

Posted: Thursday, October 3, 2024

At: All Hudson schools, SAU building, district website



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

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

## School Board Agenda October 7, 2024

### A. Call to Order

Pledge of Allegiance

### B. Public Input

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

### C. Good News Update (Information)

Director of Special Services Rachel Borge will share some good news about what's happening in our schools.

### D. Student Representative Comments

### E. Presentations to the Board

#### 1. Hills Garrison and Nottingham West Elementary Schools Assessment Reports (Discussion)

Hills Garrison principal Theo Tufts and Nottingham West principal Scott Baker will present grades 2-5 elementary assessment reports.

[HGS and NWES Assessment Reports](#)

### F. New Business

#### 1. Alvirne Student Trip (Decision)

Science teacher Doug Peckham will present a proposal for an educational STEM trip to Iceland for February 2026.

[Iceland Trip Memo](#)

[Iceland Trip Proposal](#)

#### 2. October Enrollment (Information)

Superintendent Moulis will present October 1 enrollment figures for the district.

[October 1 Enrollment](#)

#### 3. The Palmer Center at Alvirne High School Farm Transfer (Decision)

Superintendent Moulis will present a budget transfer request to replace the milk pump and gate hardware at the Alvirne farm.

[Farm Budget Transfer Form](#)

**Posted:** Thursday, October 3, 2024

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### G. Policies – First Reading

CA Administration Goals	<a href="#">CA current policy with a minor revision</a>
IHBA Programs for People with Disabilities	<a href="#">IHBA NHSBA version proposed</a> <a href="#">IHBA current policy</a>
JFABE Education of Children in Foster Care	<a href="#">JFABE current policy with minor revisions</a>
JKAA Use of Restraints and Seclusion	<a href="#">JKAA current policy with minor revisions</a>
JRA Student Records and Access	<a href="#">JRA current policy with tracked changes</a>
KEE Website Accessibility and Grievance	<a href="#">KEE current policy with tracked changes</a>
KFA Public Conduct on School Property	<a href="#">KFA NHSBA version proposed</a> <a href="#">KFA current policy</a>

### H. Recommended Action

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

### I. Reports to the Board (Information)

District administrators will share updates for the board and public

1. Superintendent Report
2. Assistant Superintendent Report
3. Director of Special Services Report

### J. Committee Reports

Board members will share committee updates

### K. Board of Selectmen – Liaison Comments

### L. Board Member Comments

**M. 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)

(a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.

(b) The hiring of any person as a public employee.

(c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.

(d) Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.

(e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.

(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.

**N. Adjourn**

**Upcoming Meetings**

Meeting	Date	Time	Location	Purpose
School Board	October 16	7:00 pm	Hills Memorial Library	Budget Meeting
School Board	October 21	6:30 pm	Hills Memorial Library	Budget Meeting
School Board	October 23	7:00 pm	Hills Memorial Library	Budget Meeting

# **Hudson School District**

## **Nottingham West Elementary School & Hills Garrison Elementary School Assessment Data Review**

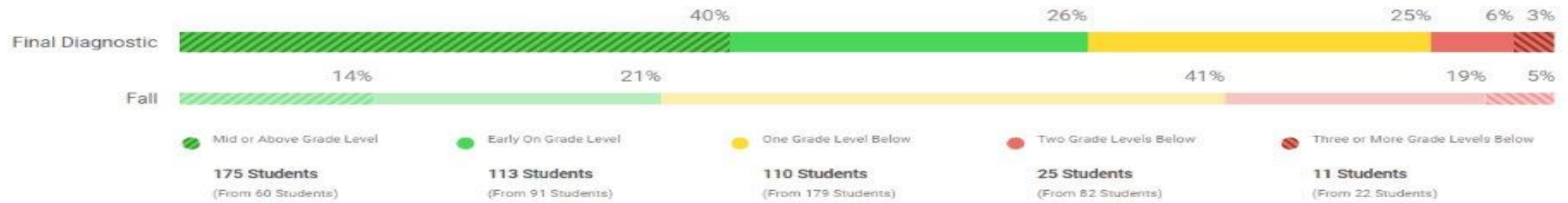


**October 7, 2024**

# Assessment Overview

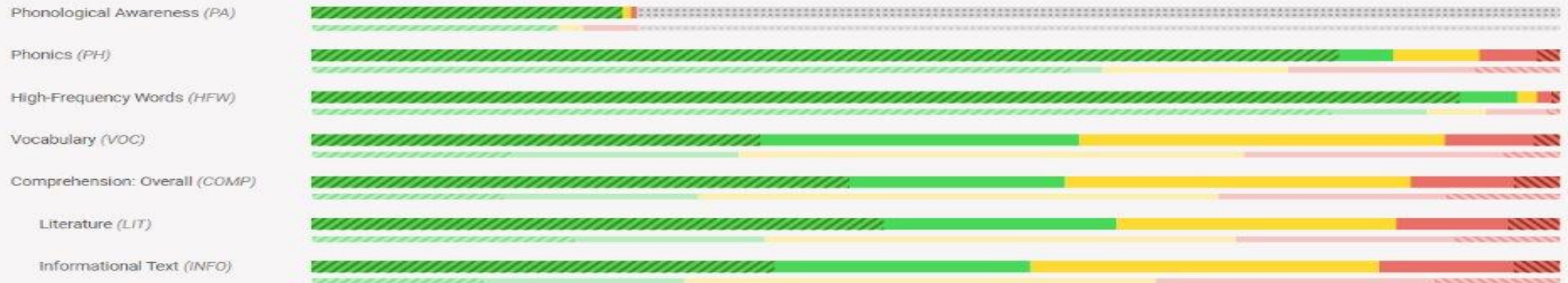
- **Spring Assessments**
  - iReady Reading and Math
  - NH SAS

# NWES Reading Placement by Domain



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

## Placement by Domain



Not assessed (due to grade or domain exempted)

# NWES Reading Placement by Grade

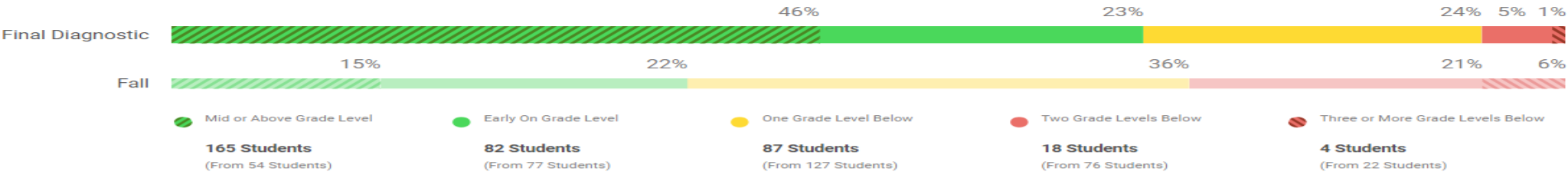
Grade		Overall Grade-Level Placement					
Grade 2	Final Diagnostic		41%	29%	25%	5%	0%
	Fall		9%	13%	59%	19%	0%
Grade 3	Final Diagnostic		42%	33%	14%	8%	3%
	Fall		10%	34%	29%	21%	6%
Grade 4	Final Diagnostic		41%	17%	35%	2%	5%
	Fall		22%	19%	36%	13%	11%
Grade 5	Final Diagnostic		38%	24%	28%	7%	3%
	Fall		15%	17%	40%	23%	5%

# NWES Reading Needs Analysis

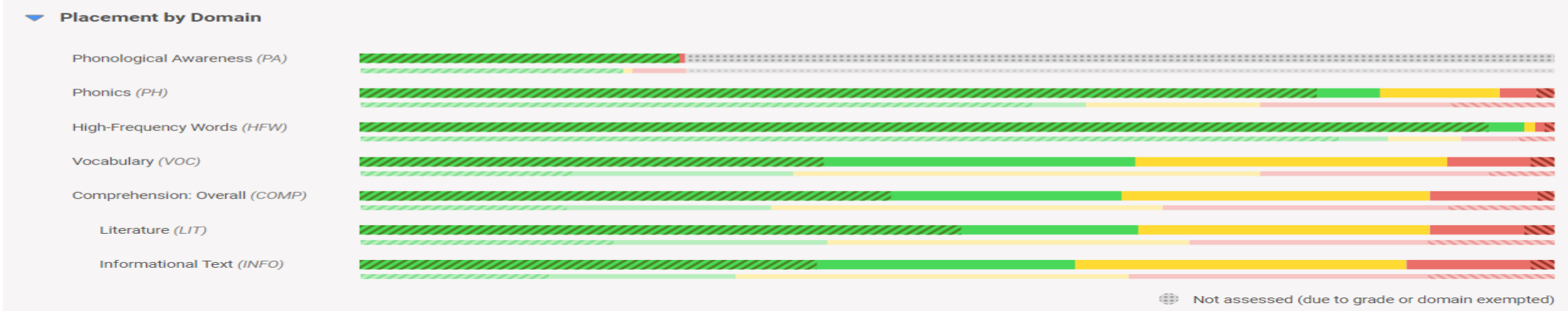
Grade <span>▾</span> <span>↕</span>		Needs Analysis: % Students Below Grade Level						
		PA	PH	HFW	VOC	COMP	Comp: Overall <span>ℹ</span>	
							LIT	INFO
Grade 2	Final Diagnostic	4%	28%	10%	43%	44%	43%	40%
	Fall	25%	71%	35%	80%	81%	77%	79%
Grade 3	Final Diagnostic	0%	15%	3%	29%	38%	34%	44%
	Fall	0%	41%	6%	58%	68%	63%	72%
Grade 4	Final Diagnostic	0%	7%	1%	43%	39%	33%	46%
	Fall	0%	28%	1%	63%	63%	58%	67%
Grade 5	Final Diagnostic	0%	3%	0%	39%	37%	31%	39%
	Fall	0%	6%	0%	61%	64%	57%	62%



# HGS Reading Placement by Domain



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



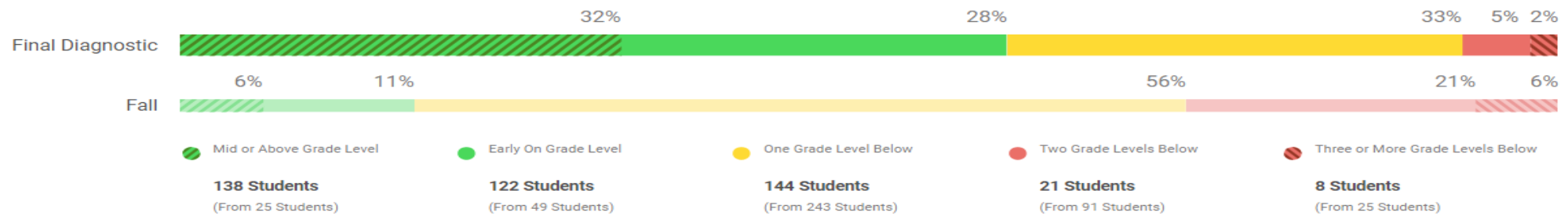
# HGS Reading Placement by Grade

Grade		Overall Grade-Level Placement					
Grade 2	Final Diagnostic		47%	22%	29%	2%	0%
	Fall		9%	19%	54%	19%	0%
Grade 3	Final Diagnostic		51%	22%	21%	4%	1%
	Fall		18%	26%	19%	29%	8%
Grade 4	Final Diagnostic		42%	23%	32%	3%	0%
	Fall		16%	15%	45%	15%	10%
Grade 5	Final Diagnostic		42%	26%	18%	11%	4%
	Fall		18%	25%	30%	19%	8%

# HGS Reading Needs Analysis by Grade

Grade <span>▼</span> <span>⌵</span>		Needs Analysis: % Students Below Grade Level						
		PA	PH	HFW	VOC	COMP	Comp: Overall <span>ℹ</span>	
							LIT	INFO
Grade 2	Final Diagnostic	2%	30%	6%	44%	43%	45%	44%
	Fall	20%	64%	38%	75%	77%	77%	78%
Grade 3	Final Diagnostic	0%	15%	2%	31%	29%	28%	30%
	Fall	0%	45%	6%	59%	63%	59%	65%
Grade 4	Final Diagnostic	0%	5%	0%	31%	37%	35%	50%
	Fall	0%	31%	5%	61%	68%	60%	71%
Grade 5	Final Diagnostic	0%	4%	1%	33%	37%	31%	42%
	Fall	0%	10%	4%	58%	55%	45%	60%

# NWES Math Placement by Domain



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

## Placement by Domain



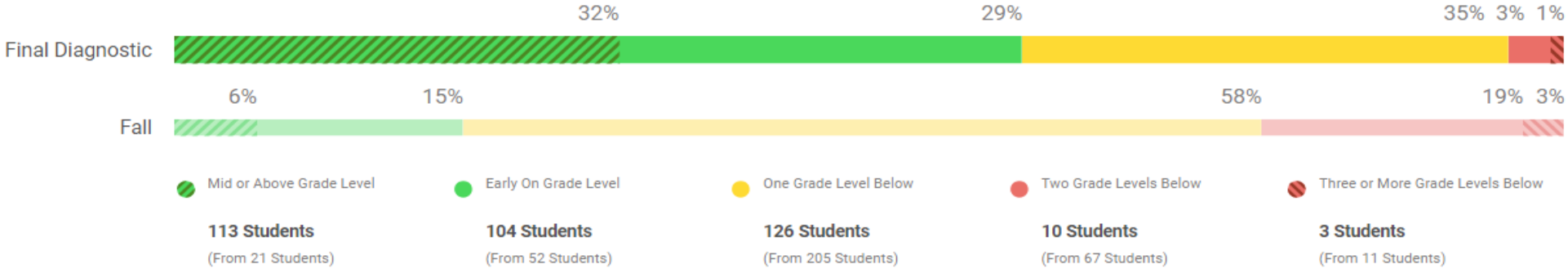
# NWES Math Placement by Grade

Grade		Overall Grade-Level Placement					
Grade 2	Final Diagnostic		23%	31%	44%	2%	0%
	Fall		1%	7%	64%	28%	0%
Grade 3	Final Diagnostic		30%	29%	34%	6%	2%
	Fall		2%	9%	64%	19%	6%
Grade 4	Final Diagnostic		35%	26%	31%	6%	3%
	Fall		6%	13%	47%	25%	9%
Grade 5	Final Diagnostic		40%	27%	24%	6%	3%
	Fall		15%	16%	49%	12%	9%

# NWES Math Needs Analysis

Grade		Needs Analysis: % Students Below Grade Level			
		NO	ALG	MS	GEO
Grade 2	Final Diagnostic	38%	35%	36%	44%
	Fall	82%	77%	84%	80%
Grade 3	Final Diagnostic	37%	32%	45%	50%
	Fall	82%	79%	71%	92%
Grade 4	Final Diagnostic	26%	31%	44%	56%
	Fall	63%	69%	66%	78%
Grade 5	Final Diagnostic	34%	35%	28%	34%
	Fall	64%	61%	64%	66%

# HGS Math Placement by Domain



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



# HGS Math Placement by Grade






Grade		Overall Grade-Level Placement					
Grade 2	Final Diagnostic		21%	28%	47%	4%	0%
	Fall		3%	9%	65%	23%	0%
Grade 3	Final Diagnostic		27%	33%	37%	4%	0%
	Fall		4%	11%	58%	25%	4%
Grade 4	Final Diagnostic		37%	34%	27%	0%	2%
	Fall		8%	11%	61%	16%	3%
Grade 5	Final Diagnostic		48%	23%	25%	2%	2%
	Fall		11%	29%	46%	8%	6%



# HGS Math Needs Analysis

Grade		Needs Analysis: % Students Below Grade Level			
		NO	ALG	MS	GEO
Grade 2	Final Diagnostic	37%	46%	39%	54%
	Fall	82%	77%	84%	74%
Grade 3	Final Diagnostic	35%	36%	32%	61%
	Fall	84%	81%	74%	86%
Grade 4	Final Diagnostic	10%	27%	27%	32%
	Fall	69%	65%	63%	74%
Grade 5	Final Diagnostic	29%	31%	25%	35%
	Fall	62%	56%	40%	62%

# NH SAS Grade 3 Reading

<a href="#">Hills Garrison Elementary Sch...</a>	111	589 ± 5 	 <table border="1"> <tr> <td>Percent</td> <td>25%</td> <td>19%</td> <td>20%</td> <td>36%</td> </tr> <tr> <td>Count</td> <td>28</td> <td>21</td> <td>22</td> <td>40</td> </tr> </table> 	Percent	25%	19%	20%	36%	Count	28	21	22	40	56%
Percent	25%	19%	20%	36%										
Count	28	21	22	40										
<a href="#">Nottingham West Elementary_...</a>	109	585 ± 4 	 <table border="1"> <tr> <td>Percent</td> <td>25%</td> <td>27%</td> <td>28%</td> <td>21%</td> </tr> <tr> <td>Count</td> <td>27</td> <td>29</td> <td>30</td> <td>23</td> </tr> </table> 	Percent	25%	27%	28%	21%	Count	27	29	30	23	49%
Percent	25%	27%	28%	21%										
Count	27	29	30	23										







- Areas of Strength
- Areas for Growth

# NH SAS Grade 4 Reading

<a href="#">Hills Garrison Elementary Sch...</a>	62	605 ± 6 ⓘ	<table border="1"> <tr> <td>Percent</td> <td>24%</td> <td>23%</td> <td>24%</td> <td>29%</td> </tr> <tr> <td>Count</td> <td>15</td> <td>14</td> <td>15</td> <td>18</td> </tr> </table>	Percent	24%	23%	24%	29%	Count	15	14	15	18	53%
Percent	24%	23%	24%	29%										
Count	15	14	15	18										
<a href="#">Nottingham West Elementary...</a>	101	612 ± 4 ⓘ	<table border="1"> <tr> <td>Percent</td> <td>27%</td> <td>14%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Count</td> <td>27</td> <td>14</td> <td>30</td> <td>30</td> </tr> </table>	Percent	27%	14%	30%	30%	Count	27	14	30	30	59%
Percent	27%	14%	30%	30%										
Count	27	14	30	30										







- Areas of Strength
- Areas for Growth

# NH SAS Grade 5 Reading

<a href="#">Hills Garrison Elementary Sch...</a>	83	626 ± 5 	 <p><b>Percent</b> 23% 16% 42% 19% <b>Count</b> 19 13 35 16</p> 	61%
<a href="#">Nottingham West Elementary...</a>	107	640 ± 4 	 <p><b>Percent</b> 12% 18% 40% 30% <b>Count</b> 13 19 43 32</p> 	70%






- Areas of Strength
- Areas for Growth

# NH SAS Grade 3 Math

<a href="#">Hills Garrison Elementary Sch...</a>	111	429 ± 3 	 <table border="1"> <tr> <td>Percent</td> <td>32%</td> <td>17%</td> <td>31%</td> <td>20%</td> </tr> <tr> <td>Count</td> <td>36</td> <td>19</td> <td>34</td> <td>22</td> </tr> </table> 	Percent	32%	17%	31%	20%	Count	36	19	34	22	50%
Percent	32%	17%	31%	20%										
Count	36	19	34	22										
<a href="#">Nottingham West Elementary...</a>	110	432 ± 3 	 <table border="1"> <tr> <td>Percent</td> <td>23%</td> <td>28%</td> <td>32%</td> <td>17%</td> </tr> <tr> <td>Count</td> <td>25</td> <td>31</td> <td>35</td> <td>19</td> </tr> </table> 	Percent	23%	28%	32%	17%	Count	25	31	35	19	49%
Percent	23%	28%	32%	17%										
Count	25	31	35	19										







- Areas of Strength
- Areas for Growth

# NH SAS Grade 4 Math

<a href="#">Hills Garrison Elementary Sch...</a>	62	463 ± 4 	 <b>Percent</b> 13% 32% 44% 11% <b>Count</b> 8 20 27 7		55%
<a href="#">Nottingham West Elementary...</a>	104	461 ± 3 	 <b>Percent</b> 18% 31% 31% 20% <b>Count</b> 19 32 32 21		51%



- Areas of Strength
- Areas for Growth

# NH SAS Grade 5 Math

<a href="#">Hills Garrison Elementary Sch...</a>	83	494 ± 4 	 <b>Percent</b> 16% 31% 28% 25% <b>Count</b> 13 26 23 21		53%
<a href="#">Nottingham West Elementary...</a>	108	495 ± 4 	 <b>Percent</b> 22% 29% 25% 24% <b>Count</b> 24 31 27 26		49%

- Areas of Strength
- Areas for Growth

# NH SAS Grade 5 Science

<a href="#">Hills Garrison Elementary Sch...</a>	83	551 ± 2 <span>i</span>	 <table border="1"> <tr> <td>Percent</td> <td>25%</td> <td>33%</td> <td>31%</td> <td>11%</td> </tr> <tr> <td>Count</td> <td>21</td> <td>27</td> <td>26</td> <td>9</td> </tr> </table> <span>i</span>	Percent	25%	33%	31%	11%	Count	21	27	26	9	42%
Percent	25%	33%	31%	11%										
Count	21	27	26	9										
<a href="#">Nottingham West Elementary...</a>	106	553 ± 1 <span>i</span>	 <table border="1"> <tr> <td>Percent</td> <td>30%</td> <td>33%</td> <td>17%</td> <td>20%</td> </tr> <tr> <td>Count</td> <td>32</td> <td>35</td> <td>18</td> <td>21</td> </tr> </table> <span>i</span>	Percent	30%	33%	17%	20%	Count	32	35	18	21	37%
Percent	30%	33%	17%	20%										
Count	32	35	18	21										

- Areas of Strength
- Areas for Growth



# Next Steps

- **Focus for 2024-2025**
  - math/reading instruction and instructional resources
  - continue professional development in Next Generation Science Standards (NGSS) in grades 2-5
  - consistent use of NH SAS modulars (Science, Math, ELA) review data in professional learning communities (PLCs)

# ALVIRNE HIGH SCHOOL

Steven Beals, Principal

September 23, 2024

## Memorandum

To: Hudson School Board

From: Steve Beals, Principal

RE: International Travel Request to Iceland, February 2026

CC: Alex Wetmore, Science Department Head

I am recommending an overnight field trip request in support of our STEM Adventure seekers to Iceland during Winter Break, 2026. Our travel coordinator, science teacher, Doug Peckham sought out three proposals and is recommending WorldStrides as our trip facilitator. The science department has already successfully led three tours: Costa Rica in 2020, Panama in 2022, and Peru in 2024.

The educational purpose of this STEM trip includes biological/earth science concepts and increases the cultural and global awareness of our students. Doug Peckham will make the request to the Board and if approved students and staff will gladly highlight their experience at a future Board meeting.

While the cost is significant, \$4306/student, the trip being a year and a half away allows for ample time for student fundraising. Thank you for your consideration of this STEM Adventure. Additional supporting information will be provided as well as a detailed itinerary.

Sincerely,



Steven Beals, Principal

## Proposal for the “Iceland Adventure” Trip February 2026

**WorldStrides videos:**

**General International Travel:** <https://www.youtube.com/watch?v=kxdAMf5oXOY>

**Iceland:** <https://www.youtube.com/watch?v=Oqgk42Kw-ow>

**Links to supplement your school board proposal & the PDF documents:**

**Safety & Security:** <https://worldstrides.com/safety-and-security/>

**About us:** <https://worldstrides.com/about/about-us/>

**Travel with Confidence:** <https://worldstrides.com/travel-with-confidence/>

The Science teachers at Alvirne High School propose an educational STEM adventure to Iceland for the Winter Break 2026. WorldStrides offers experiential learning trips all over the world. They are a leader in educational travel and have been in operation for over 50 years and travel to all 7 continents. WorldStrides has schools and offices all over the world and is still run by the original owner and founder. The Science Department has run three successful tours at Alvirne: Costa Rica in Feb 2020, Panama April 2022, and Peru in Feb 2024. We would like to continue our STEM Science trips in all even numbered years. I listened to the School Board’s suggestion last Spring about possibly having yearly trips(to allow equity for all students). I have recruited someone to organize odd numbered year trips. Scott Rush (Social Studies Department Head at AHS) has agreed to run trips with a focus on history and culture in odd years.

### **Educational Purpose:**

The educational purposes of this STEM trip are twofold, as it encompasses both biological/ earth science concepts and increases the cultural and global awareness of our students. This trip is an awe-inspiring portal to Iceland, one of the world’s great natural landscapes. Spellbinding sites like the *Blue Lagoon* (geothermally heated water in a lava field), the *Raufarholshellir Lava Tunnel*, *Skogafoss Waterfall*, and the informative exhibits at the Icelandic Saga Museum, and monuments like *Skaftafell National Park* bring it all into focus.

Our core value of curiosity will be pushed to its limit each day. This experience will expose our students to a number of conservation projects, ecology principles, and earth science concepts including a focus on geothermal energy production. The trip includes exposure to waterfalls, volcanos, geysers, and glaciers.

The other facet of this adventure is the globalization and cultural awareness that will be gained by our students. This trip exposes the students to a great number of historical sites unrelated to scientific discoveries. There are many stops to Icelandic historical sites and a day spent visiting Reykjavik where students will be exposed to Icelandic culture. This experience

will teach students about other cultures and expose them to some of the possibilities outside of New Hampshire. With the 8 day tour, students will visit Thingvellir National Park, a UNESCO World Heritage Site. Here is a link to the informational site parents and students will see: [www.educationaltravel.com/peckham-8879](http://www.educationaltravel.com/peckham-8879)

In addition to the educational and cultural benefits WorldStrides experienced on the trip, students will be granted access to their educational platform. This is a platform that allows students to design, develop, and execute research projects for .5 high school (Alvirne High school) or FREE college credit (3 credits from George Washington University). This is done individually and does not need to be completed during the trip. Access to this educational opportunity allows students to take their experiences and connect it directly to their lives. Opportunities like this will create a deeper understanding of scientific concepts.

This is a once in a lifetime adventure that will allow our students to grow as scientists and as humans.

**Target Audience:**

We are hoping to get 24-30 students who are interested in the STEM field to join us on this adventure. The proposed audience is:

- Current Freshman in the Class of '28
- Current Sophomores in the Class of '27
- Current Juniors in the Class of '26



## **Iceland: Iceland Itinerary**

### **Day 1 Start tour**

### **Day 2 Hallo Reykjavik**

Meet your tour director and check into hotel  
Blue Lagoon visit

### **Day 3 Reykjavik**

Reykjavik tour director-led sightseeing tour  
Explore Laugavegur street, Bessastaðir, Höfði House, Hallgrímskirkja Church visit Icelandic Saga Museum visit

### **Day 4 Reykjavik--Klauster Area**

Raufarholshellir lava tunnel guided visit Travel to the South Shore Seljalandsfoss waterfall walk Skogafoss waterfall  
Skogar Folk Museum visit

### **Day 5 Klauster Area**

Skaftafell National Park visit Jökulsárlón Glacial Lagoon Fjaðrárgljúfur Canyon visit

### **Day 6 Klauster Area--Fludir**

Travel to Fludir  
Reynisfjara (Black sand beach) Nauthusagil Canyon hike Gluggafoss waterfall

### **Day 7 Fludir--Reykjavik**

Travel to Reykjavik via Thingvellir Golden Circle excursion  
Great Geysir Strokkur, Strokkur hot springs, Gullfoss waterfall, Thingvellir National Park visit  
Fridheimar Tomato Eco-farm visit  
LEAP Geothermal bread-making experience (Laugarvatn Fontana)

### **Day 8 End tour**

## Tour Includes

### Pricing is as follows:

- 8 Day Tour - \$4306 per student or \$280.47/mo for 15 months
- For every six students, a chaperone travels free.
- Mr. Peckham, Mrs. Griffin, and Mr. Rush have all agreed to chaperone (we will add more as needed to maintain the 6:1 student to staff ratio)
- This allows 24 students to travel.

### Price includes:

- Round-trip airfare and other transportation described in the itinerary.
- Basic Medical, Dental, Emergency Evacuation Insurance during trip
- Up to three college credits upon course completion (grades 9-12) or high school credit (grades 6-12)
- Centrally located three- and four-star hotels
- Plentiful daily breakfast to start the day energized and ready to go.
- Appetizing, culturally representative, three-course dinner daily
- Full time, multilingual, WorldStrides tour director who is LEAP-trained in experiential education.
- Local guide at sites and on city tours as described in the itinerary.
- LEAP! Learning through Exploration and Active Participation; trademarked immersive approach of learning by doing.
- Entrances and transportation to sites and activities described in your itinerary.
- Local guide and local bus driver tips; see note regarding other important tips.
- 24/7 On Tour Emergency Support

Thank you for your consideration of this exciting opportunity. Please feel free to contact me directly with any additional questions or concerns. We look forward to hearing from you regarding your decision. We can be reached at [dpeckham@sau81.org](mailto:dpeckham@sau81.org) by email.

Sincerely,

Douglas Peckham  
Anatomy/Biology/Chemistry Teacher  
Alvirne High School

## October 1 Enrollment by Grade 2024

Enrollment as of October 1, 2024

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2024 Aug 26	99	187	197	197	227	225	173	192	236	223	241	234	250	260	2941
2024 Oct 1	99	190	201	194	230	221	171	192	237	226	242	238	249	264	2954

**\*Reported October enrollment numbers will not be verified until after October 25, when all anomalies are reconciled.**

School Board Reading <input style="width: 60px; height: 20px;" type="text"/> Date	SAU Office only # <input style="width: 60px; height: 20px;" type="text"/> School Board Approval SB# <input style="width: 60px; height: 20px;" type="text"/>
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## HUDSON SCHOOL DISTRICT BUDGET TRANSFER FORM

This form should be used any time that you are making a request for purchase that will cause a budget line to be over expended. For such a purchase to be approved, you must show the purpose of th the purchase, the amount you expect to spend, and in what other sections of your budget you propose to find the funds to pay for the purchase. No purchase that requires a budget transfer will be made without approval from the Business Office.

School:

Date:

Purpose:

Org	Object	Description	Current Available	Amount Reduced	New Balance
23601301	610	Farm Revolving Supplies	\$ 60,676.57	-\$ 21,211.63	\$ 39,464.94
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00

Total Reduced:

Org	Object	Description	Current Available	Amount Added	New Balance
23601301	738	Farm Revolving Equipment Repl	\$ 0.00	\$ 21,211.63	\$ 21,211.63
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00

Total Added:

**APPROVED:**

**Eric Frauwrith**  
Digitally signed by Eric Frauwrith  
 Date: 2024.09.18 15:25:37 -04'00'

Principal/Supervisor

**Melissa Van Sickle**  
Digitally signed by Melissa Van Sickle  
 DN: cn=Melissa Van Sickle, o=Hudson School District, ou=SAU 81, email=mvansickle@sau81.org, c=US  
 Date: 2024.09.24 15:00:05 -04'00'

Finance Director

Business Administrator

**Daniel Moulis**  
Digitally signed by Daniel Moulis  
 Date: 2024.09.24 15:11:28 -04'00'

Superintendent of Schools

Hudson School Board



# HUDSON SCHOOL DISTRICT POLICY

## CA Administration Goals

Updated: For School Board First Reading October 7, 2024

Related Policies: AD, CBI

Category: ~~Required~~ Recommended

Proper administration of the schools is vital to a successful educational program. The general purpose of the administration is to coordinate and supervise, under the policies of the School Administrative Unit and each Board, the creation and operation of an environment that promotes effective student learning as defined in our mission statement. The Board will rely on the Superintendent to provide the professional administrative leadership necessary.

The Superintendent, each principal, and all other administrators will have the authority and responsibility necessary for his/her specific administrative assignment. Each administrator will be accountable for the effectiveness with which his/her administrative assignment is carried out. The Board will be responsible for specifying the requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration are:

1. To manage the district's various departments, units, budgets and programs effectively.
2. To provide professional advice and counsel to the Board and its advisory committees. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement and manage functions that assure the best and most effective learning programs, through achieving such goals as: (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary in order to establish and provide learning programs that better meet learner needs; (c) coordinating cooperative efforts to improve learning programs, facilities, equipment, and materials; (d) encouraging improvement ideas and decision-making among staff, students, parents, and others; and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

**Legal References**

NH Code of Admin Rules Section Ed 302 Duties of School Superintendents

NH Code of Admin Rules Section Ed 303 Duties of School Boards

NH Code of Admin Rules Section Ed 304 Duties of School Principal

Adopted: December 12, 2019

First Reading: October 7, 2024

Second Reading:

Updated:

# HUDSON SCHOOL DISTRICT POLICY

## IHBA Programs for Pupils with Disabilities

Updated: For School Board First Reading October 7, 2024

Related Policies: AC, AC-E, ACE, IHBAA, IHBAB, JICD, JICK,

Category: Priority/Required by Law

### A. Programs And Services

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans With Disabilities Act (Title II), and New Hampshire Law. These laws include procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

Disabilities are defined differently under the IDEA than under Section 504 and Title II. While the IDEA focuses on special educational services for children with disabilities and the related rights afforded to eligible students and their parents, Section 504 and Title II focus on the focus on the nondiscrimination rights of students as well as other individuals with disabilities who are not students, such as family members with disabilities, and members of the public with disabilities seeking information from, or access to, the services, programs, and activities of the public school. Such rights can include the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

While all students who are eligible for special education and related services under the IDEA are protected by Section 504 and Title II, not all students protected by Section 504 and Title II are eligible for services under the IDEA. In other words, students may be disabled within the meaning of Section 504 and Title II even though they do not require services and specially designed instruction pursuant to the IDEA.

An IDEA-eligible student is entitled to receive special education and related services when the student reaches three years of age and continues until the student's 22<sup>nd</sup> birthday or until such time as he/she receives a regular high school diploma, whichever occurs first, or until the student's Individualized Education Program (IEP) Team determines that the student no longer requires special education in accordance with federal and state law. ~~At the discretion of the Superintendent and/or his/her designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.~~

### B. Notice Of Procedural Safeguards

#### 1. IDEA Safeguards

For IDEA-eligible students, the district utilizes the New Hampshire Special Education Procedural Safeguards, which can be accessed through the New Hampshire Department of Education website or obtained from the District's Special Education/Student Services Office.

The district will provide a copy of New Hampshire Procedural Safeguards in Special Education to the parents/guardians of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

- a. Upon initial referral or parent request for evaluation;
- b. Upon receipt of the first request for a due process hearing filed in a school year;
- c. Upon receipt of the first State complaint in a school year;
- d. Upon request by a parent; and
- e. In accordance with the discipline procedures in §300.530(h).

Further information regarding special education procedures and services is available through the District Special Education/Student Services Office, and in the District's Special Education Policy and Procedures Manual, a copy of which is available through that office.

## 2. Section 504 Safeguards

For procedural safeguards relative to Section 504, the district utilizes the "Notice of Parent and Student Rights Under Section 504," ~~and administrative document coded as IHBA-R.~~

The Superintendent or Superintendent's designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The district shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.

### **Legal References**

RSA 186-C

NH Code of Admin Rules, Sect ED 1100

34 CFR 104

34 CFR 300 et seq

20 U.S.C. § 1400-1417, Individuals with Disabilities Education Act (IDEA)

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Law

29 U.S.C. § 794, Rehabilitation Act of 1973 (Section 504)

42 U.S.C. § 12101 et seq., Title II of The Americans with Disabilities Act of 1990

First Adopted: June 1, 2020

First Reading: October 7, 2024

Second Reading:

Reviewed:

## HUDSON SCHOOL DISTRICT

**POLICY CODE: IHBA Programs for Students  
with Disabilities**

**FIRST ADOPTION: 06/01/2020**

**RELATED POLICIES: JICD**

**LATEST REVISION:**

Page 1 of 1

### *Category R*

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21<sup>st</sup> birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 21 during the academic year may be allowed to complete the remainder of the school year.

### **Legal References:**

*20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act*

*34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities  
RSA 186-C, Special Education*

*N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students  
with Disabilities*

# HUDSON SCHOOL DISTRICT POLICY

## JFABE Education of Children in Foster Care

Updated: For School Board First Reading October 7, 2024

Related Policies: EEA, JFA, JFAA, JFABD

Category: Recommended

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

### A. Definition

Under guidance issued jointly by ~~NHDOE~~[New Hampshire Department of Education](#) and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24-hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy ~~JFABE~~ [JFABD](#).)

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the district is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this district.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the district is complying with applicable requirements related to ensuring the educational stability of children in foster care, and for reasonably monitoring compliance with such assurances.

### B. District Point of Contact with Child Welfare Agencies

The Superintendent shall designate a staff member to serve as the district’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The district shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate district staff regarding the district’s obligations to students in foster care.

### **C. Best Interest Enrollment Determinations, Disputes and Enrollment**

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student's best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a "best interest determination" education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the district will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this district, the child in foster care shall be immediately enrolled in the new school ("receiving school"), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the district is a receiving school, such receiving school shall accept the student's certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

### **D. Transportation**

When the district is notified that a student in foster care needs, or may need, transportation to a district school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the district, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of district transportation of children in foster care shall be provided in accordance with DCYF's or other child welfare agency's authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective supervisor and Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

## **Legal References**

RSA 193:12 Legal Residency Required

N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDOE and NHDHHS

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

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – “EEOA”)

20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (provisions in ESSA regarding obligations to students in foster care)

42 U.S.C. 671 (a)(10) and 675 (1)(G) (child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

45 CFR 1355.20 Definition of “foster care”

Public Law 110-351, The Fostering Connections to Success and Increasing Adoptions Act of 2008

34 C.F.R. 200.30 (f)(1)(iii) (ESSA’s definition of “foster care”)

Plyler v. Doe, 457 U.S. 202 (1982)

First Adoption: September 28, 2020

First Reading: October 7, 2024

Second Reading:

Adopted or Reviewed:



# HUDSON SCHOOL DISTRICT POLICY

## JKAA Use of Restraints and Seclusion

Updated: For School Board First Reading October 7, 2024

Related Policies: [ACE](#), [EBB](#), [EHB](#), [GBEAB](#), [JLF](#), [JRA](#), [KEB](#), [GBEAB](#)

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.

4. “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 age 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-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.

#### 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. 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 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 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 B.2, 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-U6, 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/superintendentsuperintendent or~~ 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, 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.1.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-complaint](#) 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.~~

##### 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 169-B Delinquent Children](#)

[RSA 169-C;29-39 Reporting Law](#)

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

[20 U.S.C 1400-1417 Individuals with Disabilities Act \(IDEA\)](#)

[42 U.S.C 12102, et seq. Title II of The Americans with Disabilities Act of 1990](#)

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First Reading: November 6, 2023

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## JRA Student Records & Access – FERPA

Updated: For School Board Meeting October 7, 2024

Category: Recommended

Related Policies: DAF, DFCA, ECAF, EEAA, EH, EHB, GBJA, ILD, JKAA

- A. **General Statement.** It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.
- B. **"Education Record."** For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents, and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. **"Directory Information."** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:
1. Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
  2. Parents'/guardians' name(s) and address(es);
  3. Students' grade levels, enrollment status and dates of attendance;
  4. Student photographs;
  5. Students' participation in recognized school activities and sports;
  6. Weight and height of members of athletic teams;
  7. Post-high school plans; and
  8. Students' diplomas, certificates, awards, and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the district not to disclose, the district may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the district will provide notice to parents/eligible students of their rights under FERPA and that the district may publish directory information without their prior consent. Parents/eligible students will be given until October 1 to notify the district in writing of any or all directory information items that they refuse to permit the district to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

D. **"Personally Identifiable Information."** "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student, that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

E. FERPA Definition of Parent. For the purposes of this policy, the term parent shall mean and include a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian, and all of their plural or singular forms.

EE. Annual Notification/Rights of Parents and Eligible Students. At the start of each school year, the district will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The district will send a notification to each parent or guardian. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the district to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the district decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the district violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

GF. Procedure to Inspect Education Records. Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within fourteen (14) days that the request for access is first made. Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the district's attorney to determine how best to proceed. Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the district.

**HG. Procedures to Seek to Correction of Education Records.** Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend." For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. **First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the principal believes that the record should not be changed, he/she shall:

- a. Provide the requester a copy of the questioned records at no cost;
  - b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
  - c. Forward the written appeal to the Superintendent; and
  - d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. **Second-level decision.** If the parent/eligible student wishes to challenge the principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records are will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. **Third-level decision.** If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty-five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3 unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final except as otherwise provided by law.-

4. **Parent/Eligible Student Explanation to be Included in Record.** Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.

**!H. Disclosure of Student Records and Student Information.** In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest.* A sSchool officials my only access student records when the school official has a legitimate educational interest. -with a legitimate educational interest may access student records
  - A. “School officials” means persons employed or used by the district to perform institutional services and functions, and includes such persons as teachers, instructional aides, administrators, including health or medical stuaff, school resource officers, and third parties such as contractors, attorneys, consultants, and volunteers. Such third party school officials may access student records provided such persons are:
    1. Under the district’s direct control with respect to the use and maintenance of education records; and



2. Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.

A.B. "Legitimate education interest" ~~refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.~~ includes performing a task or engaging in an activity related to (i) one's regular duties or responsibilities, (ii) a student's education, (iii) the discipline of a student, (iv) a service to or benefit for a student, (v) measures to support student success, and (vi) the safety and security of the campus.

2. *Other schools into which a student is transferring or enrolling*, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.
3. *Officials for audit or evaluation purposes*
4. *Appropriate parties in connection with financial aid*
5. *Organizations conducting certain studies for, or on behalf of the School District.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. Additionally, any such studies must comply with the provisions of Board policy ILD.
6. *Accrediting organizations*
7. *Judicial orders or lawfully issued subpoenas*, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. *Health and safety emergencies*

J. **Maintenance of Student Records and Data.** The principal of each building is responsible for record maintenance, access, and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person access such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

K. **Disclosures Made from Education Records.** The district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative

school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

- ~~1. 1.~~—The name of the person who or agency which made the request;
- ~~2. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.~~
- ~~3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and~~
- ~~1.4. The date on which the person or agency made the request;~~
- ~~5.2. The interest which the person or agency has in the information;~~
- ~~3. The date on which the person or agency made the request;~~
- ~~4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and~~
- ~~5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.~~

The district will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the district who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

### **Legal References**

*RSA 91-A:5,III, Exemptions, Pupil Records*

*RSA 189:1-e, Directory Information*

*RSA 189:66, IV, Data Inventory and Policies Publication*

*20 U.S.C. §1232g, Family Educational Rights and Privacy Act*

*34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations*

Adopted: December 17, 2012

Updated: August 2, 2021

First Reading: October 7, 2024

# HUDSON SCHOOL DISTRICT POLICY

## KEE Website Accessibility and Grievance

Adopted: For School Board First Reading October 7, 2024

Category: Recommended

Related Policies: AC, ~~KD~~, ~~KDC~~ & KED

The district is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the district website will conform to the W3C Web Accessibility Initiative (WAI) Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

The Superintendent is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official district web presence which is developed by, maintained by, or offered through the district or third party vendors and open sources.

### A. Website Accessibility

With regard to the district website and any official district web presence which is developed by, maintained by, or offered through third party vendors and open sources, the district is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any district programs, services, and activities delivered online.

All existing web content produced by the district, and new, updated and existing web content provided by third-party developers, will conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents, by September 20, 2018. This Regulation applies to all new, updated, and existing web pages, as well as all web content produced or updated by the district or provided by third-party developers.

### B. Complaints and Grievances Concerning Accessibility of District Websites

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official district web presence that is developed by, maintained by, or offered through the district, third party vendors and/or open sources may complain directly to a school administrator, or the school or district webmaster. To best assure timely processing and resolution of any complaint/grievance under this Policy, the initial complaint or grievance should be made using Website Accessibility Complaint/Request Form to be created under the direction of the Superintendent.

The Website Accessibility Complaint/Request Form may be submitted in hard copy or via email to the district's "Website Accessibility Compliance Coordinator." The Board designates the Communication Coordinator ~~Director of Strategic Engagement & Communication~~ as the Website Accessibility Compliance Coordinator. Notwithstanding the above, however, a verbal complaint or grievance may be made. Any district employee who receives such a verbal complaint or grievance, is directed to

immediately refer the matter to the Website Accessibility Compliance Coordinator, who shall take such steps as are necessary to reduce the complaint/grievance to writing.

### **C. Investigation and Resolution of Complaints and Grievances**

Whether or not a formal complaint or grievance is made, once the district has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information. The Complainant should not have to wait for the investigation of the complaint to be concluded before receiving the information that the individual was unsuccessful in accessing.

The formal ADA non-compliance complaint, and the Website Accessibility Complaint/Request Form should include the following:

- Name
- Address
- Date of the complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the Website Accessibility Compliance Coordinator or another person designated by the Superintendent. The student, parent, or member of the public shall be contacted no later than five (5) working days following the date the Website Accessibility Compliance Coordinator receives the information.

The procedures to be followed are:

- An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the timeline may only be approved by the Superintendent.
- The investigator shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.
- The investigator shall contact the Complainant upon conclusion of the investigation to discuss the findings and conclusions and actions to be taken as a result of the investigation.
- A record of each complaint and grievance made pursuant to governing Board Policy KEE shall be maintained at the district office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

### **Legal References**

*Ed 306.08, Instructional Resources*

*Age Discrimination in Employment Act of 1967 29 U.S.C. §§621 et seq.*

*Americans with Disabilities Act, 42 U.S.C. §§12101 et seq.*

*Title VI, Civil Rights Act of 1964, 42 U.S.C. §§2000d et seq. (nondiscrimination based on race, color, and national origin in federally assisted programs)*

*Title VII, Civil Rights Act of 1964, 42 U.S.C. §§2000e et seq. (nondiscrimination based on race, color, and national origin in employment)*

*Title IX, Education Amendments of 1972, 20 U.S.C. §§1681 et seq. (nondiscrimination based on sex)*

*§504, Rehabilitation Act of 1973, 29 U.S.C. §794*

*Individuals with Disabilities Education Law, 20 U.S.C. §§1400 et seq.*

*Genetic Information Nondiscrimination Act of 2008 P.L. 110-233, 34 C.F.R. §§ 100.6; 104.8; 106.9; 110.25*

[28 CFR 35 – Temporary – 89 – FR 31320](#)

[34 CFR §§ 100.6 Compliance Information](#)

[34 CFR §§ 104.8 Notice](#)

[34 CFR §§ 106.9 Severability](#)

[34 CFR §§ 110.25 Designation of responsible employee, notice and grievance procedures](#)

Adopted: August 22, 2022

First Reading : October 7, 2024~~+~~

# HUDSON SCHOOL DISTRICT POLICY

## KFA Conduct on School Property

Updated: For School Board First Reading, October 7, 2024

Related Policies: AC, AC-E, EBB, JIC, JICK, KI, JIC

Category: Recommended

### A. General Statement and Purpose

The purpose of this policy is to establish a minimum standard of conduct upon school district property, and during ~~school-sponsored~~ school-sponsored events or approved ~~and~~ activities that will provide the best possible educational climate for the students; encourage participation in the educational process by the general public; protect the investment of the public in both the educational process and the physical plant in which it is conducted; and honor and protect the rights of all individuals within the community.

While this policy applies generally to conduct by any and all persons on school property, additional policies, rules, regulations, or procedures will apply (1) as to certain defined groups (e.g., JIC regarding student conduct); (2) for visits during the school day (e.g., KI school visitors); or (3) during other specific activities or times (e.g., KF regarding use of school facilities).

### B. Definitions

As used in this policy:

1. "Authorized District Personnel" any person who is designated by the Superintendent, the principal (as to grounds or activities withing-within her/his purview), the Athletic Director (as to athletic events), or any other person or persons so designated by either of them to administer the provisions of this policy relative to specific school property or a ~~school-sponsored~~ school-sponsored or approved activity or function.
2. "School property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events or activities, whether public or private.

### C. Prohibited Conduct

No person on school property or during any ~~school-sponsored~~ school-sponsored or approved activity may:

1. Injure, threaten, bully, harass, or intimidate a student, staff member, sports official, coach, or any other person;
2. Engage in behaviors that are harassing or discriminatory in nature based on a person's actual or perceived age, sex, gender identity, sexual orientation, marital status, familial status, disability, religion, national origin race, or color (including those traits historically associated with race, color or religion, including but not limited to head coverings, hair texture, or protective hairstyles);
3. Impede, delay, disrupt, or otherwise interfere with any school function or any activity sponsored or approved by the Board, the Superintendent, building Principal, Athletic

Director, or their designees;

4. Damage or threaten to damage another's property;
5. Damage or deface School District property;
6. Smoke or otherwise use tobacco products;
7. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs/controlled substances; (persons known or suspected to be under the influence of liquor or a controlled substance will not be permitted to enter the school building or grounds, and law enforcement may be contacted);
8. Use, or attempt to use, or threaten to use any device, instrument, material, or substance ("prohibited object") with the purpose to injure, threaten, intimidate, or coerce another person; for the purposes of this section, any reckless use of any prohibited object which places or may place another in danger of serious bodily injury is also prohibited;

NOTES: while students are prohibited from possessing firearms on school property under Board policy JICI and RSA 193:13), mere possession or displaying of a firearm by non-student adults shall not, in and of itself and without additional circumstances as described in this paragraph, constitute reckless conduct or a violation of this policy;

9. Enter upon any portion of school property at any time for purposes other than those that are lawful and specifically authorized by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
10. Operate (either upon or over school property) a drone or other unmanned aircraft without prior written consent. ~~except as provided under Board policy ECD;~~
11. Violate any state law or regulation, or any duly adopted policy and/or regulation of the Board.
12. Violate any federal law with the exception of any such law that is pre-empted by New Hampshire state law (e.g., RSA 159-E pertaining to firearms, etc.);
13. Operate a motor vehicle in violation of any Authorized District Personnel directive or posted road signs.
14. Refuse to comply with or obey a directive of any Authorized District Personnel or posted rules or regulations.

#### **D. Enforcement & Consequences**

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds by Authorized Personnel, who may, also at her/his discretion, contact law enforcement. Students and employees who violate this policy shall be further subject to such

consequences or interventions as provided under applicable Board policies or District or school administrative regulations.

Additionally, the Board authorizes the Superintendent or his/her designee to issue "no trespass" letters to any person whose conduct violates this policy. The Superintendent is further authorized, upon consultation with district counsel, to file any criminal complaint with respect to such violations.

**E. Severability**

If any provision of this policy or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of the policy which can be given effect without the invalid provision or application, and to this end the provisions of this policy are declared to be severable.

**Legal References**

- RSA 126-K:7 Use of Tobacco Products on Public Educational Grounds Prohibited
- RSA 159-E Presidential Executive Orders and Statutory Law Relating to the Right to Keep and Bear Arms
- RSA 159:26 Firearms, Ammunition, and Knives; Authority of the State
- RSA 193-F Pupil Safety and Violence Prevention
- RSA 193:11 Disturbance
- RSA 193:38 Discrimination in Public Schools
- RSA 631:3, V Reckless Conduct
- RSA 635:2 Criminal Trespass
- RSA Chapter 193-B Drug Free School Zones

First Reading: November 15, 2021  
Second Reading: December 6, 2021  
Adopted: December 6, 2021  
First Reading: October 7, 2024



## HUDSON SCHOOL DISTRICT

### **KFA PUBLIC CONDUCT ON SCHOOL PROPERTY**

**Adopted: December 6, 2021**

Category: Recommended

For purposes of this policy, "school property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events, whether public or private.

The School District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a School Board member, sports official or coach, or any other person
2. Damage or threaten to damage another's property
3. Damage or deface School District property
4. Violate any New Hampshire law, or town or county ordinance
5. Smoke or otherwise use tobacco products
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons
7. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner)
8. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the school district
9. Operate a motor vehicle in violation of an authorized District employee's directive or posted road signs
10. Violate other District policies or regulations, or an authorized District employee's directive

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds. Law enforcement officials may be contacted at the discretion of the supervising district employee if such employee believes it necessary.

Additionally, the District reserves the right to issue "no trespass" letters to any person whose conduct violates this policy, acceptable standards of conduct, or creates a disruption to the school district's educational purpose.

### **Legal References**

*RSA 193:11, Disturbance*

*RSA 635:2, Criminal Trespass*

First Reading: November 15, 2021

Second Reading: December 6, 2021

Adopted: December 6, 2021



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

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

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## **School Board Meeting Minutes – September 23, 2024-Draft**

### **In Attendance**

#### **Board Members**

Maureen Dionne, Chair  
Mike Campbell, Vice Chair  
Ethan Beals  
Grace Kennedy

#### **SAU Staff**

Dan Moulis, Superintendent of Schools  
Jessica Benson, Assistant Superintendent  
Of Curriculum & Instruction  
Rachel Borge, Director Special Services

Heidi Jakoby, Board of Selectmen  
Liason

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

Board Chair Maureen Dionne called the meeting to order at 6:30pm. Grace Kennedy led the Pledge of Allegiance.

#### **B. Public Input [0:00:15]**

Craig Powers of 31 Cedar Street spoke about the ELC Assessment Report, action plans and data to be presented tonight. Concerns were about building plans without goals and the decline in kindergarten iReady (math) proficiency (he felt that a goal of 95% proficiency was doable). His questions included: when will FY25 iReady goals by grade be presented to the Board; if the FY24 iReady data could be reviewed by October 2024; root causes beyond curriculum; etc.

#### **C. Good News Update [0:05:49]**

Ms. Benson shared an update regarding Hudson University including in-house programming for new teachers pursuing alternate pathways for education and offering free coursework on campus for teachers for their certifications. Beginning in October,

and continuing throughout the school year, there will be 6 classes taught by 2 Hudson teachers. Seminars will occur on Saturdays at the CTE Center and focus on K-12 curriculum instruction and assessment as well as educating students with disabilities. These would be open to all staff in the district.

#### **D. Student Representative Comments - N/A [0:08:18]**

Student Representative Derrick Dike was absent.

#### **E. Presentations to the Board [0:08:34]**

##### **1. ELC Assessment Report (Discussion)**

Overview of the ELC Assessment Report included:

ELC Reading Placement by Domain:

- High-frequency words in reading: K began with 11% on/above grade level and by the end it improved to 66%. 35% fell below grade level. This year, there are opportunities where high-frequency words are embedded through the program Being a Writer, phonics lessons, etc. In first grade, the on/above grade level percentage was 24% and ended at 76%, which was good growth - it was noted that the kindergarteners came in with a stronger skill set.
- Phonological Awareness: 39% of kindergarten students in the fall were on/at grade level and 84% by the final diagnostic; there was also growth with first graders that ended with 64%.
- Vocabulary: 33% of kindergarten students in the fall were on/at grade level and improved to 69%. 32% were one level below. Embedding vocabulary and using math vocabulary is being used.
- Reading Growth: goal was high performing/growth. In kindergarten, there was significant growth even with lower performing students; it took a while to reach grade level with stretch growth goals. First grade: there is room to achieve high performance/growth - looked at tier 1 and 2 instruction and will focus on specific skills. 52% of kindergarteners achieved typical growth goals; 20% reached their stretch goals (the aim was 30%). 64% of first graders met their typical growth and 35% made their stretch growth. The national average was that 50-60 students met 100% of their target growth; this was achieved in kindergarten and first grade. Personalized instruction with My Path will help this year.

ELC Math Placement by Domain:

- Geometry: Kindergarten: in the fall, 28% were at/above grade level and by the end, the percentage was 66%; first graders were at 24% in the beginning and ended at 64% .
- Algebra: kindergarten: in the fall, 16% were at/above grade level and by the end, the percentage was 67%; first graders had similar growth. Concepts are being understood.

- Numbers and Operations: Kindergarten: in the fall, 14% were at/above grade level and by the end, the percentage improved to 61%; the percentages for grade 1 went from 18% to 65%.

From fall to spring, kindergarten remained in the low performing high growth quadrant, though growth did occur. First grade had similar data. In kindergarten: 53% met typical growth and 34% met stretch growth. In first grade: 59% met typical growth and 32% met stretch growth - this is in line with the national average.

First graders were strong in geometry; an area of focus will be data and measurement. Next steps for kindergarten and first grade include strengthening instruction and resources in tiers 1 and 2 and continuing with professional learning in ELA, math, and science. It was suggested that personalized instruction should be done at the kindergarten level 30 minutes per week, broken up. It was suggested to have teachers whose students showed improvement help other teachers.

#### **F. New Business [0:38:36]**

The following agenda amendments were made: elevator quote (DR H. O. Smith) and nominations for HMS.

***Mike Campbell made a motion to add two amendments to the agenda: Dr. HO Smith elevator quote and HMS nominations. Ethan Beals seconded the motion. Motion passed 4-0.***

##### **1. Alvirne High School Overnight Field Trip (Decision)**

Science teacher Katie Murphy made a request to the Board for an overnight field trip to the Youth Climate Leaders Academy in Vermont. The dates are December 6-7, 2024. There will be workshops on leadership and energy and tied in with grade 9 curriculum on sustainability and climate change. The cost is \$50 per student; there is funding available in the activities account. The Academy supports Vermont and New Hampshire youth in grades 9-12. There will be a take-action project for students to complete in the spring. The goal will be to have a school team of 2-6 students to develop a climate related issue and think of ways to implement change. Ms. Murphy will chaperone.

***Ethan Beals made a motion to approve the Youth Climate Leaders Academy trip in Vermont as presented. Mike Campbell seconded the motion. Motion passed 4-0.***

##### **2. Hudson Memorial School Overnight Field Trip (Decision)**

Superintendent Moulis presented a memo for Principal Keith Bowen regarding the annual 8<sup>th</sup> Grade Washington, DC trip. The trip dates are May 12 - 16, 2025.

*Ethan Beals made a motion to approve the Hudson Memorial School Washington DC trip as presented. Mike Campbell seconded the motion. Motion passed 4-0.*

### **3. Nominations (Decision)**

Superintendent Moulis presented nominations including hand carried Hudson Memorial School coaching nominations.

*Ethan Beals made a motion to approve the slate of nominations as presented. Mike Campbell seconded the motion. Motion passed 4-0.*

### **4. HO Smith Elevator**

Superintendent Moulis presented a quote from Director of Facilities John Pratte for the H.O. Smith elevator in the amount of \$46,400. The request was to waive the bid requirement (Policy DJE) due to the fact that the project needed to be done outside of the budget process. Work could be done within 6-8 weeks.

*Ethan Beals made a motion to approve the quote of \$46,400 for the H.O. Smith elevator. Mike Campbell seconded the motion. Motion passed 4-0.*

### **5. Hills House Field Usage (Decision)**

Superintendent Moulis presented a request for use of the Hills House field for two events: Color Run on October 6, 2024, and the Haunted Hayride on October 18 and 19, 2024.

*Mike Campbell made a motion to approve use of the Hills House field for two events: Color Run on October 6, 2024, and the Haunted Hayride on October 18 and 19, 2024 as presented. Maureen Dionne seconded the motion. Motion passed 4-0.*

### **6. State of the Town Meeting (Discussion)**

There was a discussion regarding the State of the Town Meeting. The Select Board would also be discussing this. Board preference, based on community feedback, is to have a more informal session allowing community members to speak to members of the School Board, Select Board, SAU and other town departments about topics of interest. Dates will be worked on. An idea was to advertise this event in the free town newspaper.

## **G. Recommended Action [1:01:19]**

### **1. Manifests**

### **2. Minutes: September 9, 2024**

*Ethan Beals made a motion to approve the minutes of September 9, 2024 as presented. Mike Campbell seconded the motion. Motion passed 4-0.*

## **H. Reports to the Board (Information) [1:01:40]**

## 1. Superintendent Report

Highlights included:

- iReady fall diagnostic complete in gr. 1-10; kindergarten to be completed in the first week of October.
- Math Curriculum team met and reviewed math pilot programs in grades K to 9
- Dept. of Homeland Security training: Sept. 10: Admin team participated - focused on student reunification
- September 10, 2024: professional development
- Alvirne Football Team game last Friday
- September 14, 2024: Veterinary Science Team placed 1<sup>st</sup> at the Big E Regional Competition; they would compete at the National FFA Convention in October.
- Hills Garrison students participated in Constitution Day (scavenger hunt).
- September 13, 2024: HMS cross country team competition vs. Londonderry
- Agricultural Sustainability Day: September 24, 2024

### I. Committee Reports [1:06:44]

Mr. Campbell mentioned that the Alvirne Trustees met last week and spoke about updates to the Chapel.

### J. Correspondence (Information) [1:07:01]

There was review of a memo from the Food Services Department regarding a donation from the Hudson American Legion of \$1,000 and from the Hudson American Legion Auxiliary of \$200 to be used to support the Food Service Department. They were thanked for their generosity.

### K. Board of Selectmen - Liaison Comments [1:07:25]

Ms. Jakoby gave an update on openings: Town Planner, Town Administrator (reposted) and Information Technology Director. There will be a public hearing on September 24, 2024, for the sewer rate increase and truck and commercial vehicle traffic limit on Spear Road. On October 1, 2024, there will be a public hearing on the warrant article on the comprehension infrastructure study. The Hudson Police Department will hold a blood drive on September 24, 2024; the Hudson Fire Department Open House will be held on Saturday, September 28, 2024.

### L. Board Member Comments [1:09:15]

Ms. Kennedy mentioned that she would like to know more about expectations regarding the upcoming budget meetings.

Mr. Campbell noted book fairs took place last week at Hills Garrison and Nottingham West. There was also a PTO-Sponsored Welcome Back Jamboree last week. He participated in the Constitution Day activities and he mentioned International Talk Like a

Pirate Day on September 19<sup>th</sup>. There was a guessing game where he helped with a word problem (estimate) for grades 4 and 5. He thanked the community for its generosity.

Ms. Dionne noted that, as part of the football game last Friday, there were donations to benefit the Hudson Food Pantry, which she thanked the community for. The crosswalks at Alvirne High School were highlighted and she showed appreciation for this effort as well.

**M. Non-Public Session per RSA 91-A:3 II (a and c) [1:13:12]**

*At 7:45pm, Ethan Beals made a motion to enter into non-public session per RSA 91-A:3 II (a and c). Mike Campbell seconded the motion. Motion passed 4-0. Roll call vote.*

Review letters of correspondence  
Personnel matter

**N. Return to General Session and Adjourn**

*At 8:24pm, Ethan Beals made a motion to exit non-public, return to general session, and adjourn the meeting. Mike Campbell seconded the motion. Motion passed 4-0. Roll call vote.*

Submitted by

Susan DeFelice

Non-public submitted by Dan Moulis and Maureen Dionne