139-117	AHS	New P/T Culinary Asst	MD	\$12,816.00	\$0.00	(\$12,816.00)	
10002840-650	IT	Classroom Mgmt Software (#18)	MD	\$20,000.00	\$0.00	(\$20,000.00)	
12412110-738	HMS	Choral Risers	GG	\$15,162.00	\$0.00	(\$15,162.00)	
12412110-734	HMS	New Student Oboe	GG	\$2,013.00	\$0.00	(\$2,013.00)	
10002610-122	Facilities	Cut Seasonal Grounds Help	EB	\$22,823.00	\$1,621.00	(\$21,202.00)	
10812520-117	SAU	New Finance Bookkeeper to P/T	GG	\$69,438.00	\$32,295.00	(\$37,143.00)	
10812520-117	SAU	New Recruiter to P/T	GG	\$126,812.00	\$53,825.00	(\$72,987.00)	
13525110-110	AHS	New Comp Sci Teacher to P/T	EB	\$115,632.00	\$32,027.00	(\$83,605.00)	
10111100-734	LSS	Equipment - Additional Radios	MD	\$2,500.00	\$5,625.00	\$3,125.00	
10151100-737	HGS	Furniture - Library Shelves	EB	\$15,498.00	\$12,822.00	(\$2,676.00)	
10242222-737	HMS	Furniture - Library Furniture	EB	\$1,000.00	\$0.00	(\$1,000.00)	
10352410-117	AHS	Admin Asst F/T back to P/T (Athletic)	EB	\$77,509.00	\$22,869.00	(\$54,640.00)	
10012311-610	SAU	School Board Supplies Reduction	MD	\$11,130.00	\$8,000.00	(\$3,130.00)	
10002610-123	Facilities	Add \$5K Stipend for Locksmith work	EB	\$0.00	\$5,000.00	\$5,000.00	
10812320-119	SAU	Decrease Merit Pool to \$30K	EB	\$60,591.00	\$40,591.00	(\$20,000.00)	
12413110-738	HMS	Microscope Replacement - All	EB	\$1,200.00	\$2,400.00	\$1,200.00	
10812320-118	SAU	Communication Dir to Coord	GG	\$154,184.00	\$117,830.00	(\$36,354.00)	
10002210-110	DW	Reduce Instructional Coach to \$1	GG	\$124,712.00	\$1.00	(\$124,711.00)	
13511110-113	AHS	Reduce Math Tutors from 3 to 2	EB	\$108,191.00	\$72,489.00	(\$35,702.00)	

TOTAL ADJUSTMENTS AS OF 11/6/23 (1,321,321)

FY 2025 General Fund	65,118,206
FY 2025 Other Funds	3,327,979
Total Proposed FY25 Budget	68,446,185

General Fund Increase 3,242,259
Percent of G/F Increase 5.24%

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

Jodi C. Hallas
Associate Principal

Jason C. Tesini
Associate Principal

Louise M. Goulet
Assistant Principal

Eric C. Frauwirth
Career & Technical
Education Director

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

October 31, 2023

To: Dan Moulis
Superintendent of the Hudson School District

Dan,

I am requesting permission to attend the National Athletic Director's Conference. This year it is being held in Orlando, Florida from December 16-20, 2023. I have not been able to attend the conference for several years for personal reasons but now I can go. I would like to take advantage of the courses along with the workshops. It is also beneficial to network with not only NH athletic directors but athletic directors from other states. I have budgeted for athletic director travel within my transportation budget and would pay for the trip out of that account. I hope that you will consider allowing me to attend the conference.

Thank you,
Karen Bonney
Athletic Director
Hudson School District

Below is the anticipated costs of the trip:

Conference registration: \$295

LTI Courses: \$85/ I would like to take two classes

Hotel: \$810 (four nights)

Flight: \$300-\$350

Meals: not sure what is allowed

Estimate total cost: \$2125

HUDSON SCHOOL DISTRICT

SAU # 81

20 Library Street Hudson, NH 03051-4240

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

Daniel Moulis, Ed. D

Superintendent of Schools

(603) 886-1235

dmoulis@sau81.org

Kimberly Organek

Assistant Superintendent

(603) 886.1235

korganek@sau81.org

Rachel Borge

Director of Special Services

(603) 886-1253

rborge@sau81.org

Jennifer Burk

Business Administrator

(603) 886-1258

jbuk@sau81.org

TO: Hudson School Board
FROM: Cathy Brackett, HRIS Coordinator
SUBJECT: Winter Extracurricular Nomination
DATE: October 30, 2023

The following nomination has been submitted for winter of the 2023-2024 school year:

Hudson Memorial School:

Girls Basketball Coach

Kathleen Murphy

\$2,400

HUDSON SCHOOL DISTRICT

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rborge@sau81.org

Jennifer Burk

Business Administrator

(603) 886-1258

jburk@sau81.org

TO: Hudson School Board
FROM: Cathy Brackett, HRIS Coordinator
SUBJECT: Winter Sport Nominations
DATE: October 25, 2023

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

Alvirne High School:

Varsity Girls' Basketball	Frank Girginis	\$5250
JV girls' Basketball	Jay Thomas	\$3,675
Varsity Boys' Basketball	Leo Gershgorin	\$5250
Junior Varsity Basketball	Christian Patenaude	\$3675
Freshmen boys' Basketball	Tom Hanson	\$3410
Varsity boys' indoor track	Tom Daigle	\$3500
Varsity girls' indoor track	Jeff Peterson	\$3500
Assistant girls' indoor track	Danielle Vallee	\$2450
Assistant boys' indoor track	Phil Demers	\$2450
Varsity Head Ice Hockey	Dave Thibeault	\$3850
Assistant Ice Hockey	Thomas Beaulieu	\$2700
Winter Varsity cheerleading	Colleen Gillis	\$2900
Winter Junior Varsity cheerleading	Colleen Jessica Siefert	\$2030
Unified basketball	Jessica Toomey	\$500
Varsity Swim Coach	Colleen Vurgaropulos	\$3500
Assistant Swim Coach	Xen Vurgaropulos	\$2450
Dive Coach	Derek Peabody	\$1000
Varsity Wrestling	Christopher Dejesus	\$4000
JV Wrestling	Conor Gannon	\$4000

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Jennifer Burk
Business Administrator
(603) 886-1258
jburk@sau81.org

MEMORANDUM

Date: October 30, 2023

To: Hudson School Board

From: Karen Atherton
Food Service Director

Re: Donation

Dear Board Members,

I would like to submit to you for your approval a check in the amount of \$1,651 from the American Legion Post 48. They are aware of the importance of students fueling their bodies for learning in school and would like to alleviate the worry for needy families.

Please accept this generous donation to support our families in the Hudson School District.

Thank you for your consideration.

HUDSON SCHOOL DISTRICT POLICY

JEB Age of Entrance

Updated: Current policy with revisions – for First Reading – November 6, 2023

Category: Required

Annual Review

The policy of the Hudson School Board is to admit students to first grade whose sixth birthday occurs on or before September 30, in accordance with RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil:

A parent/guardian of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such a child shall attend full time when such school is in session.

A. Statement of Policy

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

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

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

B. Incoming Students Transferring from Another District

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

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

C. Requesting a Waiver

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

Waiver Timeline

1. March 1 - A parent or guardian submits the waiver request form by March 1, prior to the school year in question.
All students applying for a waiver will need to take the appropriate grade-level screener in the spring.
2. May 1 – Screener results with recommendation from the screening team will be delivered to the Superintendent.
3. May 15 – Superintendent or designee will inform parents/guardians in writing of the decision relative to the request.

4. If the parent/guardian is not satisfied with the decision of the Superintendent, the parent/guardian may appeal to the School Board. A letter requesting appeal must be received by June 1.
5. June 30 - The School Board shall make every reasonable effort to schedule a hearing no later than June 30 in order to receive oral testimony from the parent/ guardian.
The School Board shall issue its written decision within 15 days of hearing evidence.
6. If the parent/ guardian is not satisfied with the decision of the School Board, he or she will have the right to appeal to the New Hampshire State Board of Education pursuant to RSA 193:3.

D. Information Considered

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

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

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

Legal References

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

Approved: April 17, 2017

Reviewed: July 20, 2020

Updated: January 30, 2023

First Reading: February 20, 2023

Second Reading: March 13, 2023

Proposed

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
Page 1 of 9	First Reading: 4/6/2015 Second Reading: waived

Restraint, Seclusion, and Intentional Physical Contact Policy

It is the policy of the Hudson School District that restraint of a child/student shall only be used in a school to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. It shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate. Restraint shall never be used explicitly or implicitly as punishment for the behavior of a child. (RSA 126-U:5). Seclusion also may not be used as a form of punishment or discipline.

Definition of Child (RSA 126-U:1, I):

“Child” means a person who has not reached the age of 18 years and who is not under adult criminal prosecution or sentence of actual incarceration resulting therefrom, either due to having reached the age of 17 years or due to the completion of proceedings for transfer to the adult criminal justice system under RSA 169-B:24, RSA 169-B:25, or RSA 169-B:26. “Child” also includes a person in actual attendance at a school who is less than 22 years of age and who has not received a high school diploma.

Definition of Restraint (RSA 126-U:1, IV):

“Restraint” means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

“Medication restraint” occurs when a child is given medication involuntarily for the purpose of immediate control of the child’s behavior.

“Mechanical restraint” occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
Page 2 of 9	First Reading: 4/6/2015 Second Reading: waived

“Physical restraint” occurs when a manual method is used to restrict a child’s freedom of movement or normal access to his or her body.

Restraint shall not include:

- Brief touching or holding to calm, comfort, encourage, or guide a child, as long as limitation of freedom of movement of the child does not occur.
- The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, as long as the child is in an upright position and moving toward in a safe location.
- Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations or tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
- The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
- The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force when he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the movement of the torso, head, arms, or legs of any child.

Definition of Seclusion (RSA 126-U:1, V-a):

“Seclusion” means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
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between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

Definition of Serious Injury (RSA 126-U:1, VI)

“Serious injury” means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second- or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

Written Policies Required (RSA 126-U:2):

The School Board adopts this policy as the policy applicable to all schools within the Hudson School District, and each building principal or his/her designee is instructed to provide the policy to the parent/guardian of all students in the building. The Superintendent, or his/her designee, is authorized to develop written procedures and forms regarding the implementation of this policy. The procedures and forms shall be consistent with this policy and all applicable laws and regulations. Parents or guardians should notify their child’s school principal if a court has appointed a guardian ad litem to represent their child’s interests.

Limitation of the Use of Restraint to Emergencies Only (RSA 126-U:5):

- I. Physical restraint shall only be used to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified under this section may be made with consideration of all relevant circumstances, whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others. Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.
- II. Restraint shall never be used explicitly or implicitly as a punishment for the behavior of a child.

Authorization and Monitoring of Extended Restraint (RSA 126-U:11)

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
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Restraint shall not be imposed for longer than is necessary to protect the child or others from the substantial and imminent risk of serious bodily harm.

Children in restraint shall be the subject of continuous direct observation by personnel trained in the safe use of restraint.

No period of restraint of a child may exceed 15 minutes without the approval of the building principal or his/her designee.

No period of restraint of a child may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the child is conducted by the building principal or his/her designee, who has been trained to conduct such assessments. The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by RSA 126-U and this policy. Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the school as part of the written notification required in RSA 126-U:7, II.

Limitation on the Use of Seclusion (RSA 126-U:5-a):

- I. Seclusion may not be used as a form of punishment or discipline. It may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or to others, and may only be continue until that danger has dissipated.
- II. Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
- III. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

Conditions of Seclusion (RSA 126-U:5-b):

- I. Seclusion may only be imposed in rooms which:

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
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- a. Are the size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
 - b. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
 - c. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.
 - d. Are free of any object that poses a danger to the children being placed in the rooms.
 - e. Have doors which are either not equipped with locks, or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
 - i. The need to provide direct and immediate medical attention to a child;
 - ii. Fire;
 - iii. The need to remove a child to a safe location during a building lockdown;
or
 - iv. Other critical situations that may require immediate removal of a child from seclusion to a safe location.
 - f. Are equipped with unbreakable observation windows or equivalent devices to allow the safe, direct, and uninterrupted observation of every part of the room.
- II. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion.

Notice and Record-Keeping Requirements (RSA126-U:7):

- I. Unless prohibited by court order, school staff shall make reasonable efforts to verbally notify the child's parent or guardian and guardian ad litem whenever seclusion or restraint has been used on the child. Such notification shall be made as soon as practicable and in no event later than the time of the return of the child to the parent or guardian or the end of the business day, whichever is earlier. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
Page 6 of 9	First Reading: 4/6/2015 Second Reading: waived

- II. A school employee who uses seclusion or restraint, or if the facility employee or school employee is unavailable, a supervisor of such employee, shall, within 5 business days of the occurrence, submit a written notification containing the following information to the building principal or his/her designee.
 - a. The date, time, and duration of the seclusion or restraint.
 - b. A description of the actions of the child before, during, and after the occurrence.
 - c. A description of any other relevant events preceding the use of seclusion or restraint, including the justification for initiating the use of restraint.
 - d. The names of the persons involved in the occurrence.
 - e. A description of the actions of the facility of school employees involved before, during, and after the occurrence.
 - f. A description of any interventions used prior to the use of seclusion or restraint.
 - g. A description of the seclusion or restraint used, including any hold used and the reason the hold was necessary.
 - h. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the use of seclusion or restraint.
 - i. A description of any property damage associated with the occurrence.
 - j. A description of actions taken to address the emotional needs of the child during and following the incident.
 - k. A description of future actions to be taken to control the child's problem behaviors.
 - l. The name and position of the employee completing the notification.
 - m. The anticipated date of the final report.

- III. Unless prohibited by court order, the building principal or his/her designee shall, within 2 business days of receipt of the notification required in paragraph II, send or transmit by first class mail or electronic transmission to the child's parent or guardian and the guardian ad litem the information contained in the notification. Each notification prepared under this section shall be retained by the school or facility for review in accordance with adopted under RSA 541-A by the state board of education and the department of health and human services.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: JKAA Use of Child Restraint and Seclusion	ADOPTED: 4/6/2015
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- IV. Whenever a school employee has intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior, a representative from the school shall make reasonable efforts to promptly notify the child's parent or guardian. Such notifications shall be made no later than the time of the return of the child to the parent or guardian or the end of the business day, whichever is earlier. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.
- V. In any case requiring notification under paragraph IV, the school shall, within 5 business days of the occurrence, prepare a written description of the incident. Such description shall include at least the following information:
- The date and time of the incident.
 - A brief description of the actions of the child before, during, and after the occurrence.
 - The names of the persons involved in the occurrence.
 - A brief description of the actions of the school employees involved before, during, and after the occurrence.
 - A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.
- VI. The notification and record-keeping requirements of paragraphs IV and V of this section shall not apply in the following circumstances:
- When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. However, if the child is actively combative, assaultive, or self-injurious while being escorted, the requirements of paragraphs IV and V shall apply.
 - When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.
 - When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the requirements.

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- d. When an incident is subject to the requirements of paragraphs I-III of this section.

Injury or Death During Incidents of Restraint of Seclusion (RSA 126-U:10):

- I. In cases involving serious injury or death to a child subject to restraint or seclusion in a school, the school shall, in addition to the provisions of RSA 126-U:7, notify the commissioner of the department of education, the attorney general, and the state's federally-designated protection and advocacy agency for individuals with disabilities. Such notice shall include the written notification required in RSA 126-U:7, II.

Restriction of the Use of Mechanical Restraint During the Transport of Children (RSA 126-U:12)

Schools shall not use mechanical restraints during the transportation of children unless case-specific circumstances dictate that such methods are necessary.

Whenever a child is transported to a location outside a school, the principal or his/her designee shall ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the child in a manner which:

- Prevents physical and psychological trauma;
- Respects the privacy of the child; and
- Represents the least restrictive means necessary for the safety of the child.

Whenever a child is transported using mechanical restraints, the principal or his/her designee shall document in writing the reasons for the use of mechanical restraints. Such documentation shall be treated as a notification of restraint under RSA 126-U:7 and this policy.

School Review Following the Use of Restraint of Seclusion (RSA 126-U:14):

Upon information that restraint or seclusion has been used for the first time during the school year on a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint

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or seclusion. A parent or guardian of a child with a disability may request such a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusion since the last review.

Legal References:

RSA 126-UChild Restraint Practices

Ed 1113.04-1113.05, Behavioral Interventions and Emergency Intervention Procedures

CURRENT

HUDSON SCHOOL DISTRICT POLICY

JKAA Use of Restraints and Seclusion

Updated: Replaces current policy for School Board First Reading – November 6, 2023

Related Policies: EBB, EHB, GBEAB, JLF, JRA

Category: Priority

A. Policy Statement

This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the district except as described below.

B. Definitions

For the purposes of this policy,

1. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
 - a. "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
 - b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
 - c. "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.
 - d. "Prone restraint" is a prohibited physical restraint technique which occurs when a child is intentionally placed face-down on the floor or another surface, and the child's physical movement is limited to keep the child in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.
 - e. Exceptions to definition of restraint. The term "restraint" DOES NOT, however, include:
 - i. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur
 - ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location
 - iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when

necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm

- iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle
 - v. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child
2. "Dangerous Restraint Technique" are prohibited forms of restraint and/or behavior techniques that include:
- a. Prone restraint, or any other physical restraint or containment technique that:
 - i. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing
 - ii. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child
 - iii. Obstructs the circulation of blood
 - iv. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths or
 - v. Endangers a child's life or significantly exacerbates a child's medical condition
 - b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
 - c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
 - d. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.
 - e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the child, including skin temperature, color, and respiration, shall be continuously monitored. The child shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
3. "Seclusion" means the involuntary confinement of a child alone in any room or area from which the child is unable to exit, either due to physical manipulation by a person, a lock, or

other mechanical device or barrier, or from which the child reasonably believes they are not free to leave; or, the involuntary confinement of a child to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term “seclusion” DOES NOT, however, include: the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave; circumstances in which there is no physical barrier, and the child is physically able to leave; or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

C. Training Required

Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The superintendent shall ensure that:

1. each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
2. each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 30 minutes in conditions described in ____, below; and
3. *[[i] Delete endnote]* all employees, designated volunteers and other persons who are required to have criminal history background checks under School Board policy GBCD receive general training in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. *Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.*

D. Procedures for Managing the Behavior of Students

General procedures for managing student behavior are found in School Board policies, **District [and each school's] Code(s) of Conduct**, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The superintendent is authorized to establish additional procedures for managing student behavior and to implement this Policy as needed. Such procedures shall be consistent with all board policies and all applicable laws or regulations. The superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

E. Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used

1. Authorized Use of Restraint

a. General

- i. Restraint may only be used by trained personnel using extreme caution when *all other interventions have failed or have been deemed inappropriate.*

- ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others.
 - iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.
 - iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a child.
 - v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
 - vi. Restraint will be *discontinued immediately* if a child demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
- b. Restraint Periods Exceeding 15 Minutes

Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the superintendent or principal to provide such approval.

However, no period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.

Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by as part of the Written Notification required in Section G.1.c, below.

2. Prohibition of Certain Forms of Restraint

The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.

3. Limited Use of Mechanical Restraints During Transportation

Pursuant to RSA 126-U:6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the child; and
- c. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the superintendent or

designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

4. Reporting and Notification

Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

F. Use of Seclusion

1. Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

2. Conditions of Seclusion

When seclusion is permitted under this policy,

- a. It may only be imposed in rooms which:
 - i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
 - ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
 - iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.
 - iv. Are free of any object that poses a danger to the children being placed in the rooms.
 - v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
 - A. The need to provide direct and immediate medical attention to a child;
 - B. Fire;
 - C. The need to remove a child to a safe location during a building lockdown; or

D. Other critical situations that may require immediate removal of a child from seclusion to a safe location.

b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).

3. Required Use of Co-Regulators

When seclusion is used, the principal, or when he or she is not immediately available, her/his designee or the then supervising employee, shall designate a co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the child at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:

- a. A trusted adult selected by the child.
- b. A clinician or counselor trained in trauma informed practices.
- c. A staff member known to have a positive relationship with the child.
- d. A staff member who was **NOT** involved in the incident that led to seclusion.

4. Reporting and notification

Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence and should be individually described within the reports and notifications.

G. Reporting, Notification and Record Keeping Requirements

1. Restraint and Seclusion

Whenever restraint or seclusion has been used on a child, the following shall apply:

- a. Immediate verbal report to principal, designee or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the principal, principal's designee or other supervising employee on duty.
- b. Initial notification to parent/guardian: Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the principal, principal's designee or other supervising employee who received the immediate verbal report described in paragraph G.1.a, s/he shall make reasonable efforts to contact the child's parent or guardian as soon as is practicable, but in *no later than the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier*. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
- c. Written Notification to superintendent: Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a child, will, with the assistance of the principal or other employee who received the immediate verbal report

(or if the employee is not available, the principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Departments of Education and Health and Human Services (the "DOE/DHHS form") to the Superintendent. In the absence of the availability of the DOE/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The DOE/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a child exceeded 30 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

- d. **Written Information to Parent/Guardian:** Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the child's parent/guardian all of the information included in the Written Notification or the Written Notification itself.
 - e. **Final Investigation and Report:** The superintendent or superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the superintendent or her/his designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.
2. **Additional Reporting Required for Injury or Death of a Child Subject to Restraint or Seclusion**

In cases involving serious injury or death to a child subject to restraint or seclusion in a school, the principal/superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, general, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.c, above.
 3. **Additional Documentation Regarding Use of Mechanical Restraint**

Whenever a child is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.
 4. **Documentation for Other Intentional Physical Contact Between Employee and Student**

The following shall apply whenever there is an instance where a school employee or designated volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

 - a. **Notice to parents:** the principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent or guardian. Such *notification shall be made no later the time of the return of the child to the parent/guardian or the*

end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

- b. Physical Contact Written Description: Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the principal shall prepare a written description of the incident (“Physical Contact Written Description”) of the incident within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:
 - i. The date and time of the incident.
 - ii. A brief description of the actions of the child before, during, and after the occurrence.
 - iii. The names of the persons involved in the occurrence.
 - iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.
 - v. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.

5. Circumstances when Reporting/Notification is not Required

The notification, reporting and record keeping requirements included in this Section G are not required in the following circumstances:

- a. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. If, however, the child is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.
- b. When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.
- c. When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child’s attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the notification and reporting requirements described above.

6. Retention of Records

All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained [the term of the student’s enrollment plus three years, unless:

- a. the student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of School Board policy EHB; or
- b. a longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.

H. Mandatory Reporting of Violations by Others

Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the principal or superintendent in accordance with the reporting procedures of School Board policy GBEAB. The conduct giving rise to the suspected violation may well likely require reporting under School Board policies JLF – Reporting Child Abuse or Neglect.

I. Complaints of Violation of RSA 126-U

Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)

1. Complaint Contents

The written complaint or complaint summary should include:

- a. The complainant's name, unless the complaint refuses;
- b. The date or approximate date of the alleged incident;
- c. The location of the alleged incident;
- d. The name of the child or children subject to the alleged restraint or seclusion, if known;
- e. The name of the school personnel alleged to have restrained or secluded the child, if known;
- f. A description of the alleged restraint or seclusion; and
- g. The date of complaint.

2. Investigation and Resolution of Complaint

The complaint or grievance will be investigated by the superintendent, or another person designated by the superintendent. The complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

The superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the

concerned parties. If the complainant is the parent or guardian of the child concerned, the superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

The superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc.

Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, School Board policies relating to complaints such as found in KEB.

The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

J. Review of IEP or 504 Plan Following the Use of Restraint or Seclusion

Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a child with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent or guardian of the child.

K. Prohibition Against Retaliation or Harassment

No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. Dissemination of Policy. A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

L. Dissemination of Policy

A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

Legal References

RSA 126-U Limiting the Use of Child Restraint Practices

RSA 186-C Special Education

NH Code of Admin Rules Chapter 1200 Restraint and Seclusion for Children

Section 504, 29 U.S.C 701, et. Seq Section 504 of the Rehabilitation Act of 1973

First Reading: April 6, 2015
Second Reading: Waived
Adopted: April 6, 2015
First Reading: November 6, 2023
Second Reading:
Update:

PROPOSED

HUDSON SCHOOL DISTRICT POLICY

GBCD Background Investigation and Criminal Records

Updated: Current policy with NHSBA revisions for School Board First Reading – November 6, 2023

Related Policies: EEAE, EEAEA, EHB, GADA, GBCE, GDF, IJOC, JLIF

Category: Priority/Required by law

To help assure the safety of the district's 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:
 - a. The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
 - b. 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:
 - a. cafeteria workers
 - b. school bus drivers
 - c. custodial personnel
 - d. 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:

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.

- 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

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: [Link: Section V Offenses - RSA 189:13-a, V](#)

“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 and Restrictions on Hiring or Appointing Individuals with Revoked or Suspended Credentials

1. General Requirements

The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy, including but not limited to reviewing the most recent NHED List of Revoked & Suspended Credentials. The Superintendent may assign the Background Investigation (but not the CHRC) to someone other than designee but the Background Investigation 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 he/she will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record (e.g., checklist and or source documentation) 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.

2. Prohibition against hiring/appointment of individuals with revoked or suspended credentials
The district will not hire any individual whose education license, certification or other credential ("credential") issued by the Department of Education is currently revoked or suspended, unless: (1) the individual's prospective employment would begin after the reinstatement of that individual's credential; or, (2) the individual retains an active endorsement in one or more areas in which the individual remains eligible for employment, even though the endorsement in another area is under revocation or suspension.

No person whose credential issued by the Department of Education has been revoked or is under current suspension, may be appointed as, or serve as, a volunteer for any district service or activity, designated or otherwise.

In the instance of a person with no current endorsement, the suspension or revocation would preclude hiring or appointing that person to any position within the district. This means, for example, that a former science teacher whose credentials are revoked may not be appointed as a volunteer soccer coach.

Notwithstanding the prohibitions and limitations imposed by this paragraph, educators whose credentials have been revoked or are currently suspended, retain all the rights afforded members of the public to enter onto school grounds and attend school events in accordance with applicable laws and School Board policies. Similarly, such individuals who are parents or guardians of district students shall maintain all the rights afforded all parents and guardians under law and School Board policies – but may not serve in volunteer positions.

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]

a. 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.

b. 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. Pursuant to regulations of the United States Dept. of Justice, and RSA 189:13-a, the Superintendent may NOT share with the Board information directly gleaned from the CHRC regarding specific criminal charges, arrests, convictions etc., but may share the fact that s/he is nominating a person whose background investigation revealed information requiring the Superintendent to apply the criteria established by the Board in the preceding paragraph.

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: November 21, 2022

Updated: November 21, 2022

First Reading: November 6, 2023

HUDSON SCHOOL DISTRICT POLICY

JCA Change of School or Assignment

Updated: Current policy with NHSBA revisions for First Reading – November 6, 2023

Related Policies: JEB, JFAA, JFAB and JG

Category: Priority/Required by Law

The superintendent is charged with assigning students of the district to schools and classes consistent with School 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 School 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 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 School 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, another school, 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

a. Assignment to Another School District or Public Academy

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.

b. Assignment to an Approved Private School

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. Any such Agreement shall be subject to approval by the school board on behalf of the school district and shall be at the sole Discretion of the School Board with due consideration given to the fiscal impact of such approval of the district, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

The superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled School 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 School 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.

7. Review/Appeal of Decision

The decision of the superintendent shall be final and any appeal shall be limited to the process set forth in Section B, below.

8. Annual Review of Decision

A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at his/her discretion waive the review when he/she deems such to be appropriate.

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.2a&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 after the request has been received by the superintendent. The School 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 attend another school, 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 School 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.
- f. The School 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 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 2001(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.

7. **Annual Review of Manifest Hardship Determination**
A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the understanding that the board may, at its discretion, waive the review when it deems such to be appropriate.

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: December 5, 2022
Approved: December 5, 2022
First Reading: November 6, 2023

PROPOSED

HUDSON SCHOOL DISTRICT POLICY

ACN Nursing Mothers Accommodations

Reviewed: New policy for School Board First Reading – November 6, 2023

Related Policies: AC, ACAC, GBEB, IHBCA, JIC

Category: Priority

A. Statement of Purpose

The district provides a supportive environment as to time and place for students and employees (collectively “nursing mothers). Subject to the terms and exceptions set forth in this policy, the district will accommodate the needs of nursing mothers by providing reasonable times and suitable spaces for nursing mothers to nurse during school and work hours for one year after the birth of the child. Nursing for purposes of this policy will include expression of milk by manual or mechanical means.

No nursing mother will be discriminated against for nursing or nursing related activities as provided in this policy, and reasonable efforts will be made to assist nursing mothers in meeting their infant feeding goals while at work or school.

B. Accommodation Notice and Plans

A nursing or expectant mother should contact the building principal, school nurse or employee’s supervisor at least two weeks before the need for nursing accommodations arises. The district will endeavor to meet the break and space needs of each nursing mother. However, when ordinary accommodations (as discussed below) create undue hardship to the operations of the school/workplace, the district will work with the nursing mother to determine whether other acceptable accommodations may be made. Such other accommodations could include such items as a change in work/class assignments or schedules. When acceptable accommodations are unattainable, the building principal, school nurse or other administrator working with the nursing mother should consult with the Superintendent.

A nursing accommodation plan should be revisited upon the nursing mother’s request, or at least every three months, with adjustments made to the accommodations for breaks as nursing needs change.

C. Reasonable Time to Express Milk during the School Day

Absent undue hardship or other accommodations as established under Section B, above, a nursing mother will have a minimum of three opportunities (“nursing period”) during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of nursing or to address other needs relating to nursing. An employee or student can use the usual break and meal periods if she chooses. A nursing mother who is an hourly employee will not be paid during nursing periods unless either (a) the nursing period falls during a regular paid break (e.g., a paid lunch), or (b) she is not completely relieved of duties during the nursing break.

D. Suitable Private Areas for Nursing

Nursing mothers will be provided with a private place, other than a bathroom, in each school district building in which a nursing mother spends her working or school day.

The nursing area:

1. May be temporary or permanent
2. Shall be shielded from view and free from intrusion by other persons, including without limitation other staff or students;
3. Shall be within a reasonable walk to the nursing mother's work-station or classroom unless otherwise agreed by the nursing mother;
4. Have at a minimum an electrical outlet and a chair if feasible;
5. Have a sink with running water if feasible, or be in proximity to one;
6. Have a refrigerator for breast milk storage if feasible, or be in proximity to one; and
7. Shall be cleaned regularly by district staff assigned to that duty

E. Nursing Mother Responsibilities

Nursing mothers will:

1. Provide at least two weeks advance notice of the need for nursing accommodations, preferably prior to their return to school following the birth of the child. This will allow school administrators the opportunity to establish a location and work out scheduling issues.
2. Maintain the nursing area by wiping down surfaces with antibacterial wipes so the area is clean for the next user.
3. Provide their own supplies as is necessary.

F. Prohibited conduct

Any intentional act which violates a nursing mother's privacy, aims to frustrate a nursing mother's intentions to use the nursing facilities, or constitutes harassment on account of a nursing mother's needs or breastfeeding status is prohibited, and shall be treated as violation of the applicable code of conduct, with possible disciplinary consequences and may constitute sexual harassment and reported to the Title IX Coordinator.

G. Dissemination of policy

This policy shall be printed or summarized in applicable employee and student handbook. For employees, if the handbook is not provided at the time of hire, then the district will provide a copy of this policy at the time of hire.

Legal References

20 U.S.C. 1681, et seq Title IX of the Education Amendments of 1972

42 U.S.C. 2000gg Pregnant Workers fairness Act (PWFA)

42 U.S.C. 218d Pump for Nursing Mothers Act (PUMP Act)

First Reading: November 6, 2023

Second Reading:

Adopted:

PROPOSED

HUDSON SCHOOL DISTRICT

JLCD Administering Medication to Students

Reviewed: January 25, 2020

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ADMINISTERING MEDICATIONS TO STUDENTS

Whenever a student has health needs that require taking medication during the school day, the school nurse shall be responsible for following established procedures to protect and control medications administered in schools. The school nurse is defined as a registered professional nurse currently licensed in New Hampshire per New Hampshire law RSA200:29. This duty may also be undertaken by a LPN under the direction of the school nurse.

Prescribed medication should not be taken during school hours, if it is possible to achieve the medical regimen at home.

RSA 200:42-RSA 200-47 allows students to carry and self-administer prescription epinephrine auto-injectors and inhalers provided that all conditions in the statute have been satisfied. Over the counter medicines/non-prescription medication shall only be administered by the school nurse with the written request and permission of the parent and/or guardian.

Procedures as quoted in ED 311.02 of the New Hampshire Code of Administrative Rules – Education:

A. **Written Authorizations:**

In order for prescription medications to be given at the school, the following shall occur:

- 1) The school nurse shall ensure that a written statement from the licensed prescriber containing the following be on file in the student's health record:
 - a. The student's name and date of birth;
 - b. The name and signature of the licensed prescriber and business and contact numbers;
 - c. The name, route and dosage of medication;
 - d. The frequency and time of medication administration or assistance;
 - e. The date of the order;
 - f. A diagnosis and any other medical conditions requiring medications, if not a violation of confidentiality or if not contrary to the request of the parent, guardian to keep confidential;
- 2) The school nurse shall ensure that there is written authorization by the parent and/or guardian which contains:
 - a. The parent and/or guardian's printed name and signature and a home, work and emergency phone number;

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JLCD Administering Medication to Students

Reviewed: January 25, 2020

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- b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication be documented; any allergies to medications;
- c. Approval to have the school nurse administer the medication and/or the principal or his designee assist the student with taking the medication; and
- d. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

B. Delivery of Medication to School:

A parent, guardian or a parent/guardian-designated-responsible-adult shall deliver all prescription medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:

- 1) The prescription medication shall be in a pharmacy or manufacturer labeled container;
- 2) The school nurse receiving the prescription medication shall document the quantity of the prescription medication delivered; and
- 3) The prescription medication may be delivered by other person(s), provided, that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.
- 4) All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such a manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

C. Recording Provisions:

- 1) Each school will document the following information regarding medication taken by each student:
 - a) Date and time of administration;
 - b) Name of medication prescribed;
 - c) Name of licensed prescriber;
 - d) Signature or initial of adult present;
 - e) Other comments.
- 2) Each school shall keep up-to-date, archived electronic records documenting the medication taken by the student and will show: the date, time of administration, the kind and quantity of medicinal preparation, the name of the prescribing physician, and the signature or initial of adult present.

HUDSON SCHOOL DISTRICT

- 3) If the student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.
- 4) Such a record shall be available with parent consent to representatives from the State Division of Public Health and/or State Department of Education.
- 5) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education's records retention schedule.

D. Student Health Records:

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education's Records Retention Schedule. Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student.

The state forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. Permission slips are available in the Nurse's office.

E. Medication during School Day:

- 1) Any pupil, who is required to take during the school day a medication prescribed by a licensed physician, advanced registered nurse practitioner, or licensed physician's assistant, shall have a school nurse either assist the student to take the medication or administer the medication.
- 2) If the school nurse is not available the building principal or designee is permitted to assist students in taking medications by:
 - a. Making such medications available to the student as needed,
 - b. Observing the student as he/she takes or does not take his/her medication,
 - c. Recording whether the student did or did not take his/her medication.
- 3) Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse shall contact the parent/guardian and the family physician and discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school.
- 4) All prescribed injectable medication shall be administered by a registered nurse or others who are qualified under the Chapter 326-B, Nurse Practice Act.
- 5) All prescription medication to be administered by the school nurse shall be kept in a securely-locked cabinet used exclusively for medications, which is kept locked except when opened to obtain medications. The cabinet shall be substantially constructed and anchored securely to a solid surface. Prescription medications requiring refrigeration shall

HUDSON SCHOOL DISTRICT

JLCD Administering Medication to Students

Reviewed: January 25, 2020

Page 4 of 4

be stored in a locked box in a refrigerator maintained at temperatures of 38 degrees to 42 degrees.

- 6) No more than a 30-school day supply of the prescription for a student shall be stored at the school.
- 7) Non-prescription medication shall be given only with the written request and permission of the parent and/or guardian and if this is accordance with school policy.

Regulatory Reference

RSA 326-B: Nurse Practice Act

RSA 200:42-45: Pupil Use of Epinephrine Auto-Injectors

RSA 200: 46: Use of Asthma Medications by Pupils

First Reading: 4/6/2015

Second Reading: 4/20/2015

Adopted: 4/20/2015

Reviewed: 01/25/2020

HUDSON SCHOOL DISTRICT POLICY

JLCD Administering Medications to Students

Updated: NHBSA policy replaces current policy - for School Board First Reading November 6, 2023

Related Policies: EHB, JLC, and JLCE

Category: Priority/Required by Law

A. General Provisions for Administration of Medication

Medication whether prescription or over-the-counter (“OTC”), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 (“the school nurse”). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal’s designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

1. Prescription Medication will only be administered in school only after receiving and filing in the student's health record the following:
 - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in district procedures JLCD-R).
 - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in district procedures JLCD-R).
2. Over-the-Counter Medication may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber’s order, or further information/direction from a licensed health care provider (i.e., physician, advanced registered nurse practitioner, licensed physician’s assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.

To the extent consistent with New Hampshire's Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as is required by law and is consistent with the provisions of School Board policy JLCE.

C. Field Trips and School Sponsored Activities

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse's absence, the principal.

D. Other Uses/Administration Prohibited

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication

Medications provided by the student's parent/guardian may only be delivered to the school nurse or principal/principal's designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.

F. Administration and Self-Administration of Epinephrine Auto-Injectors and Inhalers

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location. Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-

possession and self-administration. Such authorization must include the same information required under A.1 of this policy.

Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

G. Medication Records

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under board policy EHB Data/Records Retention.

H. Implementation: Procedures and Protocols

The superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

Legal References

RSA 200:40-b, Glucagon Injections

RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted

RSA 200:43, Use of Epinephrine Auto-Injector

RSA 200:44, Availability of Epinephrine Auto-Injector

RSA 200:44-a, Anaphylaxis Training Required

RSA 200:45, Student Use of Epinephrine Auto-Injectors - Immunity

RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted

RSA 200:47, Use of Asthma Medications by Students - Immunity

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

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

RSA 326-B, Nurse Practices Act

N.H. Code of Administrative Rules, Ed. 306.12(b)(2), Special Physical Health Needs of Students

N.H. Code of Administrative Rules, Ed. 311.02(d); Medication During School Day

N.H. Code of Administrative Rules, Nur 404; Ongoing Requirements

First Reading: November 6, 2023

Second Reading:

Updated:

HUDSON SCHOOL DISTRICT POLICY

EFAA School Meal Charging Policy

Updated: Current policy with tracked revisions for School Board First Reading – November 6, 2023

Category: Required

Purpose

The purpose of this policy is to establish consistent meal account management in Hudson School District cafeterias per USDA regulations. Charging meals is not encouraged and doing so places a financial strain on the self-funded Food Service Department and the District. The goals of this policy are:

- To establish a consistent district policy regarding charges and collection of charges.
- To encourage parents or guardians to assume the responsibility of meal payments and to promote self-responsibility of the students.

Scope of Responsibility

- Parent/Guardian: Responsible for providing breakfast, snack and lunch, either by sending these meals in with the student or providing funds for student to purchase such meals. Parents are encouraged to pay monthly and in advance. Parents in financial need are encouraged to apply for free or reduced meal benefits.
- Food Service Department: Responsible for providing meals and maintaining computerized records. Parents will be notified by email of any outstanding debt. The Finance Office will receive a monthly delinquent debt report.
- School District: Responsible for supporting the Food Service Department in the collection of funds.

Policy - Reduced and Full-Paying Students

A student with reduced or full-pay lunch status will be allowed to charge a predetermined amount set by the Superintendent of Schools. Parents are responsible for any debt their child accrues. Notification will be emailed home at least monthly. Once the account maximum has been reached, the parent/guardian must provide payment or a meal from home. If the student has cash in hand, he/she may purchase the regular meal. A la carte items are not part of the USDA National School Lunch Program and must be paid for with cash in hand or with existing funds in a student's account. Charging of a la carte items is not allowed.

Charging will not be allowed from June 1 to the end of the school year. Debts not paid prior to the end of the school year will be referred to the Superintendent of Schools for appropriate action.

Such action may include:

- Prohibiting students from participating in future fee-based activities or trips until balance is paid in full
- Prohibiting seniors from participating in senior activities and graduation exercises
- Assigning debt to a collection agency or taking other legal actions as deemed appropriate

Refunds

Remaining funds in a student's account at the end of the year will roll over into the new school year or be transferred to a sibling. Parents may also choose to donate the unused funds to accounts in need.

Refunds may be requested in writing to:

Hudson School Food Service

20 Library Street, Hudson, NH 03051 within 60 days of withdrawal or graduation.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity..

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: <mailto:program.intake@usda.gov>

This institution is an equal opportunity provider.

First Reading: November 6, 2017

Second Reading: November 20, 2017

Adopted: November 20, 2017

First Reading: November 6, 2023



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

6:30 pm Budget Meeting
Non-Public Session

School Board Meeting Minutes – October 23, 2023- Draft

In Attendance

Board Members

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

SAU Staff

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

A. Call to Order [0:00:12]

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

B. Public Input [0:00:40]

There was no public input.

An amendment to the agenda included the addition of a non-public session after the budget discussions.

C. New Business [0:01:13]

1. Hudson Memorial School – FY25 Budget – Principal Bowen

Highlights of the Hudson Memorial FY25 budget include:

- Overall decrease of 4.03% (\$327,023) due to salaries and benefits which is 93.4% of the building's operating budget; the other expenditures are 6.6% of the budget

- General supplies budget: level funded with increases in costs/shipping/ESSER
- Budgeting for 668 students
- Increased costs in areas such as software (\$23,740 added to math software – licenses moving out of ESSER, IXL moving out of ESSER funding, reading software moving out of ESSER funding also), textbook replacement, equipment, etc.
- Decreased costs in areas such as Spanish textbooks, furniture replacement, etc.
- Removed from the budget are: new volleyball poles, Wenger chorus folio cabinet, bass clarinet, science classroom furniture and library media rack
- New for the budget are: Flocabulary and Reading Plus license renewals, Math in Focus (\$24,867 no longer funded by ESSER grant), music risers (at end of life), Yamaha student oboe, main office furniture and cheer mats
- Capital projects include continuation of the ongoing window replacement cycle, science lab renovations (will be in a warrant article) and hallway floor tile replacement plan
- Other projects include replacement of cafeteria tables and setting up a microscope replacement plan over 2 years
- The following is recommended to be removed from the budget: \$5,000 increase for co-curricular intended for cheer mats (to be funded by Friends of Hudson Spirit and Hudson Youth Football and Cheer – TBA)
- Details were requested regarding software programs used in the district, such as which grade levels use them, if they are a one time or ongoing expense, and if there is a multi year license option.
- There was review of safety items to be purchased in the science line such as goggles, lab aprons, etc.
- The music supply line increased due to the transfer from NoteFlight to SmartMusic due to defects in NoteFlight
- Decrease in P.E. equipment (not needed)
- Decrease in furniture replacement – science (\$5,600); increase in equipment replacement (\$13,662 due to risers as a one-time replacement cost)
- Increase in nurse supplies: cabinet for Epi-pens and inhalers (\$1,310) and desk chair
- Increase costs of licensing fees
- Next year should see a decrease in enrollment; there could be a decrease in the grade 8 team. Adding to the unified arts program would help with enrollment and the ability to create more options for students (e.g. foreign language, studio art, STEM, etc.) This would be cost neutral as it would be reallocation of existing teachers to teach those classes.
- There was discussion about a proposed new full-time student & family interventionist position that is a counseling role to support students with educational disabilities in matters related to their disabilities; the current employee is maxed out with the workload as the position is shared between the middle school and high school
- There was a suggestion about moving the purchase of the risers into a warrant article instead

- There was discussion about the school purchasing the oboe vs. a parent purchase
- Wants included a multi-year fields plan and an increase in unified arts choices

Ethan Beals made a motion to remove \$5,000 from the FY25 Hudson Memorial School budget for cheer mats. Gary Gasdia seconded the motion.

Motion passed 5-0.

2. Alvirne High School, Wilbur H. Palmer Career and Technical Education Center

Principals Beals and Dr. Frauwirth presented the FY25 budgets, highlights of which include:

- Overall budget increase of 3.16% (\$419,789) including salaries and benefits
 - Increase in salaries/benefits of 4.64%
 - Decrease in other expenditures of 6.4%
- Salaries and benefits make up 87.8% of the operating budget
- Increases in contracted services, educational resources and utilities
- Decreases in supplies, office expenses, professional development, etc.
- Increases in: software (\$23,065), workshops (\$5,800), and testing (\$9,000), CTE transportation (\$5,175); CTE welding supplies (\$6,500); CTE construction supplies (\$2,000 increase in the general fund expense line; \$5,000 increase in the revolving fund expense line); math software (\$5,230); co-curricular transportation (\$6,168 – contractual increase from bus provider and costs associated with the new activity van); game officials (\$7,134); food service (\$49,242)
- New staff requests: F/T computer science teacher; P/T ESOL tutor and P/T culinary assistant
- Staff adjustment requests: LPN to RN; P/T natural resources teacher to F/T; P/T bookkeeper/administrative assistant to F/T; and P/T to F/T athletic dept. administrative assistant
- Not supported by the superintendent: F/T strategies for success teacher; P/T culinary arts teacher to F/T; and P/T to F/T career center coordinator
- Foreign language textbook increase (materials no longer available to support textbooks)
- Two humanities tutors were paid by ESSER funds and are now in the budget
- Three math tutors – this could be reduced to two, as was requested prior when the board approved adding in the humanities tutors to the grant for the current fiscal year
- Art supplies for three instructors
- Increase in math supplies for supplemental materials
- Increase in digital media supplies due to supply costs
- Music equipment additional – increase inventory
- CTE consolidation of accounts
- Health sciences contracted services – to bring in an outside teacher for credentialing

- Agricultural categories consolidated
- An increase in Perkins funds is anticipated
- There was a request to fill in missing prior year actuals (for Perkins)
- There was a request to see if the Career in Education feeder program sparked interest, and could be added back into the program offerings
- Repair/reconditioning of athletic equipment
- School counseling – increase to restore AP testing line based on the prior year (last year, more students took the AP test than expected)
- SAT exams are online; testing and supplies lines increased to support this
- Increase in workshops to send individuals to PowerSchool University
- Professional membership declined but will increase next year as a bigger NEASC team will be at Alvirne for a longer period of time
- Food Service: supplies increase
- Graduation costs remained consistent
- Agriculture/Alvirne Farm: supplies increase, increase in diesel fuel, etc.
- Nothing new was needed for this budget
- New positions were discussed:
 - Alvirne is overstaffed as there are lower enrollments (recommendations will be brought to the board)
 - Some retirees TBA, lower enrollment projections
 - Requests to add an ESOL tutor (provide more academic assistance); convert the LPN position to an RN-level position (necessary); and 2 administrative assistants moving from part-time to full-time (a suggestion was to do an audit of all administrative assistant positions and decide how to modify the structure to accomplish these tasks instead of increasing positions)
 - There was discussion about class sizes and course offerings
 - New courses/electives require adequate space as well as staff, etc.
 - More students enrolled for culinary arts than there were available spots in the classes; it would be helpful to accommodate this by moving a part-time culinary teacher to full-time (about a \$50,000 increase). The culinary assistant would still be necessary to help in the kitchens. The request on increasing the part-time teacher position was not approved by the superintendent, there were other higher need requests to support CTE programming.
 - Part-time natural resources teacher (request to increase to full-time as necessary) and part-time forestry teacher potentially continuing based on the design of the programs and course offerings
 - Natural resources year one course enrollment is anticipated at a minimum of 15 students for next year, with the current 15 year-one students moving into year-two programming for next year
 - There is concern about the effectiveness of running two classes in the same space (e.g. diesel mechanic and welding at the same time in the same space), with limitations on where some classes can be run based on the program

- Principal Beals stated that if the board supported the F/T computer science teacher request, it should reduce the part-time computer science teacher. Dr. Frauwirth felt that the extra part-time teacher will help with an increase of computer science electives to meet graduation requirements and student interest in course offerings.
- A request for the part-time Career Center Coordinator to move to full-time (to be paid for by Perkins with the district paying for the benefits) was not supported by the superintendent.
- There was discussion about possible joint high-and middle-school CTE programming – particularly with regards to Project Lead The Way, although the middle school course has very proscribed requirements
- If positions were potentially going to be cut, it was recommended to reduce those positions to \$1 instead of fully cut to keep a placeholder. Principal Beals suggested looking at some of the retiring teacher positions in areas such as English and PE as options.
- An ask would be regarding advisor travel for CTE for national competitions – to move money from Perkins to the operating budget to fund these areas
- As part of the facilities budget presentation, a warrant article was discussed to renovate the old Checkers kitchen to be used for the food service program instead. Principal Beals supported this change and suggested having the warrant article use year-end fund balance instead of raising new funds.

D. Non-Meeting Session [2:29:30]

At 9 pm, Ethan Beals made a motion to enter into a non-meeting session. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

E. Non-public per RSA 91-A:3 II a and c

At 9:43pm, Ethan Beals made a motion to exit the non-meeting and enter into non-public. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

Staff resignation

SAU staff dismissed at 10:02pm

F. Exit Non-Public and Adjourn

At 10:23pm, Ethan Beals made a motion to exit non-public and adjourn the meeting. Maureen Dionne seconded the motion. Motion passed 5-0. Roll call vote.

Submitted by

Susan DeFelice

Non-public by Dan Moulis, Kim Organek, Gretchen Whiting



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

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

School Board Meeting Minutes – October 25, 2023-Draft

In Attendance

Board Members

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

SAU Staff

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

A. Call to Order [0:00:07]

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

B. Public Input [0:00:31]

There was no public input.

C. New Business [0:00:43]

1. Special Services – FY25 Budget – Rachel Borge

Highlights of the Special Services FY25 budget include:

- Proposed budget increase of 21.62%, mostly in the areas of staffing increases due to student needs, increased cost of new transportation contract, increased number of students needing out-of-district programs, and 5% increase in out of district tuition rates
- Areas of greatest impact include contracted services and increased cost of professional development

- Salaries and benefits are 71.4% of the operating budget
- Part-time para vacancies are accounted for in the account totals but do not appear on the report due to software glitch
- 18 new full-time paras are proposed, converting current part-time vacancies to full-time next year
- There are 26 remaining part-time para vacancies. There are approximately 70 part-time positions currently staffed.
- 6 new part-time kindergarten paras are proposed
- There are currently 22 full-time paras staffed
- There is a request for a new ABA (Applied Behavioral Analysis) Coordinator. There is one position now whose caseload went from 22 to 38 this year.
- The EBD (Emotional/Behavior Disorders) counselors began with ESSER funding and were proposed to be moved to the general fund during last year's budget development for FY24's budget. For this FY25 budget, the EBD counselors were supposed to be included in the general fund budget, but had not been updated at the time this initial budget was prepared. The number of students with greater needs requiring this service has increased. There are about 520 identified students, though overall student enrollment is decreasing.

Gary Gasdia made a motion to add \$65,791 to account line 10152120-110 (Hills Garrison EBD Counselor) and to add \$75,920 to account line 10242120-110 (Middle School EBD Counselor). Mike Campbell seconded the motion. Motion passed 5-0.

- A new preschool teacher is proposed. Preschool class sizes: 3-year-old class sizes ranged from 12 to 16 students last year with a total of 61 students; there were 62 age 4 students with class sizes from 14 to 17. Currently, there are 47 age 3 students with 14 in process. Because 3 year olds become potentially eligible upon reaching the age of 3, these classes begin the year with smaller class sizes and grow as the year unfolds. A majority of referrals are coming in with significant developmental delays. Currently, there are 62 age 4 students with one in process. ARP funds for Special Education were granted and utilized for services to support students with disabilities. In anticipation of this need, materials to outfit an additional preschool class were purchased with these funds prior to the expiry of the grant.
- The current Early Learning Center Special Education Administrative Assistant will go from part-time to full-time. This will help with IEPs.
- 26 students are anticipated to be out of district next year (one of which is court-ordered). Last year, there were 18. Out of district placements in NH could increase up to 5% each year; that is used as a guideline. 8 locations are in MA; open spaces in NH are difficult to find.

- The new staff requests (which includes both new position requests, as well as requests to increase some existing positions from part-time to full-time) total \$1,308,076
- There will be an increase in costs for workshops and membership with two administrators now (added for FY24)
- Transportation in-district and out-of-district is up due to a change in contract and increases in fuel and driver costs
- There was review of out-of-district services and contracted providers vs. in-district personnel
- There was a request to have a trend/chart on the number of students receiving special services as well as students receiving out of district services (over a 10 year span), as well as workload/number of students requiring more intense services
- There was a request to ask comparable districts what their Special Services percentage increase is
- There was a request to determine where a cut could be made. There are requests for a full-time school counselor and a full-time SEL interventionist; Ms. Borge prioritizes the counselor if she must choose. An issue is that if the \$3 million worth of services are not provided, the district will be at risk.

2. SAU/District-wide FY25 Budget

Highlights of the SAU/District-wide FY25 budget include:

- Overall decrease of 2.56% (\$246,923)
- Increase of 1.4% (\$80,764) in salaries and benefits
- Decrease of 8.84% in other expenses
- There are increases in areas such as the substitute line, vacant and new position benefit assumptions, new position requests, transfer of the Curriculum Coordinator position from ESSER into the general fund budget, increase to district clerk and moderator stipends and a “merit pool” for support staff based on performance evaluation results
- Increase of \$41,818 in transportation
- Decrease of \$19,635 in interest (debt/fund transfer)
- New positions are finance bookkeeper (\$69,438) and HR recruiter (\$126,812) (Ms. Burk noted that this will help the volume of work and turnover in those departments)
- Two positions not recommended by the superintendent due to priority include an employee training specialist and a STEM specialist
- There was review of the School Board budget line items
- The merit pool line item for support staff (not covered by a bargaining unit such as HR, IT, tutors, etc.) is \$60,591
- There was review about new staff screening for medical capability. RSA states that all staff need a (physician) signoff; the district paid for certain employees to have a screening done at a third party – this will be followed-up.

- Increase in the substitute salaries line: \$140,000 due to actual expense for substitutes (due to more absences, etc.)
- The Curriculum Coordinator is favored as a new position vs. a STEM employee because that person covered all curriculum levels (K-12). There was discussion that due to struggling student scores, the STEM position might be beneficial.
- There was discussion about transportation costs

3. Warrant Articles – Draft

Warrant Articles include:

1. Operating Budget: \$69,767,506 (default of \$67,454,823)
2. Collective Bargaining Agreement between the Hudson School Board and PSRPs
3. Collective Bargaining Agreement between the Hudson School Board and AFSCME
4. Roof Replacement at Dr. H. O. Smith Elementary School (\$250,000, est. tax impact of \$0.05)
5. Science Labs at Hudson Memorial School: \$200,000 with no tax impact
6. Renovation of Checkers Kitchen at Alvirne (\$250,000 with tax impact of \$0.05)
7. Establishment of Capital Reserve Account for the Alvirne Farm (\$150,000 with no tax impact)
8. Update to the Fund Balance Retention (up to 5% of net assessment)

Ethan Beals made a motion to remove Warrant Article 8 (Update to the Fund Balance Retention). Gary Gasdia seconded the motion. Motion passed 5-0.

There was discussion about spending from the capital reserve fund for the Dr. H. O. Smith roof replacement project and if necessary, changes to the warrant article to add money to that fund. The end of the year fund balance estimate is \$1.5 million.

Gary Gasdia made a motion to change the roof replacement warrant article to reflect using capital reserve fund money. Mike Campbell seconded the motion. Motion passed 5-0.

Gary Gasdia made a motion to amend Warrant Article 6 to add wording to have the amount come out of the June 30 fund balance. Ethan Beals seconded the motion. Motion passed 5-0.

There was a request to ask the farm about projects and budgets.

4. Default Budget

The default budget for 2025 is \$67,454,823.

Revenue: expect additional adequacy per student; catastrophic aid is estimated; vocational aid is kept level; other State revenues; Medicaid reimbursement (process); local revenue other than taxes; portion of preschool program cost; tuition from non-residents; eRate placeholder; facility rental; project 3 and ESSER grant

closeouts; food service program; \$50,000 placeholder for Trustees; farm and CTE funds; earnings on investments, and CTE revenue. Perkins funding was reviewed.

D. Recommended Action [2:41:47]

1. Minutes – October 16, 2023 – Draft

Maureen Dionne made a motion to approve the minutes of October 16, 2023 as written. Mike Campbell seconded the motion. Motion passed 5-0.

E. Non-Public Session per RSA 91-A:3 II a [2:42:13]

At 9:15 pm, Ethan Beals made a motion to enter into a non-public session per RSA 91-A:3 II a. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

Personnel matter discussed

SAU Staff dismissed at 9:37

F. Leave Non-Public Session and Adjourn

At 10:32pm, Ethan Beals made a motion to exit non-public and adjourn. Mike Campbell seconded the motion. Motion passed 5- 0. Roll call vote.

Submitted by

Susan DeFelice

Non-public submitted by Dan Moulis, Kim Organek and Gretchen Whiting

Superintendent Goals

2023-2024

Goal 1: Increase academic performance based upon summative assessments by 10%-15%.

Evidence of Accomplishment:

- Increase graduation rates from 83.7% to 90%
- Improve math performance by 10%-15% based upon state assessments, district assessments, and Advanced Placement test results
- Improve reading and writing performance by 5%-10% based upon state assessments, district assessments, and Advance Placement results
- Improve science performance by 10% as evidenced by state assessments, course enrollments, Advanced Placement results, and STEM opportunities
- Continue assessment reports (both fall, mid-year, and spring reports) to the School Board to demonstrate academic progress and goals for improvement
- Review and improve multi-tiered systems of support for reading and mathematics
 - Add specific interventions to improve reading comprehension, and vocabulary acquisition
 - Add and improve mathematics computation, problem solving, and math application
- Review and improve multi-tiered systems of support to social and emotional wellness for students

Goal 2: Provide a new direction and vision for the district.

Evidence of Accomplishment:

- Budget process will provide a detailed vision for school and district needs focused on students' academic growth, social and emotional learning, curriculum improvement, and school facilities improvements
- Reinstitute the Strategic Planning Committee with new membership
 - Monthly meetings grounded in research articles and exemplary school districts strategic plans

- Review foundational documents-Portrait of the Graduate and current Strategic Plan
- In collaboration with the committee and School Board members gain feedback on new vision, new mission, and priorities for the district
- Listening sessions to gain public feedback from the community, families, staff, and students
- Actionable goals for the committee's work
- Institute ELC School Committee
 - Comprise a committee to review current district elementary school model
 - Review district facilities report and recommendations
 - Committee will research elementary school models
 - Listening sessions for families, community, and staff to get feedback and perspectives
- Reinstitute Evaluation Committee
 - Review current teacher evaluation process
 - Research evaluation processes in surrounding districts
 - Make recommendations for improvement of the evaluation process

Goal 3: Create systems to continue to improve district communication with families, community, teachers and staff, and students.

Evidence of Accomplishment:

- Review district website and make recommendations for improvement
- Increased transparency with school district committees, with agendas, meetings and notes available for the public
- Consistent updates to school and district calendars
- Continue to share good news through social media
- Adopt Instagram at each school
- Adopt Smore for improved principal and district newsletters

Goal 4: Continue attendance and participation at professional conferences, workshops, seminars, and meetings with colleagues.

Evidence of Accomplishment:

- Participate in South Central meetings with superintendents
- Attend a national conference focused on curriculum, instruction, academic improvement and leadership growth
- Attend a variety of conferences including leadership, legal and law, curriculum and instructional practices, and diversity, equity, and inclusion
- Professional readings including leadership practices, curriculum, and instructional practices that include fostering leadership growth and being a lifelong learner for myself and the administrative team.

DRAFT

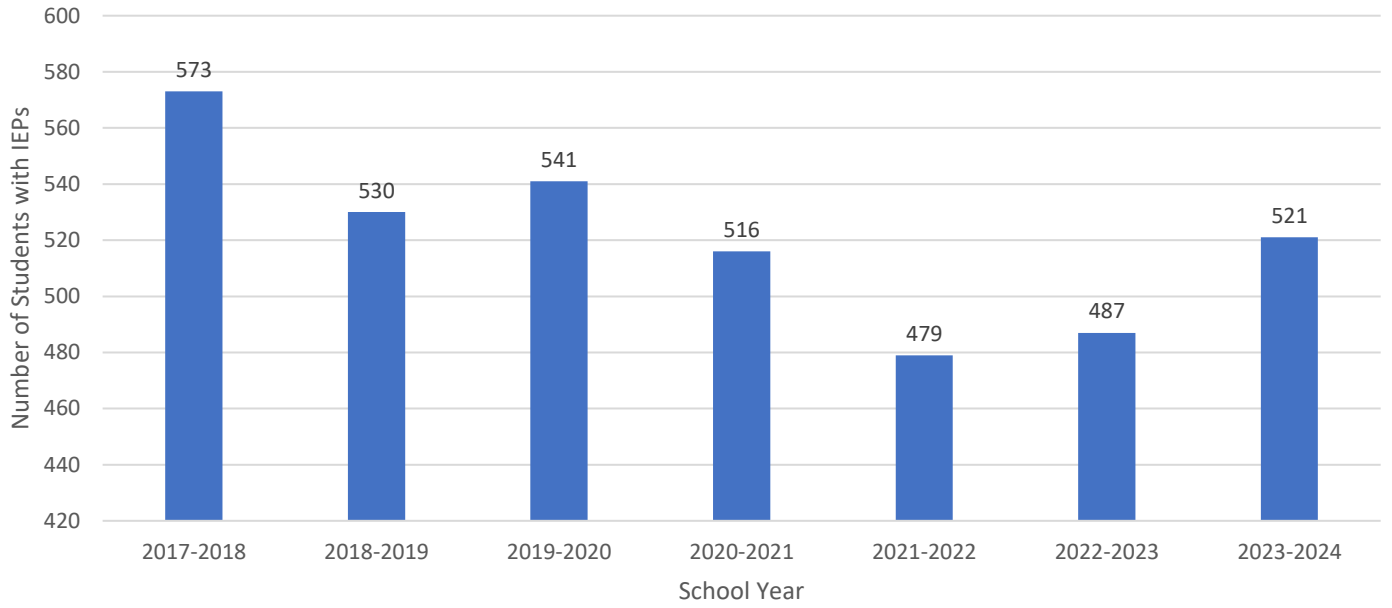


SPECIAL EDUCATION STATISTICAL UPDATE

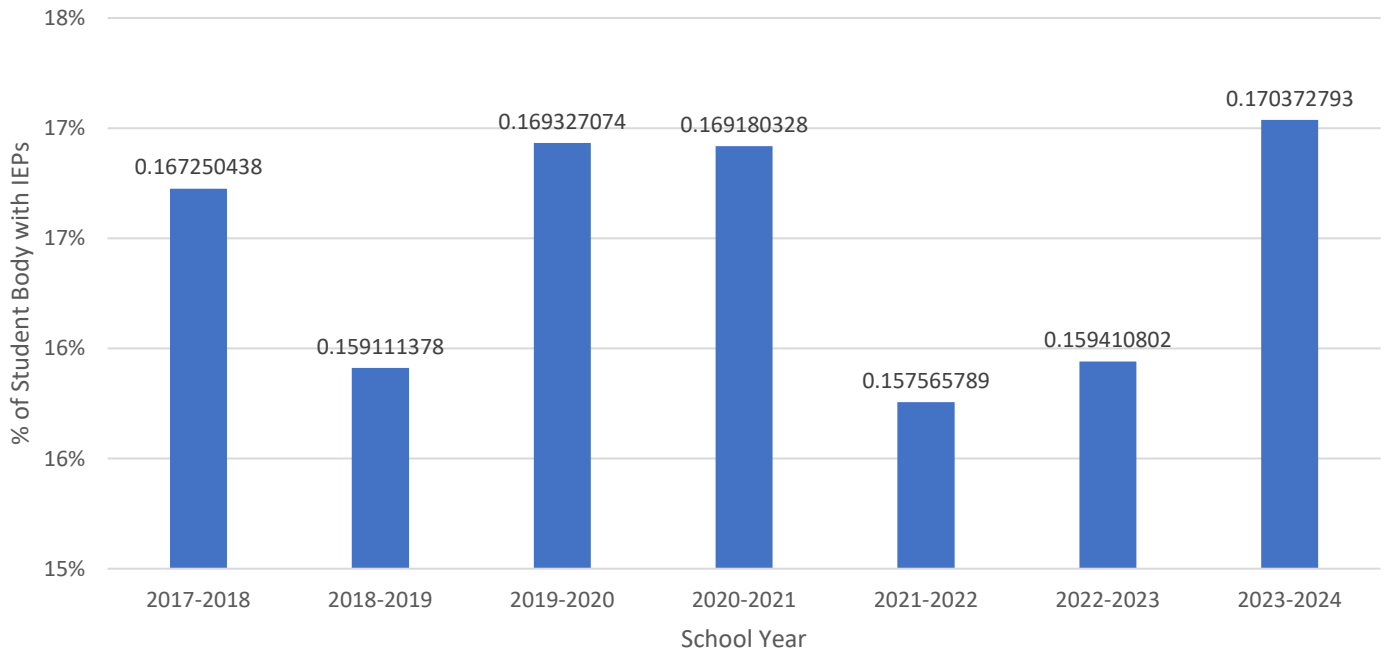
Information Relative to the Proposed FY 25
Special Services Budget

October 30, 2023

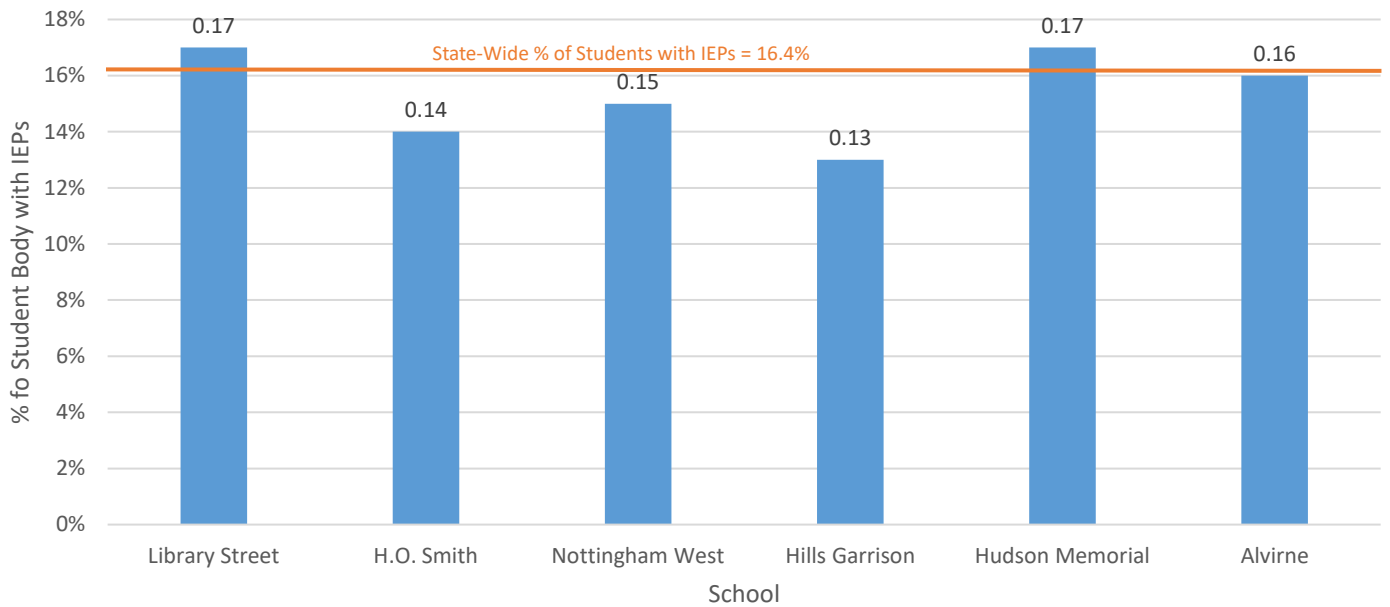
Number of HSD Students Receiving Special Education Services by School Year



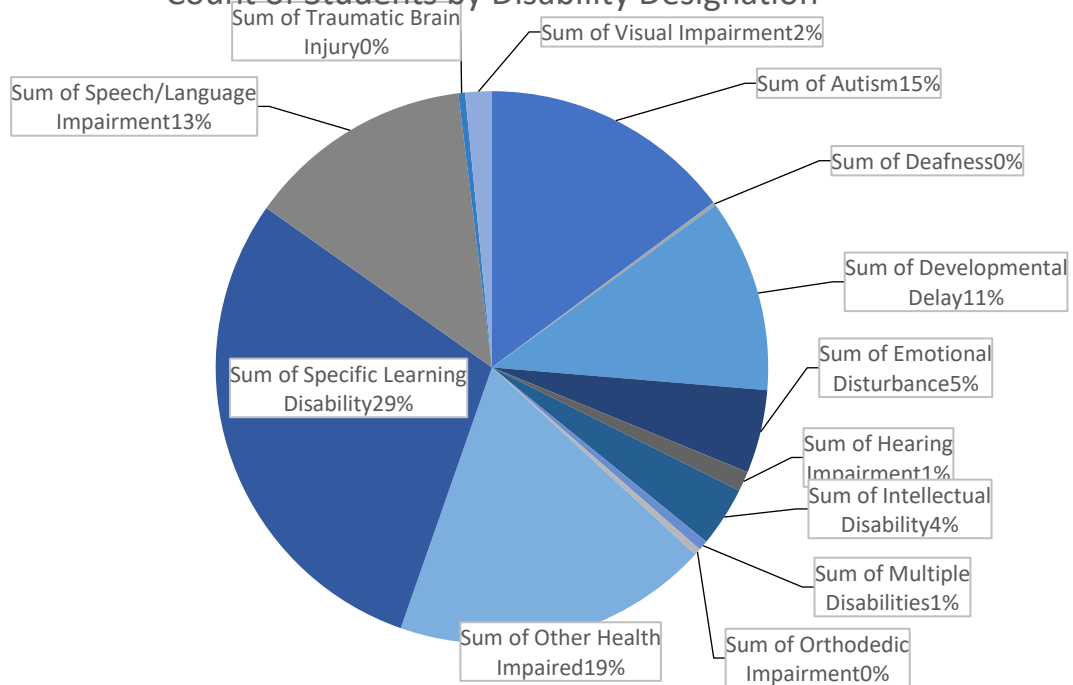
% of HSD Student Body Receiving Special Education Services by School Year



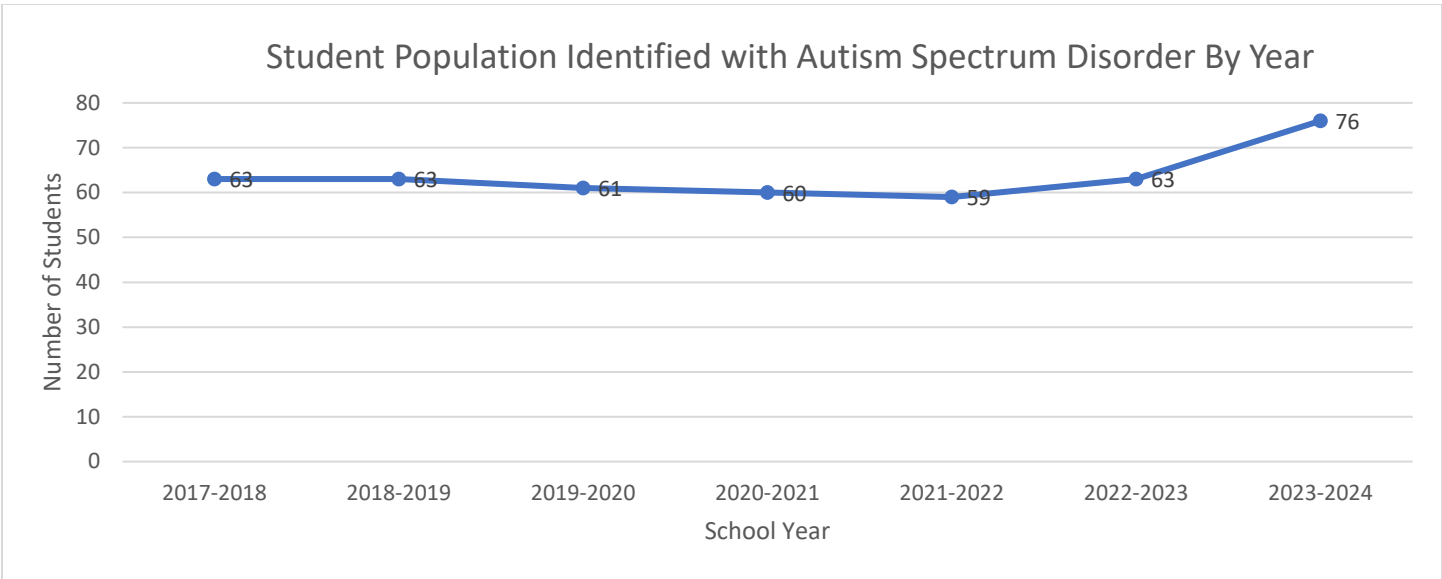
% of Student Body Receiving Special Education Services SY 23-24, By Building



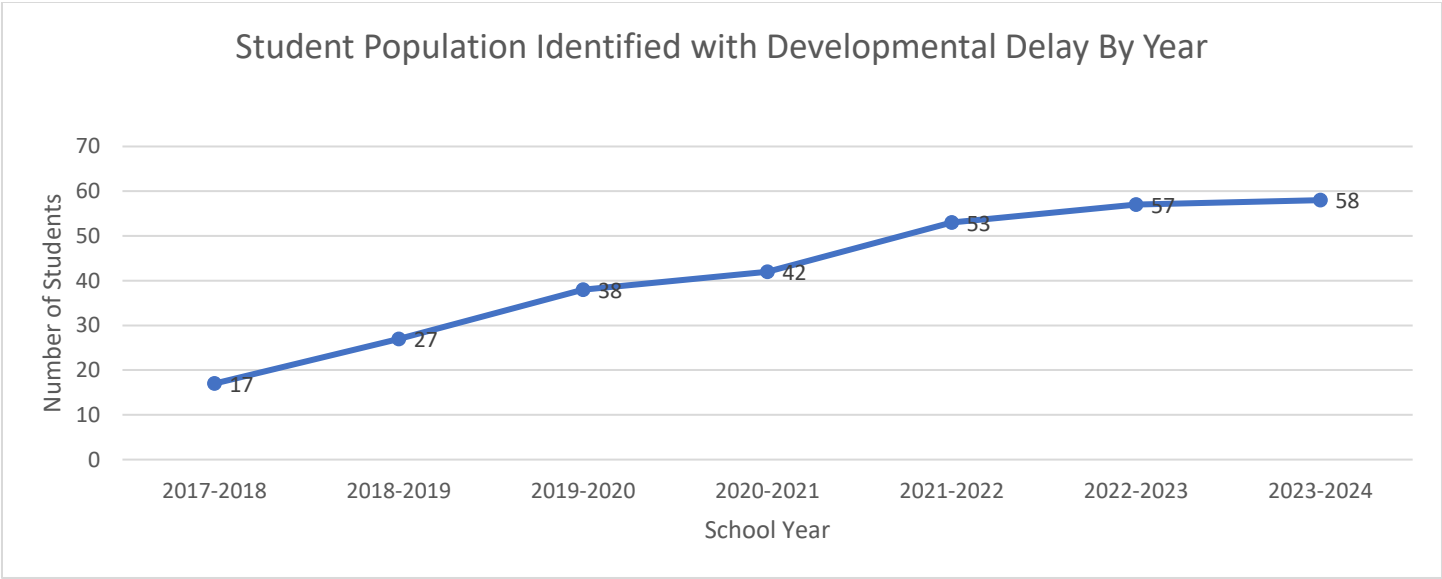
Count of Students by Disability Designation



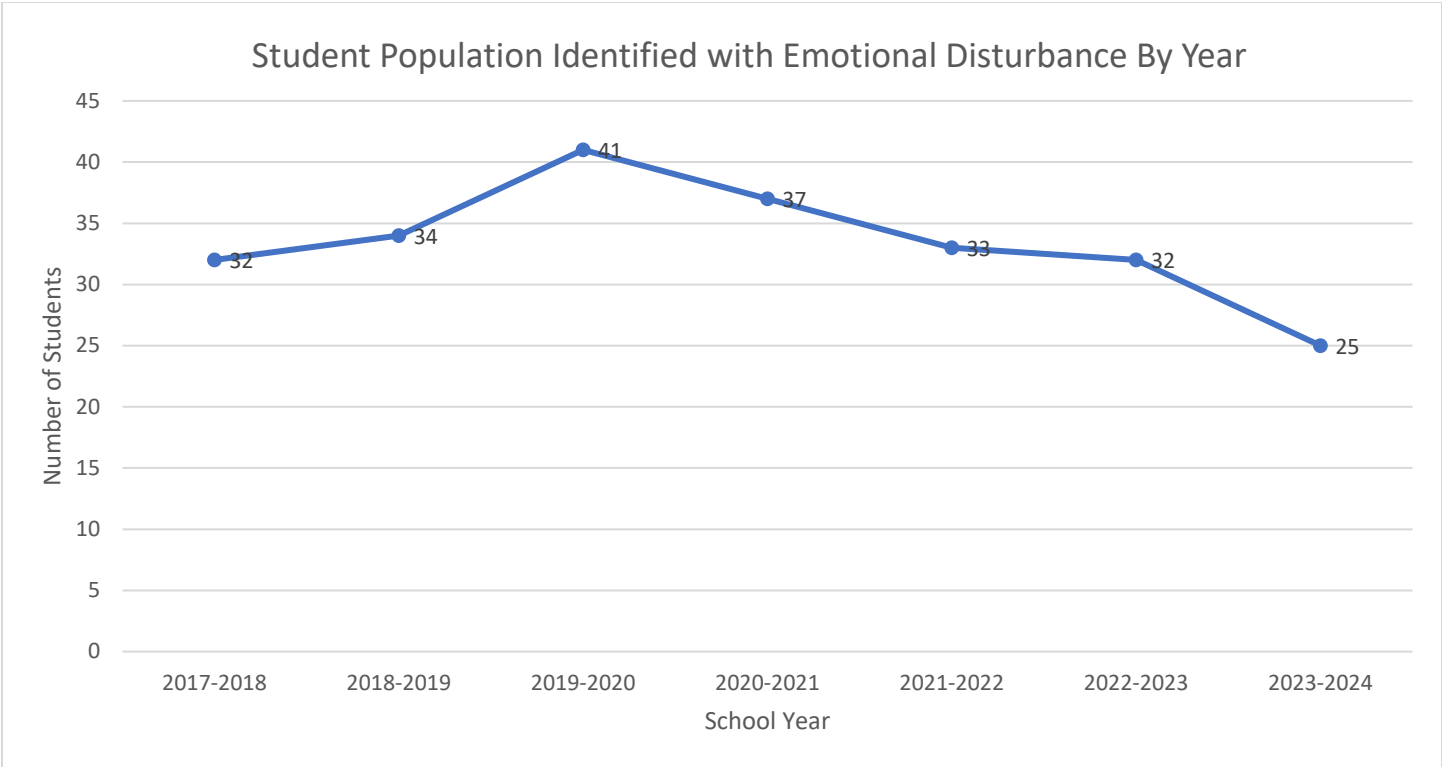
In order to qualify under the special education laws, a child must also, by reason of that disability, need: (a) special education; or (b) special education and related services. 20 U.S.C. §1401(3); 34 C.F.R. § 300.8(a)(1); RSA 186-C:2, I. A child who requires only related services, but not special education, does not qualify under the special education laws. 34 C.F.R. § 300.8(a)(2)(i).



Pursuant to *NH Code of Administrative Rules* Ed 1102.01, incorporating 34 C.F.R. § 300.8(c)(1) autism means a developmental disability affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age 3 could be identified as having autism if the criteria in the first paragraph are satisfied.



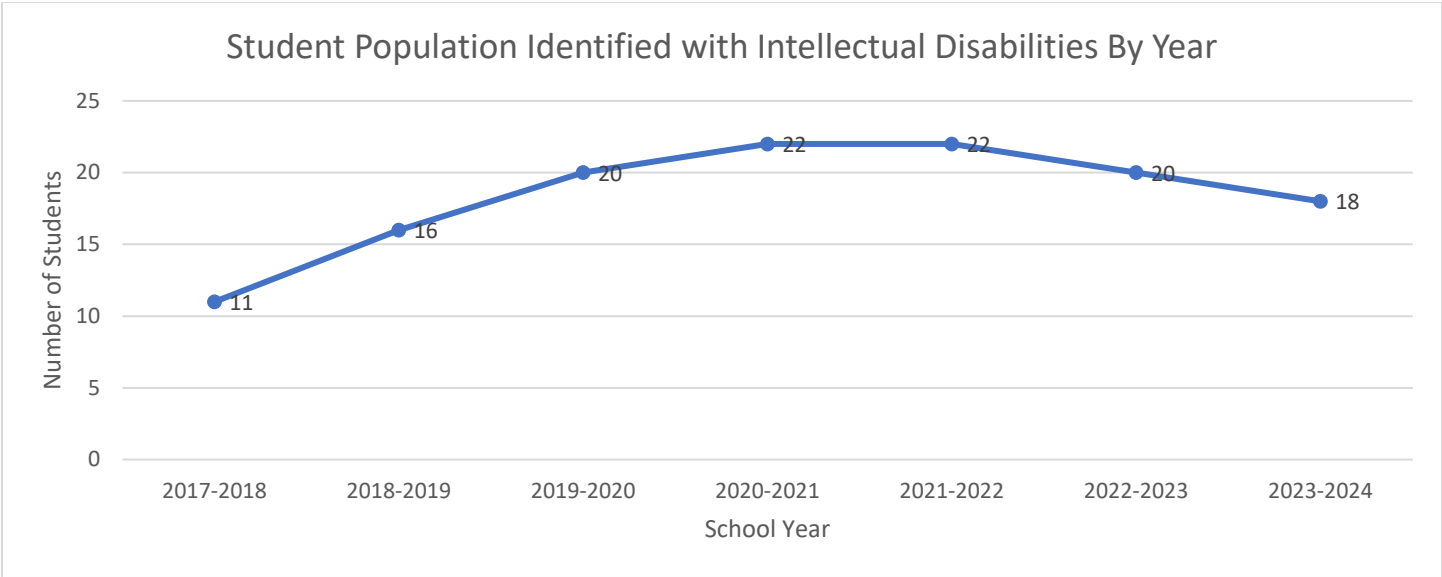
Pursuant to *NH Code of Administrative Rules* Ed 1102.01(s) incorporating 34 C.F.R. §300.8(b) and RSA 186-C:2,I-a, a child with a developmentally delay means a child at least 3 years of age or older, but less than 10 years of age, who is experiencing developmental delays in one or more of the following areas: (a) physical development; (b) cognitive development; (c) communication development; (d) social or emotional development; or (e) adaptive development.



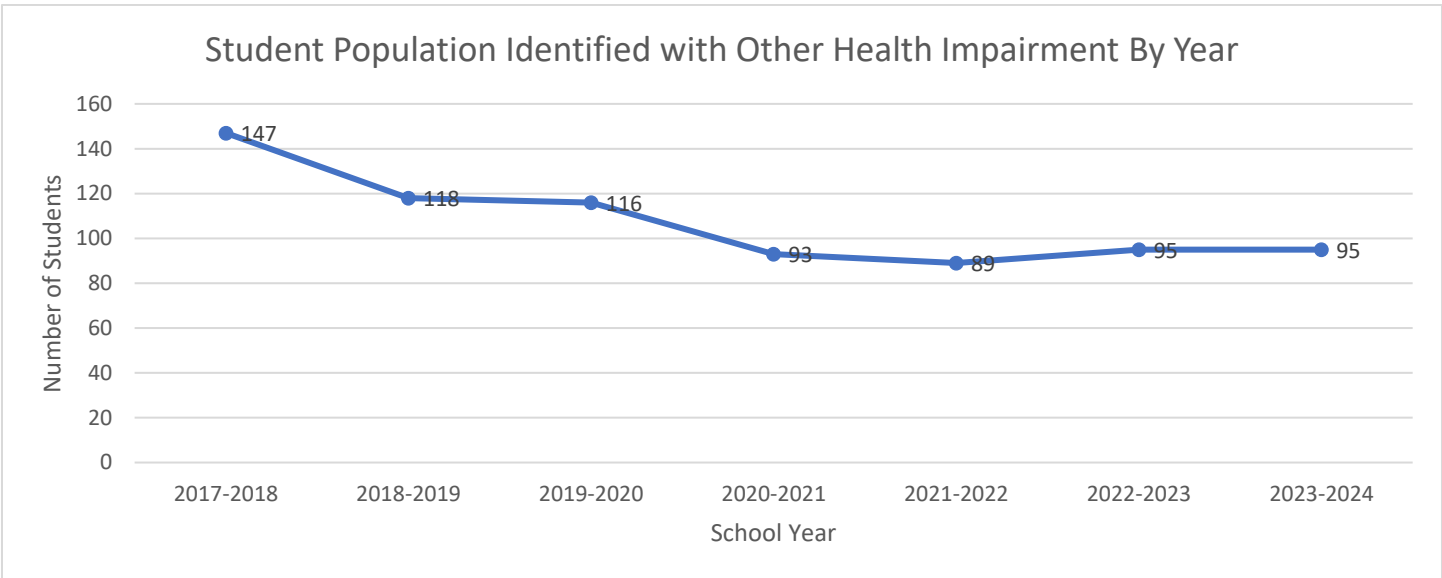
Pursuant to *NH Code of Administrative Rules*, Ed 1102.01, incorporating 34 C.F.R. §300.8(C) (4) emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affect a child’s educational performance: (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a general pervasive mood of unhappiness or depression; (E) a tendency to develop physical symptoms or fears associated with personal or school problems. 34 C.F.R. §300.8(c)(4)(i).

When applying that definition, note that the characteristics must be exhibited over a long period of time and to a marked degree. The adverse effect must result from the condition but need not be for a long period of time or to a marked degree. *Mr. I v. Maine School Administrative Dist. 55*, 416 F. Supp. 2d 147, 161 (D. Me. 2006), judgment aff’d, 480 F.3d 1 (1st Cir. 2007).

The U.S. Department of Education’s regulations add that the term “emotional disturbance” includes schizophrenia. They also state, “The term [emotional disturbance] does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.” 34 C.F.R. §300.8(c)(4)(ii).

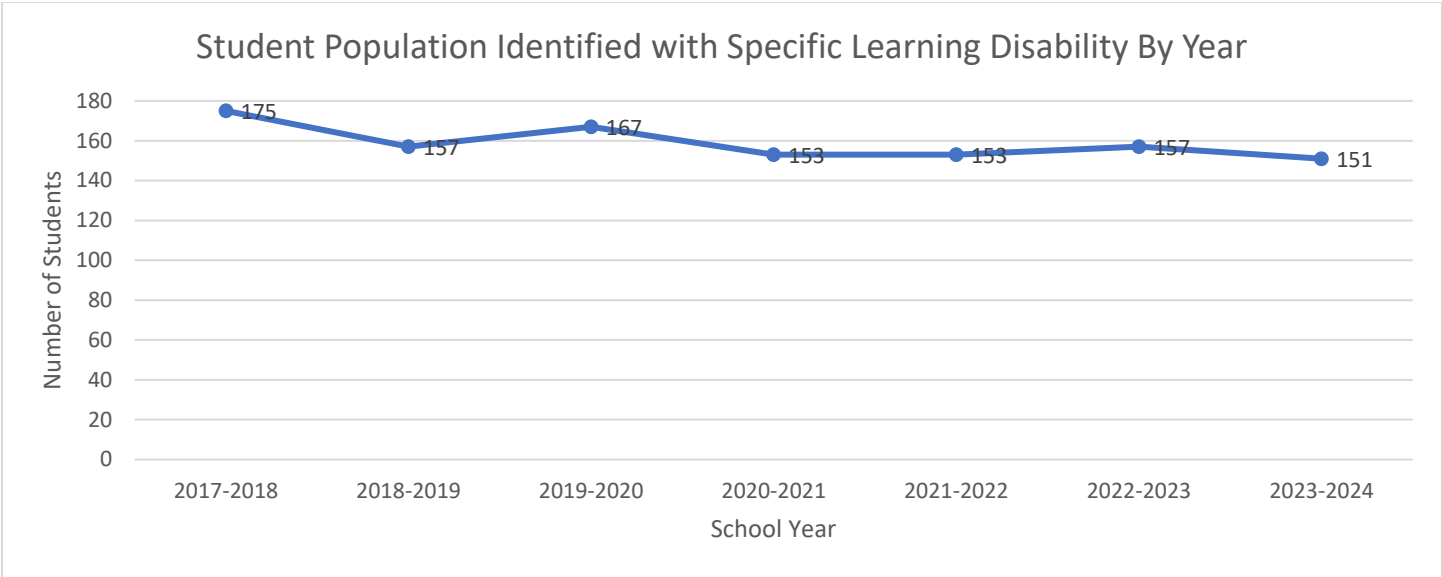


Pursuant to *NH Code of Administrative Rules* Ed 1102.01, incorporating 34 C.F.R. §300.8(c)(6), an intellectual disability means having significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child performance.

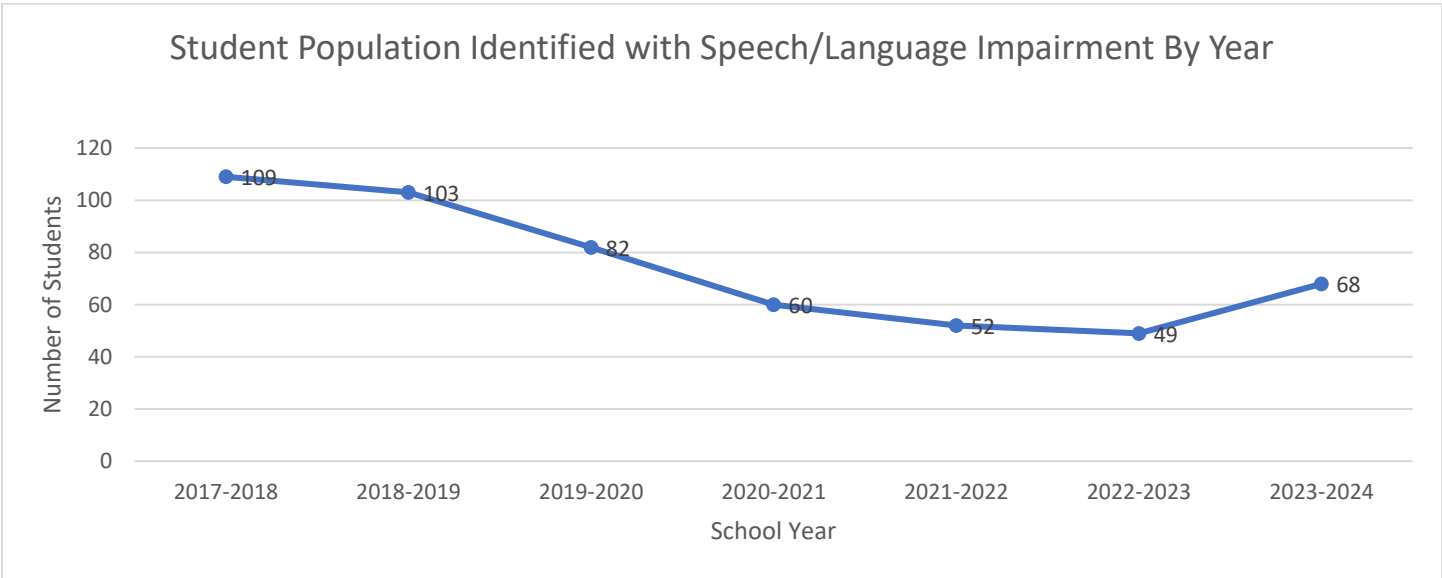


Pursuant to *NH Code of Administrative Rules* Ed 1102.01, incorporating 34 C.F.R. §300.8(c)(9), an other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that -

- i (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- ii (ii) Adversely affects a child’s educational performance.

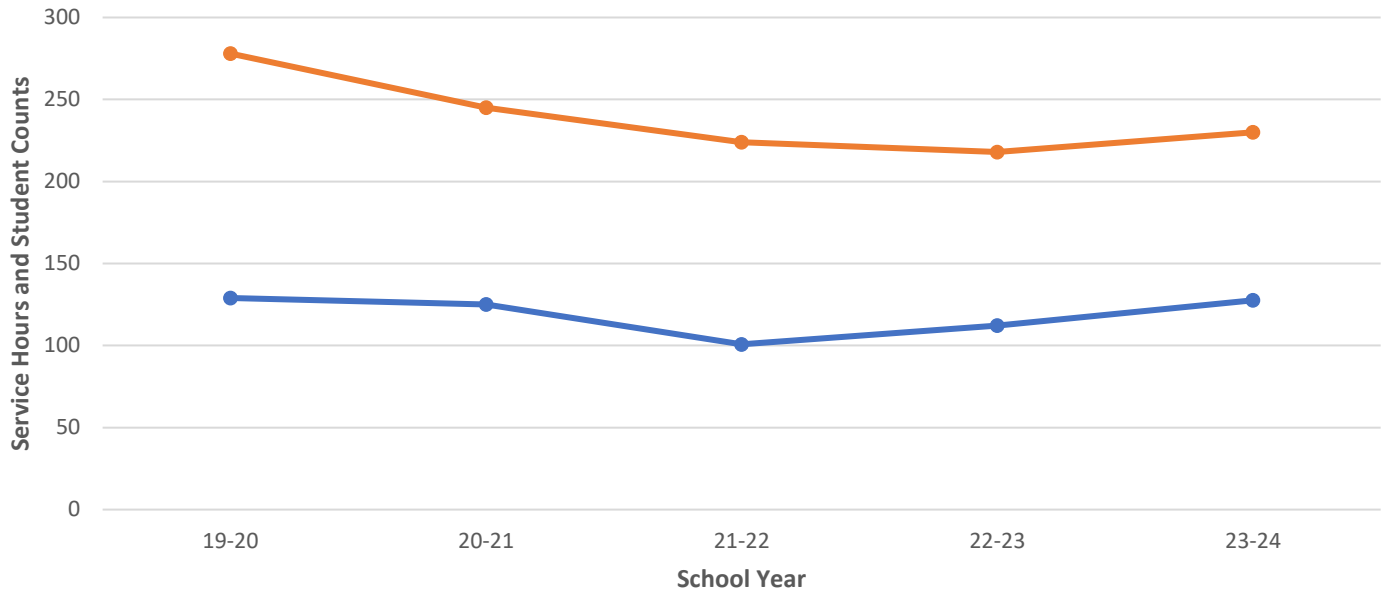


Pursuant to NH Code of Administrative Rules Ed 1102.01, incorporating 34 C.F.R. §300.8(c)(10), a specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. 34 C.F.R. §300.8(c)(10)(ii).

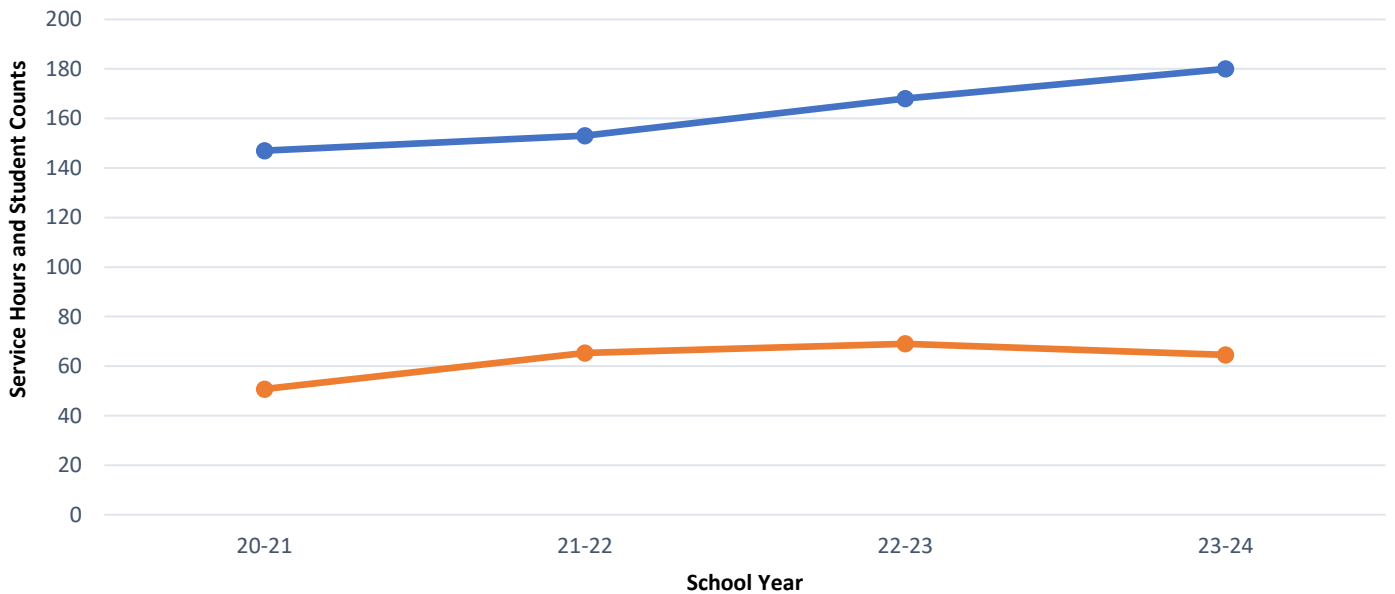


Pursuant to NH Code of Administrative Rules Ed 1102.01, incorporating 34 C.F.R. § 300.8(c)(11), speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

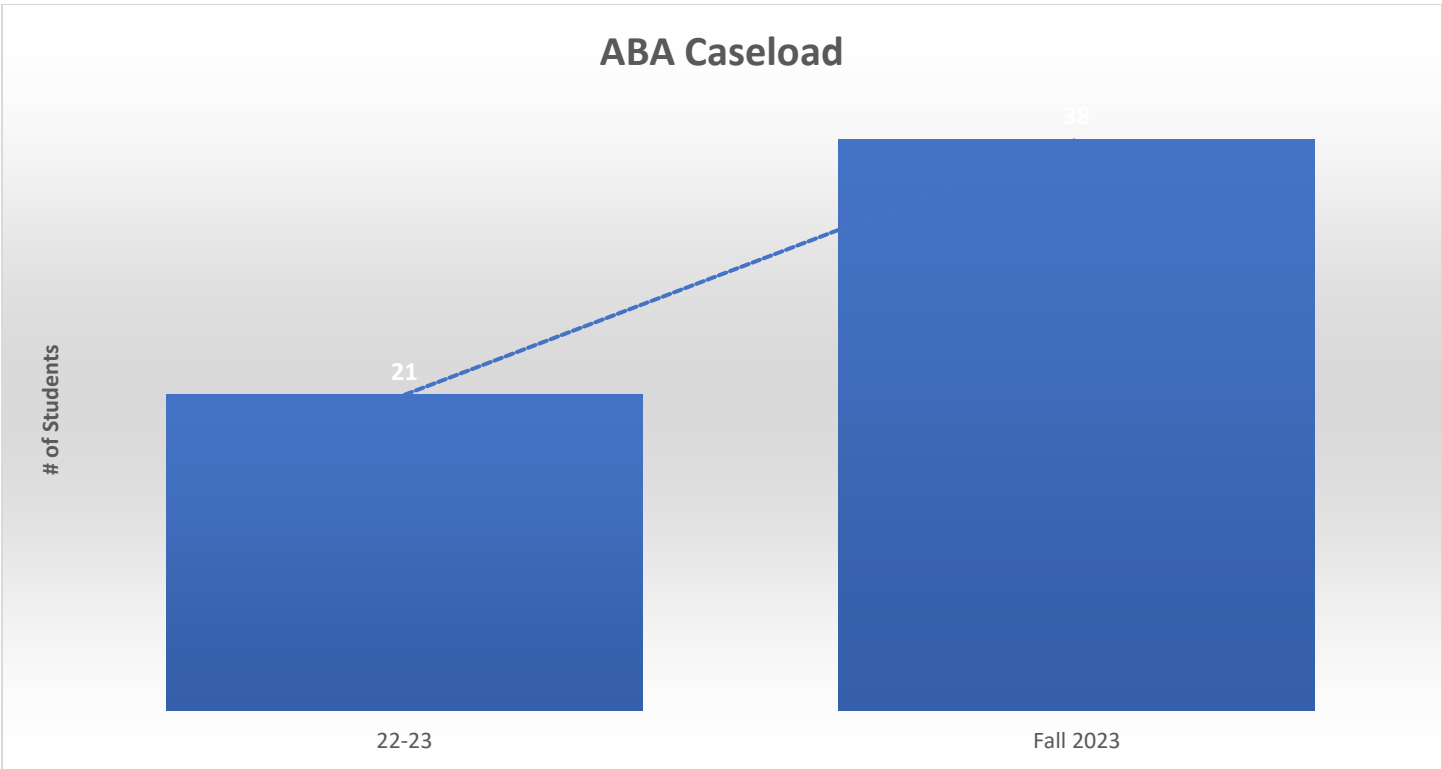
Sum of Speech and Language Therapy Service Needs Based on IEP Requirements



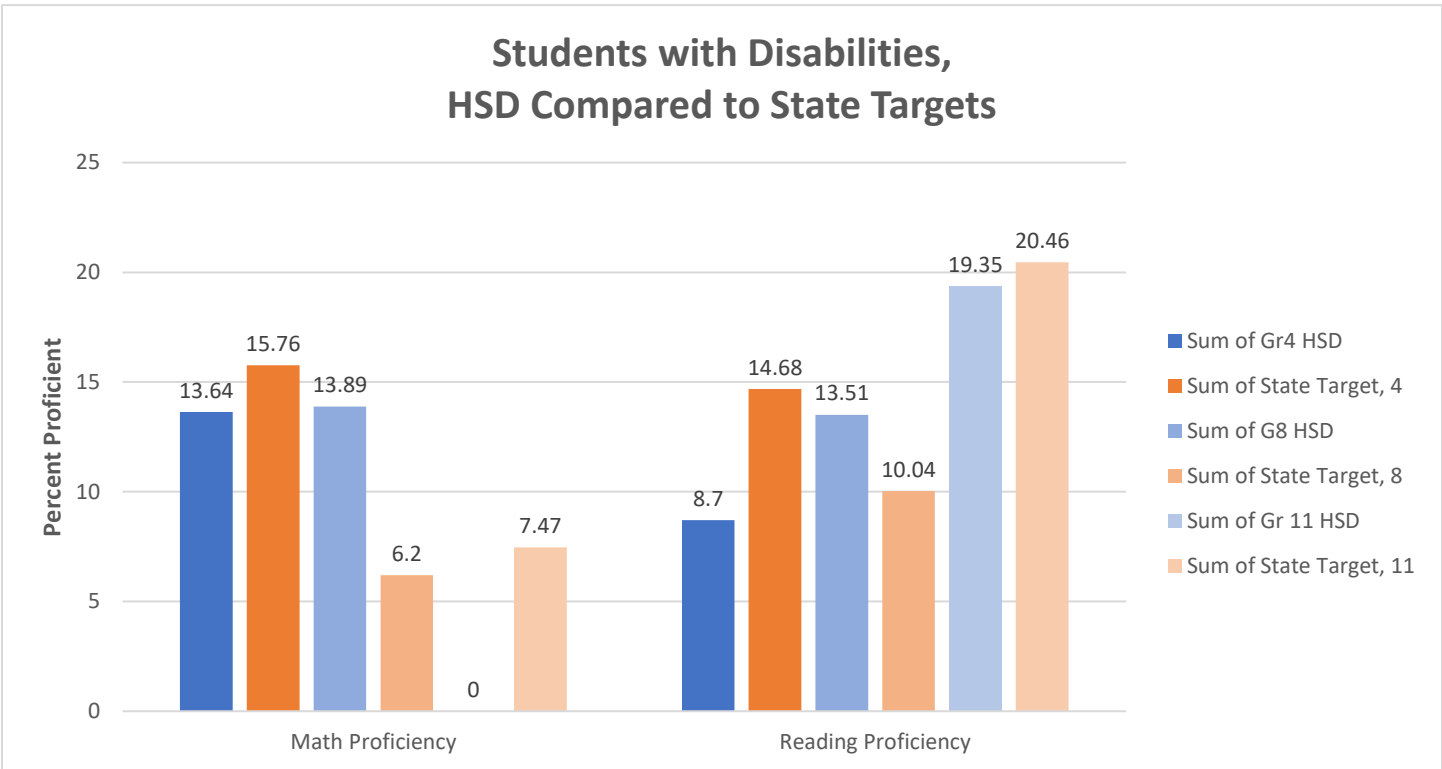
Sum of Occupational Therapy Service Needs Based on IEP Requirements



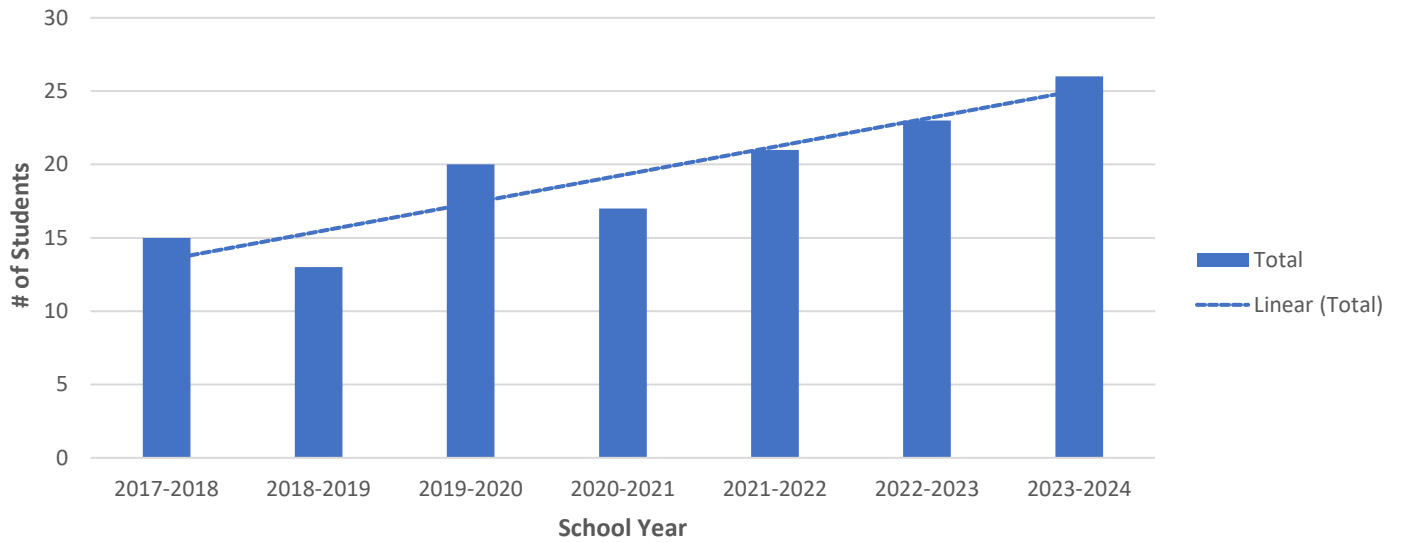
ABA Caseload



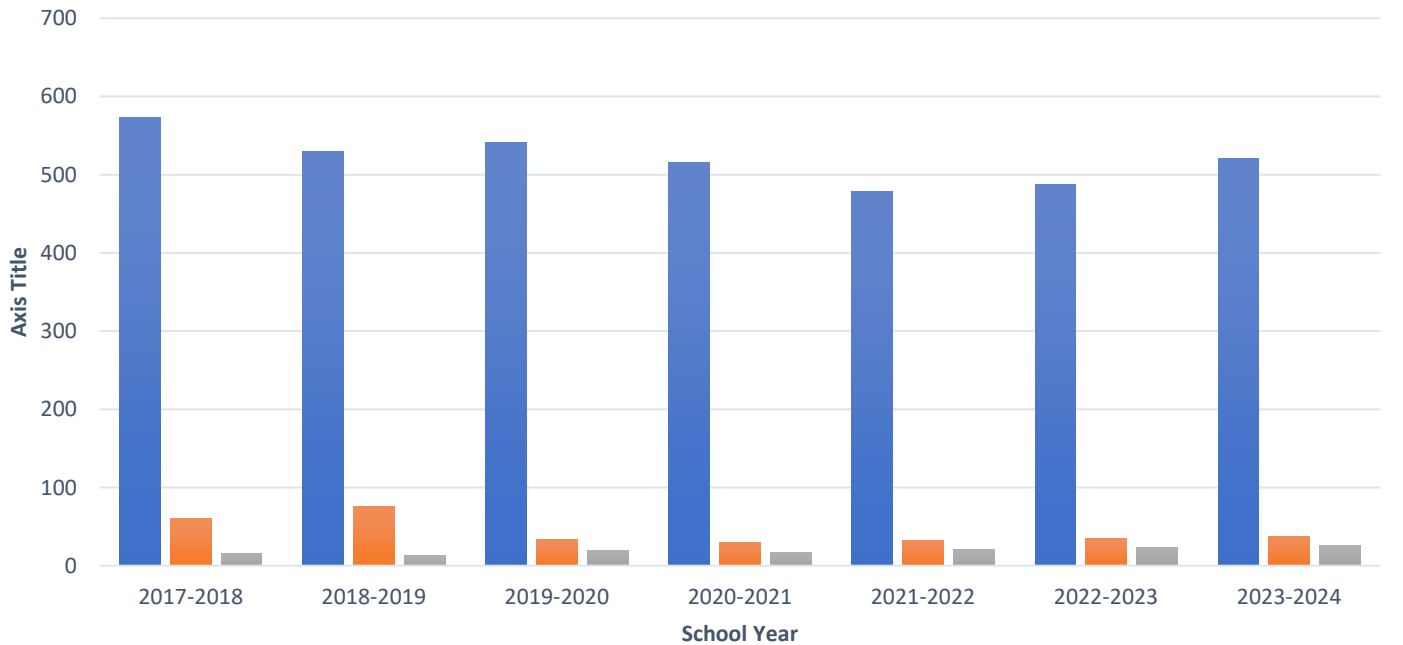
Students with Disabilities, HSD Compared to State Targets



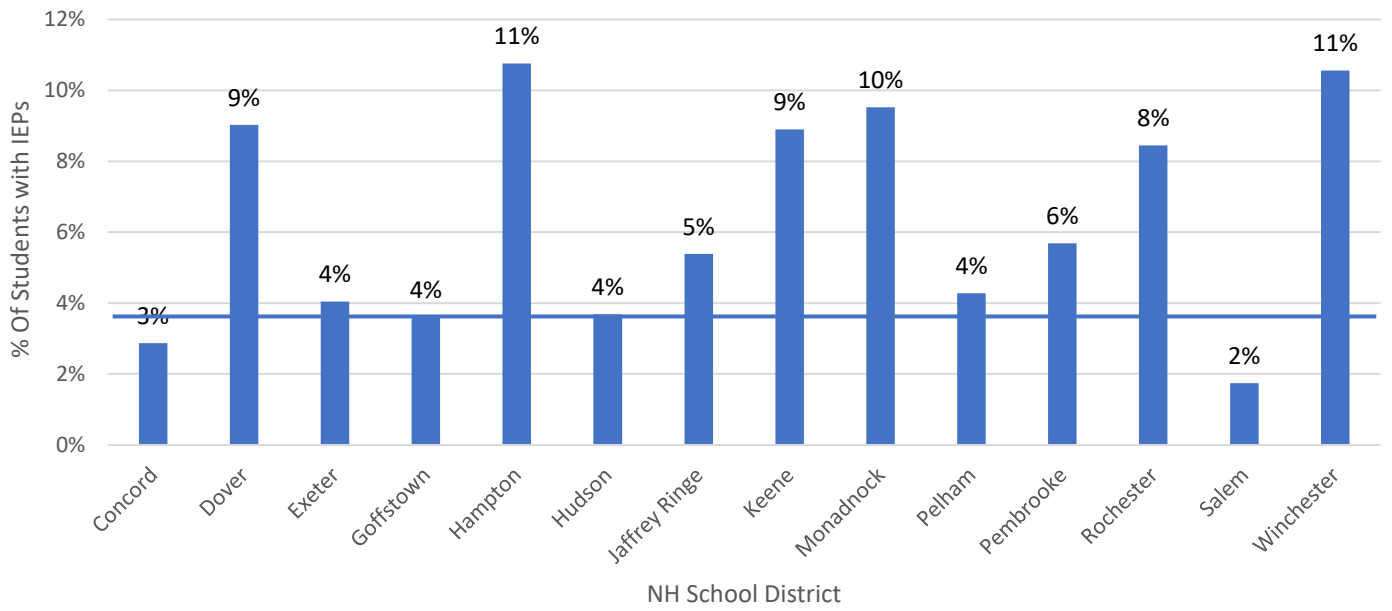
Hudson Students Enrolled in Out of District Special Education Programs By School Year



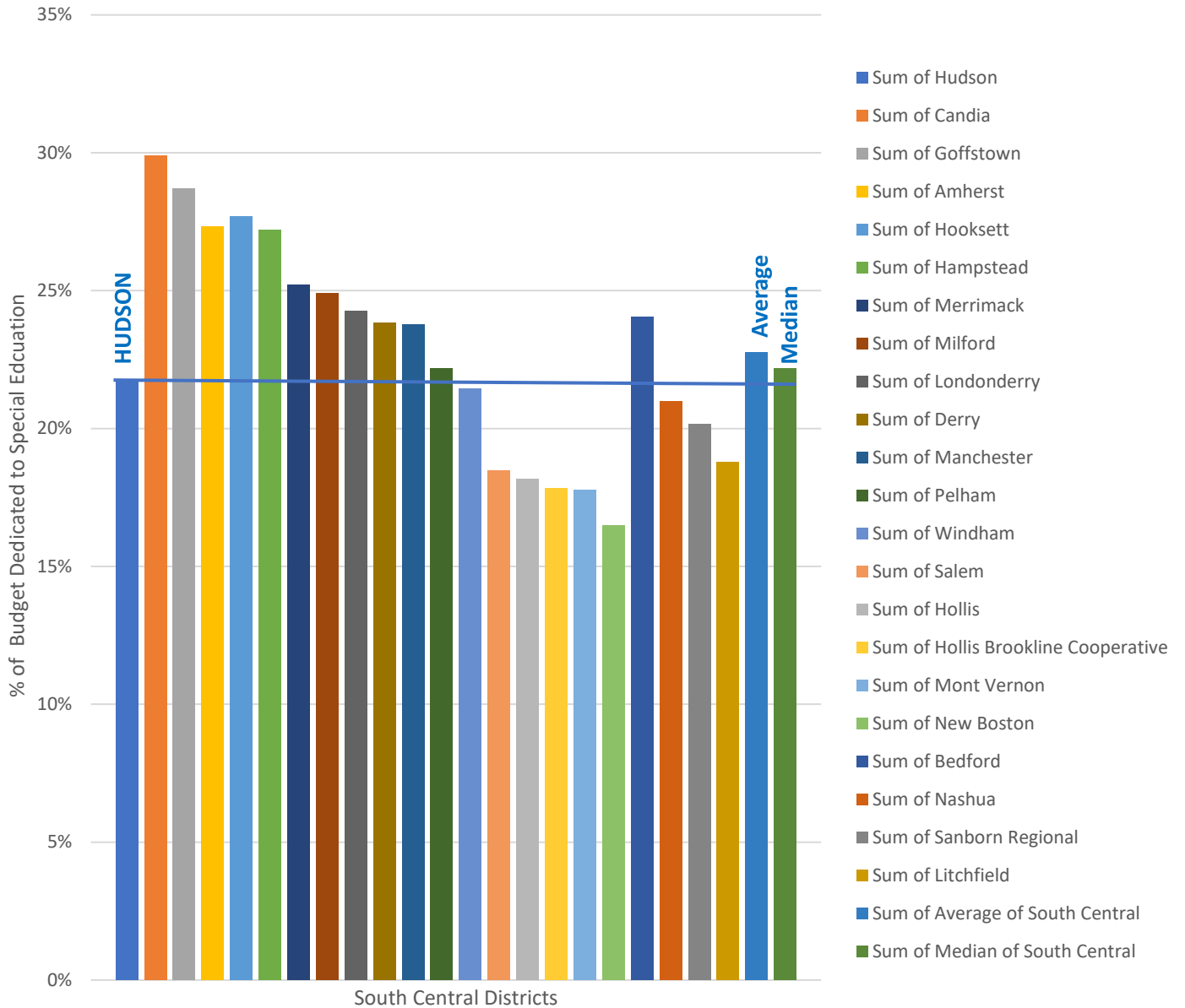
Comparison of In-District and Out-of-District Placements



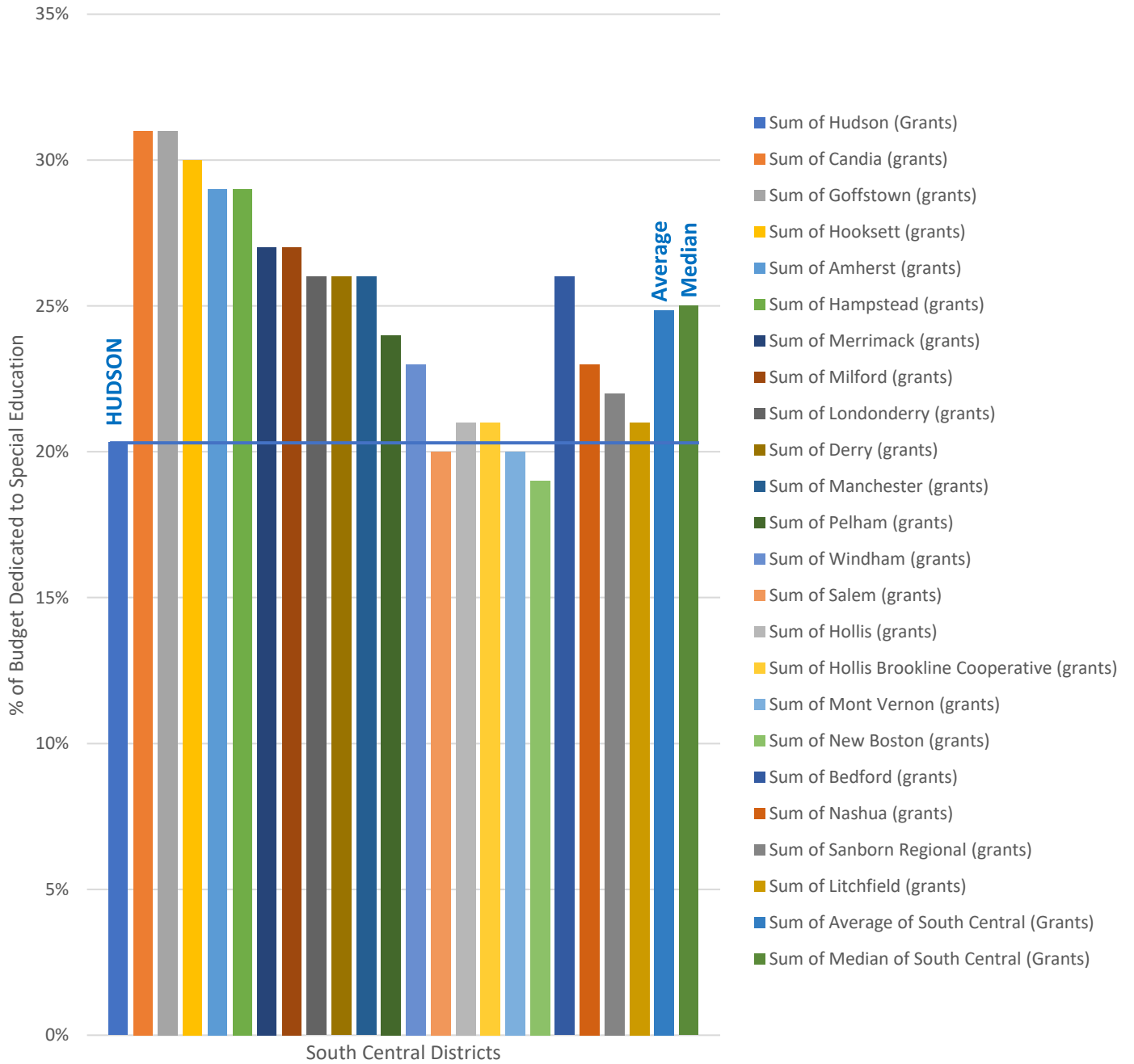
% of Students with IEPs Enrolled in Out of District Special Education Placements by District



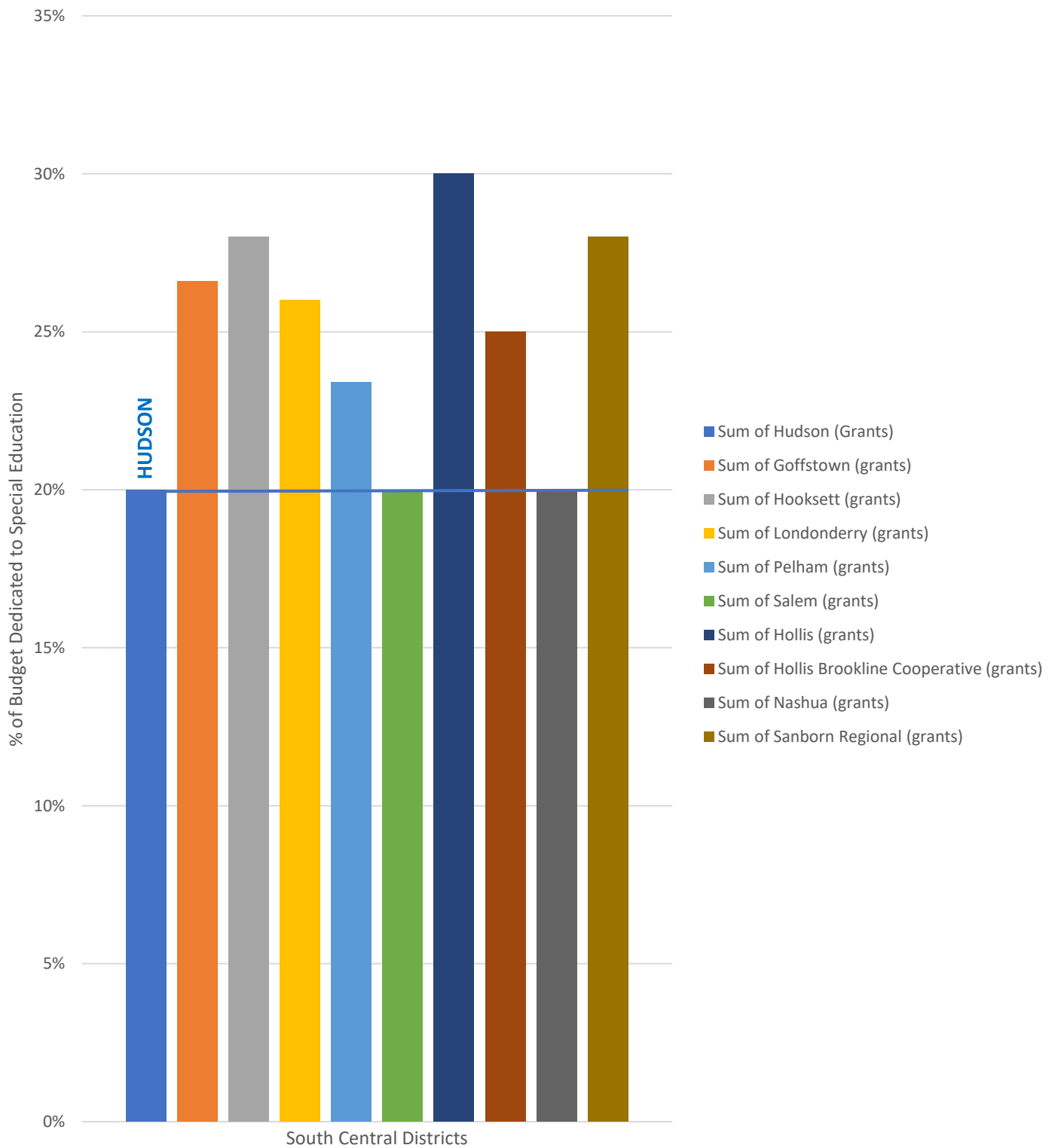
% of Area School District Budgets Represented by Special Education Costs,
 Excluding Grants
 FY 22
 As Reported by NH School Funding Fairness Project
 School Funding and Special Education - NH School Funding Fairness Project
 (fairfundingnh.org)



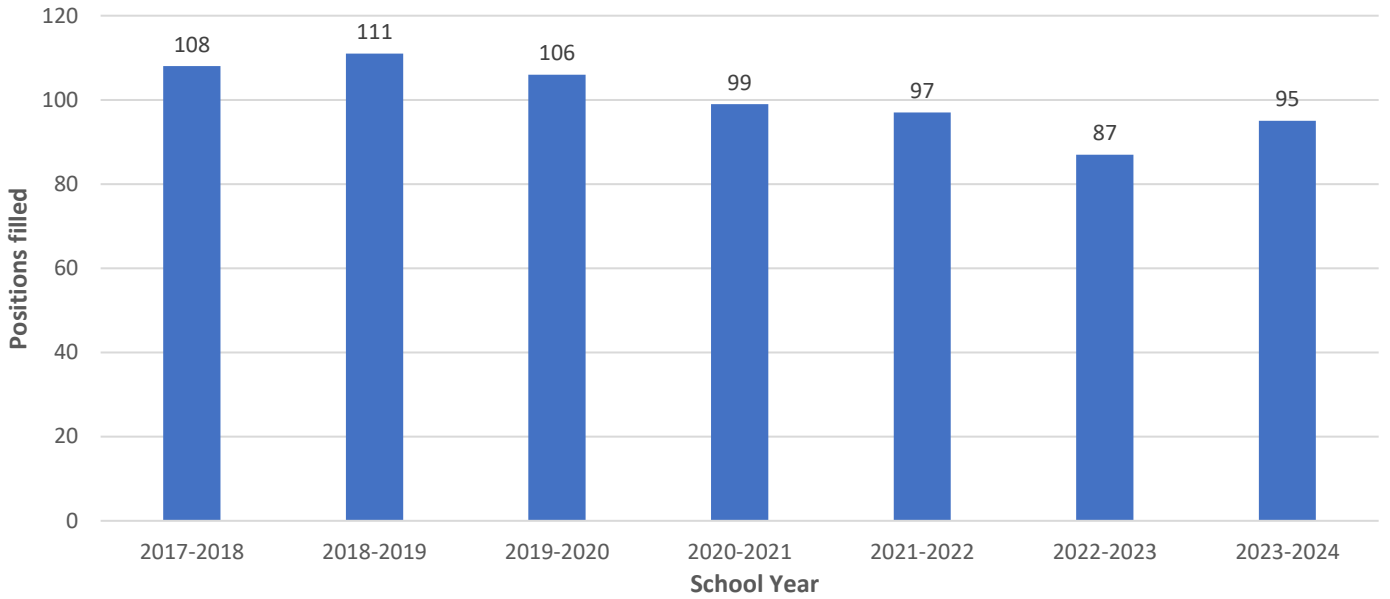
% of Area School District Budgets Represented by Special Education Costs,
 Including Grants
 FY 22
 As Reported by NH School Funding Fairness Project
 School Funding and Special Education - NH School Funding Fairness Project
 (fairfundingnh.org)



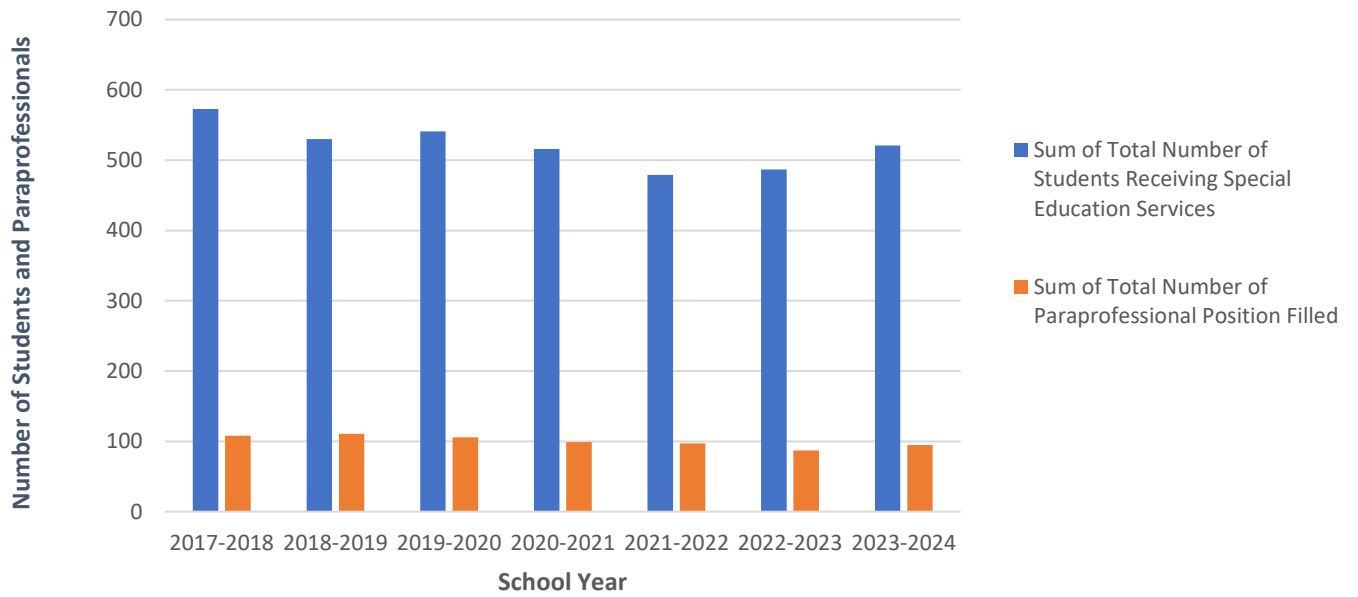
% of Area School District Budgets Representd by Special Education Costs
FY 24
As reported by South Central Special Education Administrators



Sum of # of para positions filled
(full and part time combined)



Hudson Students Receiving Special Education Services and Filled Paraprofessional Positions



Hudson District Action Plan - 2023-2024

Curriculum and Instruction

Goal 1: To provide a clearly articulated, aligned, consistently delivered, and consistently improved curriculum

Action Steps	Accountability/ Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress
1.1-Create and implement a consistent system for monitoring student learning and achievement to continuously improve curriculum	Assistant Superintendent, Principals, Curriculum Coordinator, Department Heads, Dean of Academics, Assistant Principals	September 2023 - June 2025	<p>Create and maintain an aligned system to monitor student academic progress utilizing the following assessments, NHSAS (New Hampshire Statewide Assessment System), i-Ready, SAT, Advanced Placement, graduation rates, and various other data points</p> <p>Continue to review and update common summative assessments</p>	Three benchmark assessment updates to the School Board
1.2-Utilize professional learning communities (PLCs) to ensure consistent and continuous discussion about curriculum, instruction, and student academic and social-emotional learning	Assistant Superintendent, Curriculum Coordinator, Principals, Assistant Principals, Director of Special Services, Assistant Director of Special Services, Teachers, School Counselors, and staff	September 2023 - June 2024	Use PLC (Professional Learning Community) time for collaboration to review assessment data, inform instruction, and to make curriculum decisions and revisions	<p>2023 data collection and analysis</p> <p>Consistent PLC notes and observations</p>

Goal 2: Support rigorous academic curricula for all students

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress
<p>2.1-Integrate a framework of multi-tiered systems of support and interventions for all students across all grade levels</p>	<p>Assistant Superintendent, Curriculum Coordinator, Director of Special Services, Assistant Director of Special Services, and Principals</p>	<p>September 2023 - June 2026</p>	<p>Targeted interventions for reading, writing, mathematics, and for social-emotional learning</p> <p>Targeted school systems for academic intervention and SEL intervention</p> <p>Provide staffing to support the model(s) of instruction</p> <p>Implement opportunities for student enrichment, additional courses, and career opportunities (includes but not limited to expanding upon student internships at the AHS/CTE, middle school advanced courses [i.e., humanities, and advanced math courses, dual enrollment to college courses])</p>	<p>Student achievement data (state assessment, and district assessment results)</p> <p>School reports focused on SEL improvement</p> <p>SEL reports</p> <p>Data/SST meetings</p> <p>Advanced placement results, students' selection to colleges and career options, and high school course selection to advanced courses</p>

<p>2.2-Implement instructional resources with fidelity across all grade levels</p>	<p>Assistant Superintendent, Principals, Assistant Principals, Curriculum Coordinator, Dean of Academics, Department Heads, and Teachers</p>	<p>September 2023 - June 2025</p>	<p>Consistent use of tier 1 instruction using tier 1 instructional resources</p> <p>Observe and provide feedback on instructional practices</p> <p>Review best instructional practices and provide professional development training</p>	<p>Student achievement data</p> <p>Progress monitoring</p> <p>Observations, instructional walkthroughs, and evaluations</p>
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Assessment

Goal 3: Increase academic performance based upon summative assessments by 10%-15%

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress
3.1-Improve graduation rates by 5%	Superintendent, Assistant Superintendent, Principal, Department Heads, Dean of Academics, School Counselors, Teachers, and Staff	September 2023 - June 2024	Tiered academic interventions School systems of support Credit Recovery Program Academic support and tutoring programs	Graduation Rates
3.2-Improve math performance by 10%-15%	Superintendent, Assistant Superintendent, Principals, Assistant Principals, Department Heads, Dean of Academics, School Counselors, Teachers, and Staff	September 2023 - June 2024	Tiered math interventions School systems to support math Credit Recovery Program Math support and math tutoring programs	Based upon NH SAS, i-Ready, SAT, course enrollments, STEM opportunities, advanced placement results
3.3-Improve reading and writing performance by 5%-10%	Superintendent, Assistant Superintendent, Principals, Assistant Principals, Department Heads, Dean of Academics, School Counselors, Teachers, and Staff	September 2023 - June 2024	Tiered reading and writing interventions School systems to support reading and writing Credit Recovery Program Reading and writing support and ELA (English Language Arts) tutoring programs	Based upon NH SAS, i-Ready, SAT, course enrollments, advanced placement results

<p>3.4-Improve science performance by 10%</p>	<p>Superintendent, Assistant Superintendent, Principals, Assistant Principals, Department Heads, Dean of Academics, School Counselors, Teachers, and Staff</p>	<p>September 2023 - June 2024</p>	<p>Inquiry based science labs in physical and earth science, physics, and life science starting with exploratory science activities at the elementary school and advanced science labs at the middle school</p> <p>STEM opportunities for students</p> <p>Elementary and middle school science lessons and activities that will be reviewed at science curriculum meetings (this will include, but not limited to inquiry science activities and labs, and co-curricular/afterschool activities, and science enrichment opportunities)</p>	<p>Based upon NH SAS, i-Ready, SAT, course enrollments, STEM opportunities, advanced placement results</p>
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Communication

Goal 4: Create systems to continue to improve district communication with families, community, teachers and staff, and students

Action Steps	Accountability/Responsibilities	Timeline	Implementation Benchmarks	Evaluation of Progress
4.1-Maintain a process for effective communication through all levels of leadership to the School Board	Superintendent, Director of Communication & Strategic Engagement, Assistant Superintendent, District Leadership, & School Leadership	September 2023 - June 2024	Ensure effective and continuous communication through the development of organizational charts published on the district website	Organizational charts are shared and discussed with all stakeholders.
4.2-Set measurable annual goals.	Superintendent and School Board	September 2023 - June 2024	Identified and documented School Board goals for each academic year.	Quarterly progress updates at public School Board meetings
4.3-Foster a culture of collaboration and support between the Superintendent and School Board through consensus of district goals and priorities that improve student achievement	Superintendent, School Board, District & School Administration, staff, students, and community	September 2023 - June 2024	Maintain annual building and district wide action plans, connected to budgetary needs Schedule regular strategic planning committee meetings	Conduct formal evaluations for all staff Create and post School Board advisory committee agendas and advisory minutes on district website
4.4-Maintain an ongoing and consistent communication channel with the community for updates, plans, and details regarding district initiatives	Superintendent, Director of Communication, School Board, Administration, and Staff	September 2023 - June 2024	Superintendent updates, district and school websites, social media posts (including new district social media forums), school athletic calendars (AHS & HMS (Hudson Memorial School)), quarterly district newsletters, quarterly in-person and remote family and community forums	Quarterly updates at public School Board meetings

			Success will be measured with an annual communication survey for families, community, and staff to obtain feedback. A communication committee will be developed with monthly meetings facilitated by the Community Engagement Coordinator	
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