

Posted: 02/17/2022

At: All Hudson schools, SAU building, district website



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

6:30 pm Regular Meeting
followed by Non-public Session

Agenda

February 21, 2022

updated 02/18/2022

Estimated
time

6:30 pm **A. Call to Order**
Pledge of Allegiance

6:32 pm **B. Public Input**
Hudson residents are welcome and encouraged to share feedback with the board on agenda items.

6:47 pm **C. Presentations to the Board**

1. [Granite State FFA Convention](#)
Students will present a request to attend this convention.
2. Student Discipline
Assistant principals will share the district's universal behavior standards and discuss discipline at each school level.
[Behavior Standards](#) [Discipline Presentation](#)
3. [Network Audit](#)
District Technology Director Kevin Peterson will present a network audit.

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

1. Policies (2nd readings, decision)
Assistant Superintendent Organek will present the following.

a) KI Visitors to the Schools	review
b) KLG Relations with Police Authorities	new, NHSBA sample w/tracked changes

7:50 pm **E. New Business**

1. [Extracurricular Nominations](#) (decision)
Superintendent Russell will present spring coach nominations.
2. [2022-2023 DRAFT Calendar](#) (discussion)

Assistant Superintendent Organek will present the draft calendar.

3. [Facilities Capacity Study](#) (discussion)

Ms. LaMothe will discuss a facilities study and how it would fit into the Capital Improvement Plan.

4. Communication Check-in (discussion)

Terry Wolf will present information on communication tools used by the district.

[Communication Tools](#)

5. Policies (1st readings)

Ms. Organek will present the following for a first reading.

a) FF Naming, Memorializing, Recognitions and Dedication of School District Facilities	new
b) KFD Use & Location of AEDs	updated, tracked changes
c) LDA Student Teaching & Internships	reviewed, no changes

8:35 pm **F. Recommended Action**

1. Manifests – Recommended action: Make necessary corrections and sign.

2. Minutes – Recommended action: Review and approve.

a) [11/18/2021 Draft Minutes](#)

b) [01/24/2022 Draft Minutes](#)

c) [02/07/2022 Draft Minutes](#)

d) [02/10/2022 Draft Minutes](#)

8:40 pm **G. Committee Reports**

1. Superintendent Search

Mr. Beals and Mr. Campbell will provide an update.

8:50 pm **H. Correspondence (Information)**

1. [Discipline Report](#)

2. [Student Activity Report](#)

8:55 pm **I. Board of Selectmen Liaison Comments**

8:57 pm **J. Board Member Comments**

9:02 pm **K. Non-Public Session**

1. Intent to Retire

2. Attendance Request

3. Staff Nomination

4. Staff Contracts

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

These conditions are:

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

L. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	03/07/2022	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	03/21/2022	6:30 pm	Hills Memorial Library	Regular Meeting

Granite State FFA Convention

March 31st – April 2nd

Request: We are requesting school board permission to attend the Granite FFA State Convention, an overnight trip at the Omni Mount Washington Hotel from Thursday, March 31- April 2, 2022.

At the convention, FFA members will have the opportunity to compete in various Career and Development Events (CDE's) including Forestry, Prepared Speaking, Impromptu Speech, Extemporaneous Speaking, Animal Welfare Event, Floral Design and others. Members will also find out the results of the Veterinary Science CDE that took place at UNH on March 25th at the banquet at the end of the convention. Students will also have the opportunity to attend general sessions of Granite State FFA as well as participate in a variety of workshops and activities to acquire career and leadership skills.

Teams earning 1st place in the state with their CDE's will qualify to represent Alvirne High School and the State of NH at the 95th Annual FFA National Convention in Indianapolis in the Fall.

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

When/Where: March 31- April 2, 2022

Omni Mount Washington Hotel – Bretton Woods, NH

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

Number of students attending: Approximately 25

Number of Advisors attending: 2 or 3

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

What is FFA?

From directly from FFA.org

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

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

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

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

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

Thank you for your consideration.

Sincerely,

Jen Beaudry

Ben Marshall

Sue Hill

Corie Bliss

Will Goulding

Hudson School District Student Behavior Standards (Pre-K-12)

Hudson's Strategic Plan for 2019-2024 has three pillars including Strong Learning Environments, Vibrant Learning System, and Strong Connection: School, Family and Community. Two out of the three pillars directly address Student Behavior. These connections are found in Strong Learning Environment Goal 1: The Hudson School District (HSD) will provide safe and secure schools that support welcoming learning environments and foster continuous learning for students, staff, and the community; and in Vibrant Learning Community Goal 1: Students in the Hudson School District are actively engaged in goal setting and accountability related to their learning. Below you will find a link to our discipline policy.

<https://www.sau81.org/common/pages/DisplayFile.aspx?itemId=731101>

The Hudson School District is committed to supporting the Social, Emotional, and Intellectual growth of every student. The primary purpose of the Hudson School District is education. In order for students to learn and teachers to teach, a safe and orderly atmosphere conducive to learning must be maintained. The following behavioral standards have been designed to help students to learn and teachers to teach, both in remote learning environments or in-person school activities.

Behavior Standards are established in alignment with:

- *Hudson School District Strategic Plan 2019-2024*
- *Portrait of a Graduate: including but not limited to Responsibility, Communication, Citizenship, Curiosity and Social Emotional Learning*
- *Alvirne Core Values: Character, Curiosity, Commitment, Community*
- *Hudson Memorial Core Values: Respect, Responsibility, and Hard Work*
- *Nottingham West Core Values: Positive Attitude, Accept Responsibility, Work and Play Safely and Show Respect*
- *Hills Garrison Core Values: Be Safe, Be Respectful, Be Responsible*
- *Early Learning Center Core Values: Be Safe, Be Respectful, Be Responsible*

Classroom Behavior

These behaviors will generally be addressed through in-class instruction regarding behavior expectations for classroom routines and structure, and clear responses to behavior which may include in-school disciplinary actions and strategies initiated by the classroom teacher.

- *Teachers will discuss behaviors with the student, and remind and reteach behavior expectations in a discreet, respectful, and private way.*
- *Student and staff will work together to develop a mutually agreeable plan to help the student learn skills to successfully meet expectations.*
- *The teacher may proceed with in-class interventions, with home contact by the teacher as needed.*
- *If the student does not respond to previous interventions, the student may receive additional intervention (additional support through school counseling or support staff).*
- *Continued classroom behaviors may escalate to more serious responses.*

Disciplinary outcomes will be determined by the teacher and the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Minor noncompliance/work refusal	Developmentally Appropriate Responses determined at the classroom level. Remind Redirect Reteach Reset break in classroom	Developmentally Appropriate Responses determined at the classroom level.	Developmentally Appropriate Responses determined at the classroom level.
Talking out during class		Discussion with the reasons why	Private processing with student and teacher
Sleeping during class		Private processing with student and teacher	Problem solving including student and teacher
Tardy to class		Problem solving including student and teacher	Take a break go for a drink in the hall location for Space and Time
Misuse of electronic devices		Take a break location for Space and Time	Conversations and support with counseling office
Being unprepared for class	Loss of privilege Removal from activity	Conversations and support with counseling office	Conference with other teachers
Low intensity behaviors that interrupt the routine of the classroom	Classroom level consequence Home contact Classroom level or individual positive behavior reinforcement plans Other actions as deemed appropriate by the staff member		

Disruptive Behavior

These behaviors are purposeful or repeated low-intensity behaviors that interrupt the routine of the school day. These behaviors can be addressed both inside or outside the classroom by a teacher or with support from an administrator.

- *Staff will discuss behaviors with the student, remind and reteach behavior expectations in a discreet, respectful, and private way.*
- *Student and staff will work together to develop a mutually agreeable plan to help the student learn skills to successfully meet expectations.*
- *Staff will then proceed with interventions, with home contact as needed.*
- *If the student behavior does not change, the student will receive additional intervention inside or outside of the classroom by an administrator.*
- *Students who are assigned to detention will have an opportunity to reflect on their behavior, problem solve for improved behavior, and make up lost learning time.*
- *Continued disruptive behaviors may escalate to more serious responses.*

Disciplinary outcomes will be determined by the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Skipping class	N/A	Administrative Detention	Administrative Detention
Disrespectful or unkind behavior	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention	Administrative Detention
Tardies to school/class	School Counseling Intervention Home Contact by Administrator	Administrative Detention after 6 Tardies	Administrative Detention/ISS
Refusal to leave class	Remind/Reteach Loss of privilege Lunch/Recess Detention	Administrative Detention/ ISS	Administrative Detention/ISS
Minor unwanted physical contact, excessive rough play, or invading personal space	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention/ ISS	Administrative Detention/ISS
Noncompliance	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention/ ISS	Administrative Detention/ISS
Repeated dress code violations	Warning (conversation/change of clothes) Home Contact by Administrator	Warning/ Change of clothes/Sent home	Warning/Change of clothes/Sent home
Disruption to learning environment	Remind/Reteach Loss of privilege Lunch/Recess Detention	Warning/Administrative Detention/ ISS	Administrative Detention/ISS
Misuse of personal electronics/phones	Removal of electronic device/warning/home contact	Warning/ Administrative Detention	Warning/Administrative Detention/ISS
Bus misconduct	Remind/Reteach Loss of privilege Lunch/Recess Detention Assigned Seating Bus Plan	Selected seating/ Bus suspension/ Administrative Detention	Selected seating/Bus Suspension/Administrative Detention
Out of area	Remind/Reteach Loss of privilege Lunch/Recess Detention	Administrative Detention/ ISS	Administrative Detention/ISS
Intentional profanity not directed	Remind/Reteach	Administrative	Administrative

at a person	Loss of privilege Lunch/Recess Detention	Detention/ ISS	Detention/ISS
Cutting teacher/admin detentions	N/A	Administrative Detention/ ISS	Administrative Detention/ISS

Rule Violation

These acts are considered as significant violations of accepted student behavioral standards.

These behaviors require the intervention of a building administrator.

- *Staff will discuss behaviors with the student, remind and reteach behavior expectations.*
- *Student and staff will work together to develop a mutually agreeable plan to help the student learn skills to successfully meet expectations.*
- *Staff will then proceed with corrective actions, with parent contact by an administrator.*
- *If the student behavior does not change, the student will receive additional actions inside or outside of the classroom by an administrator.*
- *Continued disruptive behaviors may escalate to more serious responses.*

Disciplinary outcomes will be determined by teacher/administration the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Significant noncompliance	Loss of privilege Lunch/Recess Detention In-School Suspension	ISS	ISS
Cheating/plagiarism	Teach/reteach expectations from classroom teacher and/or redo assignment	Contact home/alternate or redo of assignment to meet competency	Referral to Dean of Academics; Alternate assignment to meet competency; possible grade reduction
Refusal to follow accepted behavioral norms	Remind/Reteach Loss of privilege Lunch/Recess Detention	ISS	ISS
Verbal altercation	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	ISS/OSS	ISS/OSS
Theft	Lunch/Recess Detention	Administrative Detention/ISS	ISS/OSS
Inappropriate behavior	Remind/Reteach Loss of privilege Lunch/Recess Detention	Warning/ Administrative Detention/ISS	Warning/Adminis trative Detention/ISS
Vandalism	Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention/ISS	Administrative Detention/ISS

	Restitution		
Instigating or inciting an altercation	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	ISS/OSS	ISS/OSS
Profanity directed towards a person	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Warning/ Administrative Detention/ISS	Administrative Detention/ISS
Forgery	Lunch/Recess Detention	Warning/ Administrative Detention/ISS	Administrative Detention/ISS
Failure to report to assigned location	Remind/Reteach Loss of privilege Lunch/Recess Detention	Warning/ Administrative Detention/ISS	Administrative Detention/ISS
Recording of staff or students	Lunch/Recess Detention	ISS	ISS
Misuse of computers or network	Restriction of computer privileges per student handbook/Acceptable Use Policy	Warning/ Administrative Detention/ISS	Warning/Adminis- trative Detention/ISS
Physical contact or invading personal space	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Warning/ Administrative Detention/ISS	Warning/Adminis- trative Detention/ISS

Safety Violation

These behaviors constitute significant violation of safety for students, teachers, staff, and other members of the school community and will be addressed by administration.

- *Administration will investigate behaviors with the student/witnesses, and proceed with corrective actions and parent contact.*
- *Administration will consult and refer issues to School Resource Office when appropriate*

Disciplinary outcomes will be determined by administration and the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Bullying/Cyberbullying	ISS/OSS	ISS/OSS	ISS/OSS
Aggressive physical conduct	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Vaping	N/A	ISS/OSS/Vape Educate Lessons/ Referral to	ISS/OSS/Vape Educate Module/Referral to

		SRO	SRO
Threats of violence	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Abusive conduct or language	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Hate speech	Lunch/Recess Detention ISS/OSS Referral to SRO	ISS/OSS/ Referral to SRO	ISS/OSS
False allegations	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Creating false alarm	Lunch/Recess Detention ISS/OSS	ISS/OSS/ Referral to SRO	ISS/OSS
Possession, use or under the influence of drugs	ISS/OSS/Referral to SRO	ISS/OSS/ Referral to SRO	ISS/OSS
Harassment of an ethnic, racial, sexual or religious nature, including but not limited to verbal, written, or physical means to another person with the intent to intimidate or coerce.	Lunch/Recess Detention ISS/OSS	ISS/OSS/ Referral to SRO	ISS/OSS

Gross Misconduct

Acts which are of such an egregious nature that they go beyond the standard school discipline system and may require the intervention of the Hudson Police, the superintendent, or the school board.

- Administration will investigate behaviors with the student/witnesses, and proceed with corrective actions and parent contact.
- Administration will refer students to the School Resource Officer where appropriate, and may also refer to Superintendent/School Board for further corrective actions.

Disciplinary outcomes will be determined by administration and the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Weapon Possession	Behaviors that are deemed to be gross misconduct may be referred to the SRO and/or Superintendent of Schools for additional suspension and/or possible expulsion by the School Board.	Behaviors that are deemed to be gross misconduct may be referred to the SRO and/or Superintendent of Schools for additional suspension and/or possible expulsion by the School Board.	Behaviors that are deemed to be gross misconduct may be referred to the Superintendent of Schools for additional suspension and/or possible expulsion by the School Board.
Threats to school safety			
Causing a school emergency response			
Riot behaviors			

Sale of drugs			
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Discipline

February 21, 2022



The primary purpose of the HSD is education.

- **In order for students to learn and teachers to teach, an atmosphere conducive to learning must be maintained**
 - **HSD is committed to supporting the social, emotional and intellectual growth of every student**
 - **Student safety our highest priority**
-

Hudson School District Behavior Standards

- Provide clarity and consistency across schools/levels
 - Define and categorize unexpected and prohibited behaviors
 - Provide guidelines for responses to negative behaviors

 - [HSD Behavior Standards](#)
-

HSD Behavior Standards - Categories

- **Classroom Behavior**
 - **Disruptive Behavior**
 - **Rule Violation**
 - **Safety Violation**
 - **Gross Misconduct**
-

The Changing Face of Student Discipline

- Students with multiple ACES (adverse childhood experiences)
 - Impact of COVID stress/isolation/disruption
 - MTSS-B standards
 - Impact of social media
-

Impacts on Learning

- **Loss of instruction to self and other students**
 - **Deficits in foundational needs and self-regulation affect readiness for learning**
 - **Need to take a longer view and solve it to prevent future problems vs just one-time response to an infraction**
 - **Adjustments to return to in-person learning**
 - **Building relationships**
-

Specific Areas of Concern

- **Elementary Schools – lagging friendship and play skills, positive social interactions**
 - **Middle School – lagging coping, empathy and self-regulation skills, impulsivity and hands-on behaviors, weak executive functioning and the impact of social media**
 - **High School – Social-Emotional Skills, executive functioning**
-

Elementary

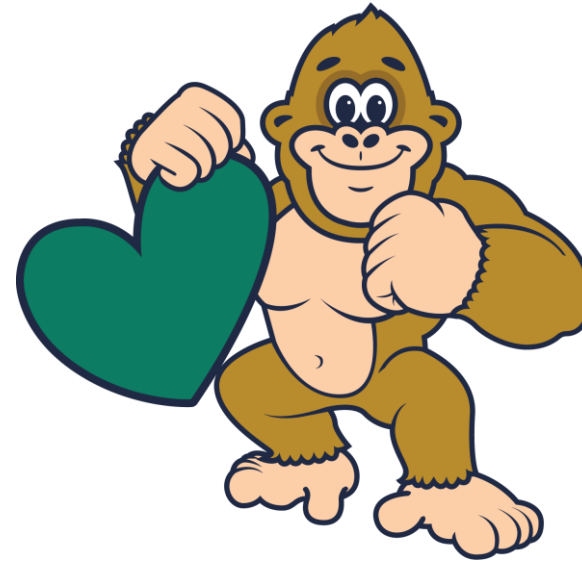
Gloria Hussey

Assistant Principal
Nottingham West



Mark Paul Dangora

Assistant Principal
Hills Garrison School



Elementary Strategies – Tier 1

- Provide universal expectations and instruction in expected behaviors
- Consistent messaging and communication

Hills Garrison

Be Safe

Be Kind

Be Respectful

Be Responsible

Nottingham West

Positive Attitude

Act Responsibly

Work and Play Safely

Show Respect

Elementary Strategies – Tier 1

- Remind, reteach, reset, restart
 - School counseling lessons
 - Character education/positive behavior reinforcement
 - Responsive Classroom elements/daily class meetings
-

Elementary Strategies – Tier 2

- **School counseling support**
 - **Restorative practices**
 - **Daily student check-in/check out**
 - **Student Success Team**
 - **Frequent admin, teacher and parent meetings**
-

Elementary Strategies – Tier 3

- Special education referral
 - Referrals for mental health counseling
-

Elementary Needs

- Full staffing of trained lunch/recess monitors
 - Professional development for staff focusing on dealing with challenging behaviors
 - Strengthening family partnerships surrounding behavior
-

Hudson Memorial School

Stephanie Lafreniere – Assistant Principal

Theodora Tufts – Assistant Principal



Core Values

Respect

Responsibility

Hard Working

Kindness



Middle School Strategies – Tier 1

- Established school wide and classroom norms
 - Model and practice routines
 - Work study practices
 - Safe Zone lessons - school counselors by grade level
 - Responsive Classroom training
 - Social emotional activities first 10 days of school
 - DARE program / school resource officer (SRO)
 - Academic focus
 - Parent conferencing
 - Teacher detentions
 - Student leadership group
-

Middle School Strategies – Tier 2

- Social skills groups
 - School counseling support (1:1, social skills groups, ISS reflection process)
 - Intervention design team
 - Elements of Restorative Practices
 - Teacher, counselor and administration parent conferencing
 - Chill Zone
 - Adventure Based Counseling (ABC)
 - Functional behavioral assessments (FBAs)
 - Girl's Inc
-

Middle School Strategies – Tier 3

- SAFE program
 - Behavior plans
 - Outside counseling – Greater Nashua Mental Health
-

Middle School Needs

- Continuation of Responsive Classroom training
 - Alternative program
 - Strengthening family partnerships surrounding behavior
 - Student support program run by a BCBA
-

Alvirne High School

Jodi Hallas, Associate Principal
Sarah Gilliam, Assistant Principal



Alvirne High School

Social and Civic Competencies

Work Together

- Students will work collaboratively and form positive relationships that respect individual differences and beliefs.

Do the Right Thing

- Students will demonstrate ethical conduct, responsibility for their own actions, and respect for the needs and rights of others.

Get Involved

- Students will become active and informed citizens who make positive contributions to their school, local, and global communities.
-

High School Strategies

Tier 1 Intervention Team with APs

Classroom civic responsibility rubric, advisory

Tier 2 Support Strategies

SST, Special Ed Team, Admin, Counselor, Teacher & Parent Meetings

Tier 3 Support Systems

Roundtable, Greater Nashua Mental Health, Alternative School

High School Needs

- Behavior specialist to work with all teachers and admin to better respond to student behavior and needs.
 - Student support center
 - Ongoing professional development to aid in the development of the high school Tier 1 SEL classroom support
-

#HudsonLearnsTogether

HUDSON SCHOOL DISTRICT

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To: Hudson School Board
From: Kevin Peterson
Date: February 21, 2022
Re: Network Gap Analysis Proposal

In November, I met with multiple network security vendors, to review proposals for conducting a gap analysis on the Hudson School District network. The focus is on how we align with both the Federal cyber security guidelines (NIST 800) and New Hampshire HB 1612 Data Governance standards. Vendors were ranked based on understanding of the New Hampshire Student Data Privacy regulations as well as availability and cost.

I recommend the Hudson School District contract with the Archetech Group to perform a Gap Analysis on the Hudson School District network. The deciding factors include:

- Prior experience working with school districts across the country, tailoring the audit to what is required by each state
- Technical and non-technical analysis of the current network
- Recommended remediations, further enhancing the security state of the network

Pricing

Item Description	Hourly Rate	Number of Hours
NHDOE Data Standards Audit	\$175/hr	56 hours
Recommended remediations	\$175/hr	8 hours
Estimated Total	\$11,200 (@ 64 hours)	

Timeline

February 2022 – Board approval, sign contract

March 2022 – Start interviews and document examinations

June 2022 – Complete review, audit, and submittal of deliverability's outlined in section 3 of contract



Network Gap Analysis

Monday, February 21, 2022



House Bill 1612 (HB 1612)

Student and Employee Data Governance

Signed Jun 18, 2018

HB 1612 Intent

- **Minimum standards for privacy and security of student and employee data**
- **Per 2018 HB 1612, the Department of Education is required to establish minimum standards for privacy and security of student and employee data, based on best practices, for local education agencies**

Progress toward Intent

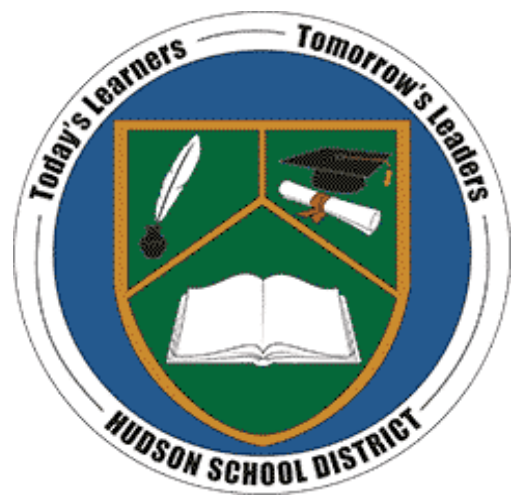
- **Data Governance Policy**
- **Internal IT policies and procedures restricting data access both physically and electronically**
- **Software usage review and ongoing approvals**

Next Steps Toward Intent

- **Network Gap Analysis based on**
 - Federal Cybersecurity Guidelines (NIST 800)
 - NH Data Governance Policy (HB1612)
- **Remediation of concerns discovered**

RFP Process

- **Researched vendors**
- **Received quotes**
- **Select vendor**
- **Board approval**



HUDSON SCHOOL DISTRICT

POLICY NUMBER: KI Visitors to the Schools

Page 1 of 1

ADOPTED: 1/6/2014

First Reading: 12/16/2013

Second Reading: 1/6/2014

SCHOOL VISITATION & OBSERVATION

In an effort to minimize disruptions for students, teachers, and related service providers, and to protect instructional or planning time, all those visiting or wishing to observe a student during the school day are to adhere to the following guidelines:

1. Visitors must make a request to the building principal or designee for approval prior to observing a child in the school.
2. The principal/designee will determine the most appropriate observation location, mutually agreeable time, and duration to conduct the observation.
3. All visitors must sign in at the main office in each building and wear a visitor's pass.
4. In the interest of not disturbing the educational process, visitors are asked not to interfere with the teaching/learning process and to comply with all policies, rules, or regulations of the Hudson School District.
5. In order to protect the privacy or confidentiality rights of other students, observations shall not include the use of devices to record audio, still, or video images without the prior approval of the building principal or designee. In instances where observations are specific to a special education student, the principal or designee will contact the Director of Special Services to ensure consistency in observation practices.
6. Outside specialists not contracted by the Hudson School District visiting schools must possess proper certification and hold liability insurance. In addition, all outside specialists not contracted by the Hudson School District will report to the administrator in the building; not a staff member or student.

All visitors must sign the Hudson School District Receipt of FERPA Regulations and Confidentiality Requirement

HUDSON SCHOOL DISTRICT

POLICY CODE: KLG Relations with Police Authorities	FIRST ADOPTION:
RELATED POLICIES:	LATEST REVISION:

Category: Recommended

It is the policy of the school district to cooperate with law enforcement agencies to the extent necessary to protect the health, safety and welfare of students, staff, and visitors to the school.

The district may utilize a school resource officer(s) and may collaborate with local law enforcement agencies to engage the use of school resource officer(s). In such situations, the superintendent is authorized to develop and implement a memorandum of understanding with local law enforcement relative to the use of school resource officer(s).

Legal References:

RSA 186:11, XXXVII, School Resource Officers

RSA 193-D:4, Written Report Required, Memorandum of Understanding

HUDSON SCHOOL DISTRICT

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MEMORANDUM

TO: Hudson School Board
FROM: Cathy Brackett, HR Generalist
SUBJECT: Spring Extracurricular Nominations
DATE: February 15, 2022

The following nominations have been submitted for spring of the 2021-2022 school year:

Alvirne High School:

Varsity baseball coach	Adam Perkins	\$3,050
JV baseball coach	Scott MacDonald	\$2,000
Baseball pitching coach	Colton Houle	\$2,000
Assistant baseball coach	Alex Larson	\$734
Assistant baseball coach	Greg Emanuelson	\$733
Assistant baseball coach	Jason Lewis	\$733
Varsity softball coach	Dakota Bilodeau	\$3,850
JV softball coach	Jessica Toomey	\$2,700
Boys' varsity tennis coach	Mike Coulter	\$3,150
Girls' varsity tennis coach	Jen Ruigrok	\$3,150
Boys' varsity spring track coach	Tom Daigle	\$3,850
Girls' varsity spring track coach	Colleen Currier	\$3,850
Assistant spring track coach	Jeff Ogiba	\$2,700
Assistant spring track coach	Jeff Peterson	\$2,700
Girls' varsity lacrosse coach	Carrie Casey	\$3,850
Girls' junior varsity lacrosse coach	Allison Cummings	\$2,700
Boys' varsity lacrosse coach	Jason Downey	\$3,850
Boys' junior varsity lacrosse coach	Mason Miller	\$2,700
Unified track coach	Steve Beals	\$500

HUDSON SCHOOL DISTRICT 2022-2023 CALENDAR

18, 19 New Teacher Orientation
23 – 25 Teacher Workshop
29 First Day for All Students

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3 days

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

FEB 27 – MAR 3 Winter Break

18 days

5 Labor Day (no school)
13 State Primary (AHS remote, all other schools in-person)

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 days

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEB 27 – MAR 3 Winter Break
14 Voting Day (Teacher Workshop, no school for students)

19 days

10 Columbus Day (no school)

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 days

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

24 – 28 Spring Break

15 days

8 State General (Teacher Workshop, no school for students)
11 Veterans Day (no school)
23 – 25 Thanksgiving Break

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 days

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day (no school)

22 days

26 – JAN 2 Holiday Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17 days

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 Last Day for Students (tentative)
 (early release for students)
20 Teacher Workshop (am only)

NOTE: Last day includes 5 snow days.

13 days

1 New Year's Day (observed)
13 Early Release for Students
13 Teacher Workshop PM
16 Martin Luther King/Civil Rights Day (no school)

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 days

NOTE: Count below includes 5 snow days.

August thru January: 98 days
 February thru June: 87 days

No school for students or staff

No school for students (Jan 13 – early release for students, PM workshop for teachers)

draft to HSB 02/21/2022

DATE: September 10, 2021

TO: Jen Burke, Business Administrator
Hudson School District
20 Library Street
Hudson, NH 03051

RE: Hudson School District Masterplan

Dear Jen,

Thank you for your interest in Lavallee Brensinger PLLC (dba Lavallee Brensinger Architects). We are pleased to offer our proposal for services related to the above referenced project. We greatly appreciate this opportunity to continue to work with you and the Hudson School District.

Project Scope

We understand the scope of the project to be a Masterplanning Effort including review of the existing Memorial School, Nottingham School, Hills Garrison School, HO Smith School, and Library Street School in an effort to ascertain each school's educational capacity and potential for housing various grade configurations.

Scope of Services

The project will consist of the following phases:

1. **Building and Site Review:** LBA will Review all available drawings provided by the School District and gain a preliminary understanding of the existing conditions and building square footages. Additionally, we shall perform on-site tours, record observations, and document findings with photographs. At this time, our review will be limited to educational use and suitability (identifying sizes of current spaces, and possible uses as educational space). We have excluded detailed code and accessibility surveys as part of this effort. Should you wish us to perform code analysis and accessibility review – we are happy to provide this as an additional service.
2. **Programming:** LBA will meet with each school's Principal (via online meeting) to understand how space is currently being utilized, and what spaces are currently missing or insufficient. Through these interviews we will gain knowledge of the educational goals and initiatives at each school that should be accommodated as part of any future planning effort. We will assess each building's educational capacity given the current curriculum discussed with the Principal, District class sizes, and NH DOE Standards. LBA will then provide a detailed program (listing of spaces) by school and grade level necessary to implement each school's curriculum and comply with the NH DOE standards.
3. **Conceptual Masterplanning:** LBA will provide organizational diagrams for each school and grade level consistent with the program described above. LBA will then use the organization diagram options to evaluate how programs may best utilize existing facilities, and develop conceptual level floor plans and site plans for each school. LBA will present the Hudson School District with up to 3 options showing how the existing schools may suit the needs of the School District in various configurations. We will assign preliminary order of magnitude costs for additions and renovations associated with the concepts using cost per square foot averages. We will cooperate your Committee to evaluate pros and cons of various Masterplanning options. After review the of the options with your Committee, LBA will refine the chosen as directed. For this task we have assume 3 meetings with your committee or District. We will document the findings into a Masterplan to be presented to the Hudson School Board.

Professional Fees

We are pleased to propose the following fees for the services listed above:

Task 1- Building and Site review:	\$20,000
Task 2- Programming:	\$30,000
<u>Task 3- Conceptual Masterplanning:</u>	<u>\$35,000</u>
Masterplanning Fee:	\$85,000

The fees above are inclusive of reimbursable expenses. Note that the reimbursable expenses included in the fee are limited to mileage and printing up to 3 copies of any documents created. Bulk printing and marketing materials are excluded at this time.

Invoices for LBA's services shall be forwarded approximately monthly, and payment shall be due within thirty (30) days thereof. Balances outstanding for more than thirty (30) days shall bear interest at the rate of 1% per month.

Schedule

The anticipate project schedule is to perform Masterplan Services between November 2021 and the end of January 2022.

Clarifications

1. This phase of the project includes limited Conceptual Design and Study only and does not include construction documents or construction administration services.
2. It is understood that the following services are not needed at this time, and have therefore been excluded:
 - a. Mechanical, Structural, Electrical, Plumbing, Fire Protection, and Civil Engineering
 - b. Detailed Cost Estimating
 - c. Site surveys and geotechnical services
 - d. Detailed Code reviews of each School
 - e. Hazardous Materials review of the schools
3. In recognition of the relative risks, rewards and benefits of the Project to both the Owner and the Architect, the risks have been allocated such that the Owner understands and agrees that, to the fullest extent permitted by law, the Architect, his officers, employees and consultants total liability to the Owner for any and all injuries, claims, losses, expenses, damages or claim expenses arising out of this Agreement from any cause or causes shall be limited to the Architect's aggregate fee for services rendered on this Project.
4. LBA will provide digital files of their work created as part of this effort (PDF, Jpeg, Powerpoint) for the Owner's use

5. Any provision of this Agreement later held to be unenforceable for any reason shall be deemed void, and all remaining provisions shall continue in full force and effect.

This proposal shall remain open and valid for a period of 90 days from the date hereof.

Thanks again for this opportunity to serve you and the Hudson School District. We hope this proposal is clear, comprehensive, and meets your needs. Please indicate your acceptance by signing below. Of course we welcome your call should you have any further questions.

Sincerely, 

Lance Whitehead, AIA, Principal, K12 Studio Leader
Lavallee/Brensinger Architects

School District:

(Authorized Signature)

Date

By (Printed Name)

Capacity and
Utilization
Study and
Educational
Suitability
Assessment
Services
HUDSON SCHOOL
DISTRICT
SAU 81

Original



Submitted by:

MICHAEL RAISOR, PHD
SENIOR VICE PRESIDENT

4320 West Kennedy Boulevard
Suite 200
Tampa, Florida 33609

812.430.8850
mraisor@mgtconsulting.com



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Cover Letter

October 8, 2021

Jennifer Burk, Business Administrator
Hudson School District, SAU 81
20 Library Street
Hudson, NH 03051



Dear Ms. Burk,

MGT of America Consulting, LLC (“MGT”) is pleased to submit our proposal for Capacity and Utilization Study and Educational Suitability Consulting Services.

It is our understanding that Hudson School District SAU 81 (“District”) is requesting a Capacity and Utilization Study and an Educational Suitability Assessment of school facilities and provide recommendations for the District. We believe you will see from this proposal that we have put together the project team and strategies that can best meet these objectives.

Our team’s approach to planning and analysis is based on our methodologies, models, and tools that we have developed specifically for educational planning coupled with over 30 years of service to the public education community across the country and internationally. We are a national educational consulting firm that has worked with large and small, rural and urban, growing and declining school districts. We have extensive experience assisting school districts with similar project objectives.

We fully recognize the opportunities and the challenges associated with a project of this nature and the importance of conducting the project in collaboration with the District. It is our hope to support the vision of the District to support total operational efficiency. We look forward to working with the District on this exciting project and would welcome the opportunity to meet with you in person to learn more about your vision for the project and our ability to help you realize that vision.

FIRM INFORMATION	MGT of America Consulting, LLC 4320 W. Kennedy Blvd. Tampa, Florida 33609 P 888.302.0899 F 850.385.4501 FEIN – 81-0890071
INDIVIDUAL AUTHORIZED TO COMMIT FIRM	Dr. Fred Seamon, Executive Vice President 4320 W. Kennedy Blvd. Tampa, Florida 33609 P 888.302.0899 fseamon@mgtconsulting.com
OFFICIAL CONTACT PERSON	Dr. Mike Raisor, Executive Vice President, Education Solutions Group 4320 W. Kennedy Blvd. Tampa, Florida 33609 P 813.344.7203 mhicks@mgtconsulting.com

If you have questions on any part of this proposal, please contact **Dr. Mike Raisor**, MGT’s Executive-in-Charge for this engagement at **812-430-8850** or **mraisor@mgtconsulting.com**.

COVER LETTER

As the Executive Vice President of MGT of America Consulting, LLC, I am authorized to bind the company contractually. Thank you very much for this opportunity.

Sincerely,



Fred Seamon, Ph.D.
Executive Vice President
Authorized Signer

1. Organization, Experience, and Qualifications

Firm Qualifications

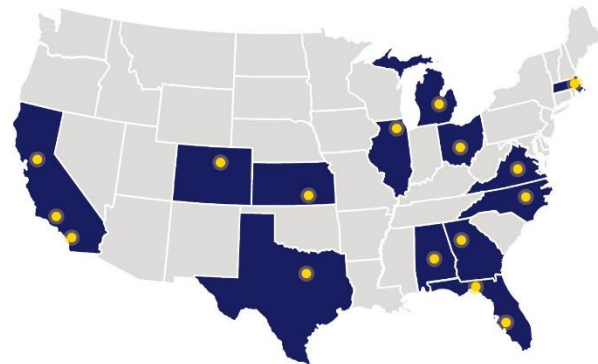
MGT has provided strategic planning services, as well as other PK12 and higher education services, for over 47 years. MGT was established in 1974 by a group of former education experts to provide management consulting services to assist public sector clients operate more efficiently, effectively, and with more accountability to the communities they serve. Since then, MGT has flourished as a full-service management consulting firm, providing high quality management consulting services to public sector clients nationwide. MGT’s clients appreciate and benefit from high-quality quantitative and qualitative analysis, detailed findings, and objective recommendations that are practical and actionable.

MGT has successfully delivered **more than 14,000 projects** through a careful balance of addressing the immediate needs of our clients, while maintaining the vision and direction towards their long-term goals and monitoring industry best practices.

Our firm has over **270 professionals and administrative staff** to support our clients’ success. MGT’s headquarters are in Tampa, Florida, and has grown to include 10 offices across the country and Canada.

NATIONAL FIRM LOCAL FOCUS

ALABAMA Montgomery	KANSAS Wichita	OHIO Columbus
CALIFORNIA Sacramento Pasadena Carlsbad	ILLINOIS Chicago	TEXAS Dallas
COLORADO Denver	MASSACHUSETTS Boston	VIRGINIA Richmond
FLORIDA Tallahassee Tampa	MICHIGAN Bay City	
GEORGIA Atlanta	NORTH CAROLINA Raleigh	



MGT is organized as a privately held, employee-owned and financially stable limited liability company with a deep roster of experienced experts, support resources, and a commitment to serve the public. MGT is owned by the current and retired partners, principals, and consultants of the firm. The advantage of this ownership structure to our clients is that every member of the firm has a vested interest in the successful completion of every project, for every client. This ownership structure creates a mindset that permeates through every MGT owner: *We change the communities we serve – for good.*

For **over 40 years**, our ability to excel has been driven by our expertise, quality, and commitment to exceeding client expectations. Part of MGT’s success is based upon our promise to be flexible and

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

responsive. We are acutely aware of the political, economic, social, and technological factors that impact today's education institutions. MGT is structured into several primary consulting divisions:

MGT MAJOR CONSULTING LINES OF BUSINESS



Organizational Consulting

Everything from an organizational analysis to a jail privatization study to a strategic plan to move an organization from reactive mode to proactive mode.



Diversity and Inclusion

Disparity research and diversity studies to provide an organization or community with a more equitable and inclusive environment.



Education Solutions

From student outcomes and performance, to operational effectiveness, our solutions have impacted more than 50 million students across the globe.



Financial Solutions

Our nationally-recognized experts help clients weather fluctuating market conditions and rising demands on their budgets using a variety of proven solutions.



Human Capital

Specializing in classification and compensation studies, this practice helps public agencies retain and attract the right talent.



Cyber Security and Technology

We help IT and Cyber leaders navigate and manage cyber threats through a Cyber Security Office program that provides an "a la carte" menu for customization.

We have developed specific strategies and best practices to address several market services:

**Boundary Analysis | Community Collaboration | Demographic Studies
Educational Specifications / Facility Standards | Educational Technology Consulting
Enrollment Projections | Facility Assessments and Analysis Facility Master Planning
Facility Optimization and Planning | Fiscal Impact Studies and Models
Program Evaluation | Operational Reviews of Efficiency and Effectiveness
Strategic Planning including Growth Management Plans**

MGT's Mission

At MGT, our mission is to provide trusted, value-added consulting solutions that exceed client expectations. We are nationally respected leaders in public sector management consulting and strive to equip public professionals with thorough, innovative solutions so they better serve their institution, stakeholders, and the community. Simply stated, our purpose is:

**We power the work of the public professional to advance
the lives of the citizens they serve.**

This purpose reflects the company's strong social conscience and service ethic that forms the core of the MGT "Why." MGT models this philosophy by systematically seeking out the highest-impact projects and relationships, encouraging community involvement and investing in a collaborative and rewarding world-class work environment for employees.

Our team provides research, analysis, planning, and implementation strategies to help our clients find solutions in a variety of areas like finances and forecasting, human capital, technology, diversity and

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

inclusion, and education improvement. With an award-winning track record and history of repeat engagements, our creative solutions are tailored to meet each client's specific needs.

Because we ask the right questions, our solutions are not only inclusive and thoughtful, but best-in-class. We understand the impact our recommendations have on long-term economic growth and socio-economic conditions. For us, improving every citizen's quality of life comes first in every solution we provide.

Knowing every client and project is different, MGT has developed comprehensive internal and external resources that enable the firm to assemble the teams required to tackle a wide range of projects to foster success. MGT leadership understands lasting and meaningful impact requires innovative change and bold thinking, both for our clients and ourselves.



We approach each project from your perspective because we understand every engagement demands a commitment to professional, accurate, and skilled advice. We are here as your trusted advisor to offer innovative solutions that enhance our world.

We drive results for our education partners, helping develop effective and efficient solutions – both from student outcomes and operations perspectives.

We bring the breadth of knowledge to a partnership with the District that is vital in identifying real, practical solutions for school districts in this current economic climate. We keep a close eye on the changes in the educational environment and how that may affect decisions that school leadership may face now and even five years into the future. Our clients appreciate and benefit from high-quality analysis, findings, and recommendations that are practical and achievable, and completed using experienced and seasoned staff.

THE MGT CONSULTING ADVANTAGE



MGT understands that lasting and meaningful changes require **innovative and bold thinking**. We do not shy away from questioning everything from organizational structures and work processes to the very statutes and ordinances that create and guide the work of an agency or institution. MGT is committed to offering useful recommendations that achieve real results and is ever mindful of the practical and political realities MSD may face.



Our project leadership operates as a core team across all projects and our analysts are fully versed in and proficient with our methodologies. This offers clients a unique level of efficiency, as our staffing philosophy allows us to avoid the Forming – Storming – Norming – Performing team building dynamic that can often compromise efficiency and overall project quality. A significant portion of MGT's work is repeat business, reflecting a high level of customer satisfaction and our team's ability to do the job and do it right.



We focus on local issues. We work with the District to **plan** and develop appropriate processes and strategies based on current and future needs and specific District goals, while being mindful of the project schedule.



We understand PK12 issues. Our primary commitment is to our clients. We will take the time to actively **listen** to the issues of user groups, and key stakeholders when developing the commissioning strategy. We do not come with pre-determined answers, but we have had similar experiences and can ask good questions to help explore the issues, identify relevant data, and help the District develop viable solutions.

Our history of planning projects has prepared us to manage the scope of services that the District seeks to accomplish. We have worked with large and small school districts, with both growing and declining enrollments, helping to define immediate and long-term solutions for future planning based in solid analysis of their projections.



Project Qualifications

MGT has been a leader in the development of school district strategic facility planning for the past 30 years. To be effective, the analysis of district needs must be disciplined and well organized. It must be data-driven and utilize proven methodologies, while also led by educational priorities. Enrollment projections and demographic studies provide a backbone with which a district can craft an attendance area boundary study that takes into account local lay of the land, community needs, accumulated findings and stakeholder feedback.

MGT has developed an extensive set of tools and techniques for conducting such engagements and has successfully worked with districts across the country with this methodology. Below is our listing of recent projects with enrollment projection and strategic prioritization analysis services that will benefit Hudson Public Schools.

Danville Public Schools **Boundary Study (In Progress)**



Scope of Work: Danville Public Schools (DPS) engaged MGT to provide a Comprehensive School Attendance Boundary Study in February 2021. This study will pinpoint current status of enrollment, examine trends and patterns, and define recommendations for equity, efficiency and effectiveness of resources and facility use that benefit the students first. The boundary study will be a culmination of a forecasting, capacity and utilization analysis, and community feedback tasks distilled into two comprehensive boundary scenarios that outline recommendations and impact on division patterns to

student body demographics, transportation, and community schools.

Fairfax County Public Schools **Boundary Policy Analysis (In Progress)**



Scope of Work: Fairfax County Public Schools (FCPS) realized they had not done an analysis of their school boundary practices and additional best practices, educational research, and factors for consideration that could be considered for school boundary practices in over 30 years. With future growth for the county and FCPS squeezing classrooms and resources, reexamination of the boundary policy was necessary to ensure they were still aligned with best practices and their own

mission to provide the best educational environment for their students. To that end, FCPS engaged MGT to help provide analysis and guide the update process of their own policies. MGT is also tasked with community engagement to broach change with the community so they understand boundary changes are inherent to growth and not an instrument of division.

Manassas City Public Schools **Redistricting Study**



Scope of Work: Manassas City Public Schools (MCPS) hired MGT Consulting group to perform an Analysis and Update of the Current Enrollment Projection Data and Boundary Review Services to establish projections for possible changes to school grade configurations and boundaries redrawn and facilitate feedback and provide recommendations for the District. An analysis of renovations, existing buildings, and maintenance plans will support MGT's recommendations to the Manassas City Public Schools. MGT's work began in

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

September 2021, and the tasks of reviewing and making recommendations for boundaries changes and school grade configurations have been completed. The next step in the process is to conduct a series of community input sessions which will happen virtually due to Covid-19 precautions in the school district. These sessions will be both "live" virtual events, as well as online surveys that can be accessed from the school district's website. There will also be a presentation made to the MCPS School Board.

Outcomes: The attendance boundary and grade configuration recommendations have been presented to the superintendent and district personnel and approved for presentation to the MCPS School Board in March.

Specific Services Provided: Facilities condition assessments, educational suitability assessments, capacity and utilization analysis, capacity modeling, demographics and enrollment projections, internal/external stakeholder engagement, attendance boundary and school redistricting recommendations.

Kent School District Enrollment Boundary Review



Scope of Work: Kent School District (KSD) hired MGT Consulting Group to evaluate school attendance boundaries and develop recommendations for adjustments for the 42 schools currently operated by the district as well as two additional schools scheduled to open for the start of the 2021/22 school year. KSD had not conducted a boundary review in over twelve years. Prior to the Boundary Review, MGT conducted community surveys as well as interviews with members of the elected School Board, superintendent, superintendent's executive cabinet, central office administrators, and school principals to gather background information and collect insights regarding

KSD attendance boundaries and their impact upon educational programs, facilities, and student assignment. MGT developed recommendations to KSD attendance boundaries and assignment policies based upon the goals prioritized through stakeholder input. MGT partnered with KSD Communications department to conduct 3 virtual stakeholder engagement sessions and an online thought exchange, as well as development of a project website to post information and answers to frequently asked questions. As a result of stakeholder feedback, recommendations were modified and presented to the KSD Board of Education.

Outcomes: KSD Superintendent Calvin Watts recommended implementation of all recommendations from MGT's final report to the KSD Board of Education.

Specific services provided included: Capacity and utilization analysis, capacity modeling, demographics and enrollment projections, internal/external stakeholder engagement, attendance boundary recommendations.

Manchester School District Facilities Master Plan



Scope of Work: Manchester School District hired MGT to perform a facilities audit to assess the utilization of space and develop a master plan to support the educational needs of students in coordination with the District's goals, vision, and promise. Prior to the development of the facility master plan, MGT partnered with District leaders to identify current space utilization and future needs based on educational goals. MGT conducted interviews, and a survey to collect input and insight from the community and key stakeholders. Finally, MGT conducted technology readiness and education adequacy assessments of all 22

schools in Manchester School District.

Outcomes: Based upon the data and input collected, a ten-year master plan was developed to identify areas requiring improvement, more effectively and efficiently utilize existing space in the District, and identify actions required to right-size the District such as building renovations, modifications, closing of schools, and alternative facility usage.

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

Specific services provided included: Educational suitability and tech readiness assessment, internal stakeholder interviews, and prioritization strategies.

Henry County Schools Classroom Utilization Study



Scope of Work: Henry County School District (HCSD) commissioned MGT to complete a comprehensive Classroom Utilization Study to identify school facilities that are over or underutilized, and likely to become negatively impacted due to forecasted enrollment growth over the next decade (2019-2029). The information gleaned from this study will afford Henry County Schools the opportunity to strategically develop, plan, and implement a systematic plan of action. Henry County School District's overall enrollment is at 42,914 with projected enrollments at 44,476 in five years, an increase of 1,562. In ten years, enrollments are forecasted to increase to 45,752, a total of 2,838 potential students over current enrollments. Apart from Dutchtown

High School, most schools have capacity and 8 schools should be monitored over the next five to ten years as they may be approaching space limitations.

Specific services provided included: Demographic analysis, enrollment forecasting, capacity analysis.

Hamilton County Schools Facilities Master Plan & Enrollment Projections



Scope of Work: In January of 2019, Hamilton County Board of Education contracted with MGT of America Consulting, LLC (MGT) to develop a Facility Master Plan, including an enrollment and capacity study, for all 78 schools in Hamilton County. The master plan is to address the facility needs of the city's schools through 2029. The goal of the ten-year Facility Master Plan is to establish a plan based on current data, using best practice facility standards, that identifies and prioritizes the facility needs, and presents an effective and efficient implementation of projects over the ten-year planning period.

Specific services provided included: physical facility assessments, programmatic review of school facilities to establish facility standards, analysis of school and community demographics, enrollment forecasting, analysis of school capacity and utilization, prioritization and budgeting, community engagement, and preparation and presentation of final facilities master plan.

Wentzville School District Demographics and Enrollment Study



Scope of Work: The Wentzville School District is growing. More people are moving the area every year, and new housing has entered the market to support and attract the growth. Enrollment has consistently grown over the last ten years, leading to over-utilized school buildings. Working with a stakeholder committee of 24 people, MGT is facilitating a process to redraw school attendance boundaries to maximize existing capacity, anticipate the construction of a new elementary school and a new high school in the next three years, and plan for continued growth over the next ten years.

Specific services provided included: Demographic analysis, enrollment forecasting, capacity analysis, stakeholder engagement, community consensus building, attendance boundary redistricting.

Montgomery County Public Schools **Scenario Planning Model Development**



Scope of Work: The Montgomery County Public Schools hired MGT to recommend a framework for making facility decisions over the next 20 to 30 years. MGT developed a scenario framework based on seven factors that drive enrollment. The resulting scenarios (high enrollment growth, low/moderate enrollment growth, no enrollment growth, and declining enrollment) enable the district to narrow facility planning options over the longer term. The framework was applied to two of the district's 25 clusters where growth is most explosive. Concurrent with developing the scenario planning models, MGT evaluated the district's enrollment projection methodology and is facilitating the development of a unified, county enrollment projection model for use by both district and county planners.

Specific services provided included: Enrollment scenario planning model development, strategic planning, community engagement and consensus building, enrollment projection and model development.

Anne Arundel Economic Development Corporation **Student Yield Analysis for Anne Arundel County Public Schools**



Scope of Work: Anne Arundel County Public Schools (AACPS) and Anne Arundel County (AAC), through the Anne Arundel Economic Development Corporation, hired MGT to conduct a student yield analysis. The county and its public schools were struggling to accurately anticipate the number of students that particular housing developments would generate. They needed better student yield factors to support their enrollment projections. Using Geographical Information Systems, MGT conducted a detailed analysis of the students generated by different types of housing. The analysis calculated the number of students generated by single family housing, townhomes, apartments, and condominiums for each of AACPS' 110 schools. Based on these generation rates, AACPS enrollment

trends, and historical AAC population growth patterns, MGT identified areas of the county in greatest need for new capacity (both additions and new school buildings) in the next 0-2 years, 2-5 years, and 5-10 years, based on when new housing is expected to come online. The study's conclusions will help AACPS and AAC prioritize capacity projects.

Specific services provided included: enrollment analysis, housing analysis, student generation analysis, scenario development, GIS mapping and analysis.

Stamford Public Schools **Enrollment/Capacity Study**



Scope of Work: In the fall of 2016, Stamford Public Schools (SPS) contracted with MGT to conduct a comprehensive capacity analysis and demographic study, including grade level enrollment and 10-year projections to address the long-term facility needs of the district. Stamford requested MGT to examine the areas of need and determine a course of action to remedy any identified deficiencies.

To that end, MGT collected and analyzed both quantitative and qualitative data around enrollment and building capacity.

Specific services provided included: Public engagement interviews with 35 key district and community leaders, including district staff, state officials, business professionals and parents,

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

enrollment projection, capacity, based on a range, capacity deficits, regarding specialized classrooms, utilization, final report and presentation

Boston Public Schools Demographics and Enrollment Projection to Support Ten-Year Facility Master Plan

Scope of Work: MGT served on the team that was selected to develop a long-range facility master plan for Boston Public Schools. MGT's role in the process included:



Educational Visioning: MGT staff worked with the District, City, and other project team members to determine the educational program vision that will guide the overall master plan. The results of this process were used to inform the collection of data, particularly with the educational suitability assessments, and the development of facility options to meet the educational program vision of the District.

Demographics / Enrollment Projection: The MGT team worked with the district to develop enrollment projection, by school by grade, to use in projecting space needs for the facility master plan. In addition, the projections were used along with GIS mapping to analyze attendance zones and feeder patterns.

Pilot Study: The MGT Team participated with other project team members in conducting a pilot study with three representative schools. The results of this effort were used in conjunction with the visioning process as well as to develop the assessment procedures.

Facility Assessments: MGT staff conducted the educational suitability assessments of all District schools.

Master Plan Development: MGT staff worked with the District and other project team members to develop master plan options, the recommended master plan, and presentations of the master plan.

Fairfield Public Schools Enrollment Projections and Elementary School Capacity Study & Enrollment Projection Updates & Demographic Projections



Scope of Work: MGT contracted with Fairfield Public Schools in September 2010 to assist the district with accurately projecting enrollment and analyzing the capacity and utilization for each elementary school in the district. MGT is currently working on recommendations to help the district alleviate the imbalance in space use at the elementary level and will issue a final report in December 2010.

FPS contacted with MGT for four updates to the original 2010 projections. Each update gathered the enrollment and demographic data for that year and updated the projections using the same agreed upon methodology and weighting.

Specific services provided included: Enrollment projections, capacity and utilization, demographics

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

Public Schools of Brookline Enrollment Projection to Support Facilities Master Plan & Enrollment Projection Update



Scope of Work: In June 2008, MGT contracted with the Public Schools of Brookline to develop a facilities master plan for the district. Brookline is a small, affluent suburb of Boston and the district adheres to a K-8 model for their primary schools. The school district was experiencing difficulty with finding ways to expand building capacity within the existing space and grade configurations and was looking to ensure that they had the proper educational spaces to accommodate the many special education programs offered. MGT assessed both the condition and suitability of the district's facilities and provided recommendations to address the capacity and utilization issues. MGT also

engaged a very well-informed community as to what they would be willing to support.

2012 Update: MGT contracted with the Public Schools of Brookline in December 2011 to provide an update to the enrollment projection provided when MGT was under contract with the district to develop a facilities master plan.

Specific services provided included: Physical, educational suitability, and tech readiness assessment, capacity and utilization analysis, community engagement, and enrollment projection.

MGT PLANNING PROJECTS IN THE LAST FIVE YEARS

Our PK12 facilities practice started in 1988 and has helped school districts across the country develop or refine standards for educational facilities, assess the impact of current and future educational programs, determine future enrollments and demographics, analyze the capacity and utilization of school buildings, and generate short- and long-range facility scenarios that are educationally sound and community-supported.

DISTRICT/ORGANIZATION	STATE	PROJECT	ENROLLMENT	# OF SCHOOLS
Rochester City Public Schools*	NY	Boundary Study	26,924	47
Danville Public Schools*	VA	Boundary Study	5,686	14
Kent School District	WA	Enrollment and Re-boundary Study	27,291	44
Manassas City Public Schools*	VA	Redistricting Study	7,723	11
Manchester School District	NH	Facilities Master Plan	13,522	22
Fulton County Schools*	GA	Facilities Master Plan	95,534	107
Atlanta Public Schools	GA	Facilities Master Plan Needs Assessment	49,796	112
Fairfax County Schools*	VA	Boundary Policy Consultant	188,556	222
Indianapolis Public Schools*	IN	Facilities Optimization	27,630	65
Henry County Schools	GA	Enrollment Projections	42,008	50
Mesa School District	AZ	Facilities Assessment and Master Plan	63,444	78
Wentzville School District	MO	Demographics Study	16,400	17
Hamilton County Schools	TN	Facilities Master Plan and Enrollment Projections	44,446	78
Hickman Mills School District	MO	Facilities Master Plan	6,238	15
Anne Arundel Economic Development Commission	MD	Student Yield Analysis for Anne Arundel County Public Schools	73,565	121
Portland Public Schools	OR	Facilities Assessments	48,345	85
Montgomery County Public Schools	MD	Educational Cluster Facility and Growth Management Plan and Enrollment Forecast	156,380	206

1. ORGANIZATION, EXPERIENCE, AND QUALIFICATIONS

DISTRICT/ORGANIZATION	STATE	PROJECT	ENROLLMENT	# OF SCHOOLS
Guilford County Schools	NC	Capital Improvement Plan	73,151	125
Jefferson Parish Public School System	LA	Capital Improvement Plan	47,817	98
Ferguson-Florissant School District	MO	Facilities Master Plan	11,092	24
Laramie County School District 1	WY	Facilities Assessment Update	14,029	38
Metro Nashville Public Schools	TN	Facilities Master Plan	84,069	164
Milwaukee Public Schools	WI	Facilities Master Plan	77,316	167
Springfield R-12 School District	MO	Facilities Master Plan & Enrollment Projections Update	25,609	55
McAllen Independent School District	TX	Comprehensive Audit of McAllen ISD Facilities Maintenance and Operations	25,217	34
Boston Public Schools	MA	Ten-Year Facility Master Plan	55,114	119
Rapid City Area Schools	SD	Comprehensive Facilities Master Plan & Facility Master Plan Update	13,533	26
DeKalb County Public Schools	GA	Master Planning Services	99,775	155
Lyon County School District	NV	Master Facility Planning	8,075	19
Anne Arundel County Public Schools	MD	Strategic Facilities Utilization Master Plan - 10-Year Update	73,565	121
Kansas City Public Schools	MO	Master Planning Services	16,832	35
Sweetwater Union High School District	CA	Facilities Master Plan	37,344	24
Carroll County Public Schools	MD	Facilities Utilization Study	27,334	49
Spring Independent School District	TX	Facilities Assessment	36,323	39
Wichita Falls Independent School District	TX	District-wide Site & Facilities Assessment	14,621	32
Fresno Unified School District	CA	Facilities Assessment Update & Long-Range Facilities Master Plan	74,833	106
Public Schools of Brookline	MA	Enrollment Projections Update & Facilities Master Plan	6,008	10

*Currently in progress

Personnel Qualifications and Capacity

We present the organizational structure and qualifications of the key members who will serve on this project. The proposed staff is made up of experienced planning professionals with solid PK12 credentials. Dr. Michael Raisor, Senior Vice President, Education Solutions Group, will serve as the Executive-In-Charge for sales, contracting and operations and will hold final authority for work associated with the project. **Our Project Director, Dr. Simmie Raiford, will be the day-to-day contact person for Hudson School District and will have primary responsibility for the duration of the project. Dr. Raiford has a wealth of experience with school districts across the United States, giving her an insider's view into your goals, student and faculty needs, and external forces that may impact this project.**

For the District's capacity and utilization analysis and educational suitability assessment, we are proposing a team whose combined skillset and experience align with the scope of services desired and have extensive experience in conducting these activities in school districts. They understand the educational implications of projection planning for both the school district and its community. As such we felt it was important to assemble a team with the following characteristics:

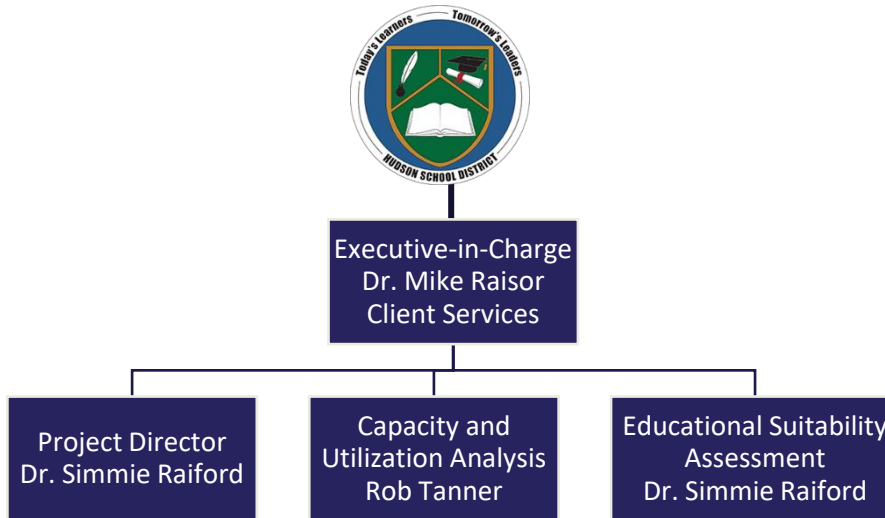
- ◆ The team is comprised of professionals with extensive knowledge of and experience in PK12 education planning and specifications.
- ◆ Our individual consultants have a track record of producing quality results. In fact, several team members are considered experts in facilitating planning and visioning.
- ◆ These individuals are experts in planning, organizing, and facilitating inclusive key stakeholder engagement to ensure constructive input and feedback.
- ◆ Experience helping organizations to reach consensus on future direction and transforming vision and goals into realistic, achievable targets.
- ◆ Track record of meeting and exceeding client expectations.

The organizational chart and team members as listed below shall remain available during the entirety of the project throughout the term of the contract and will work collaboratively with District staff, with each consultant aligning to a specific role that will support the team effort. The personnel described in our proposal are the professionals who will provide the services for this project.

Organizational Chart

Illustrated in **Exhibit 1** is the proposed organizational structure of the project team.

Exhibit 1. Project Organizational Structure



The assignment and related responsibilities of the project team members are shown in **Exhibit 2**.

Exhibit 2. Roles and Responsibilities

ROLE ASSIGNED	RESPONSIBILITIES
HUDSON SCHOOL DISTRICT PROJECT OFFICER <i>MGT suggests that the District appoint a Project Officer to serve as the point of contact between the MGT team and the District.</i>	MGT assumes the District Project Officer will hold the following responsibilities: <ul style="list-style-type: none"> ▪ Overall project guidance and directions. ▪ Primary responsibility and final authority over all activities. ▪ Approval of the contract, work plan, and final report. ▪ Receive and distribute all project correspondence, progress reports, and final reports to other key stakeholders.
MGT EXECUTIVE-IN-CHARGE <i>Mike Raisor, Ph.D.</i>	The MGT Executive-in-Charge holds the following responsibilities: <ul style="list-style-type: none"> ▪ Ensuring MGT fulfills all contractual requirements. ▪ Managing resources appropriately. ▪ Resolving any conflicts during the project or point of escalation for any challenges. ▪ Final authority over project deliverables.
MGT PROJECT DIRECTOR AND EDUCATIONAL SUITABILITY ASSESSOR <i>Simmie Raiford, Ph.D.</i>	The MGT Project Director holds the following responsibilities: <ul style="list-style-type: none"> ▪ Main point of contact for the District. ▪ Day-to-day management of the project tasks deliverables and deadlines. ▪ Oversight over service and deliverable quality. ▪ Conduct educational suitability assessments. ▪ Maintains frequent contact with the District Project Officer throughout the lifecycle of the project.

ROLE ASSIGNED	RESPONSIBILITIES
CAPACITY AND UTILIZATION ANALYST <i>Rob Tanner</i>	The consultant team holds the following responsibilities: <ul style="list-style-type: none"> ▪ Work closely with the District under the direction of the Project Director to carry out the various tasks and deliverables. ▪ Conduct collection and analysis of relevant capacity and utilization data ▪ Review, document, evaluate, and generate recommendations in accordance with each component of the work plan.

Resumes

Resumes of each team member are provided in this section. **The personnel described in our proposal are the professionals who will provide the services for this project.** If, *for any reason*, a team member needs to be replaced, the MGT project director will submit the alternate employee’s resume for approval to District’s Project Officer. MGT has a deep roster of experienced consultants and will have no problem filling a position should the need arise.



Michael Raisor, Ph.D., MBOE, LSSBB

Senior Vice President of Client Services for Education Solutions Group

MGT CONSULTING GROUP

As the Client Services leader for MGT's Education Solutions Group, Dr. Michael Raisor holds executive authority and accountability for all solutions in this portfolio. He joined MGT after decades of ascending experience in public education, starting in the classroom and most recently as the Chief Operations Officer of one of the nation's largest school districts. Systems thinking and sound management have been a hallmark of his leadership.



He is a proven executive and dynamic leader with 25 years of experience. He has a breadth and depth of experience and knowledge in leading effective teams. He is both a strategic thinker and tactical practitioner. Dr. Raisor focuses on relationship-building, collaborating, and communicating as pathways to successful project management. He is committed to innovation, entrepreneurial thinking, and world class systems. He leads by creating well-articulated processes. With a systems-focused perspective, he prioritizes long term core impact over short term gain. Dr. Raisor is a Lean Six Sigma Black Belt who is recognized as a leader in operational excellence, change management, and performance improvement.

Areas of Expertise

- ◆ Project Management
- ◆ Operational Excellence
- ◆ District Level Leadership
- ◆ Maintenance
- ◆ Transportation
- ◆ Change Management
- ◆ Systems Thinking
- ◆ Capital Planning & Construction
- ◆ Master Planning
- ◆ Human Resources & Labor Management

Education

Masters of Business Operational Excellence (MBOE), The Ohio State District, 2011
Ph.D., Educational Leadership, Indiana State District, 2011
Ed.S., Educational Leadership, Indiana State District, 2008
M.S., Educational Leadership, Indiana District, 2001
B.S., Social Science Education, Indiana State District, 1995

Professional Affiliations

The National Institute for Urban School Leaders – Harvard Graduate School of Education (2008)
The Turnaround Leadership Program – District of Virginia Darden School of Business (2008)
Disney's Approach to Leadership Excellence – The Disney Institute (2011)
Taking People With You – YUM! Brands Executive Training (2013)
The Public Education Leadership Project – Harvard Business School (2014)

Sample of Relevant Project Experience

- Fairfax County Public Schools (VA) | Boundary Policy Services
- Fulton County Schools (GA) | Facilities Master Plan
- Gary Community School Corporation (IN) | School Turnaround, Communications
- Hamilton County Schools (TN) | Facilities Master Plan
- Indianapolis Public Schools (IN) | Facilities Master Plan
- Jefferson County Schools (CO) | Policy Services
- Kent School District (WA) | School Re-Boundary Services
- Manassas City Public Schools (VA) | Redistricting Study
- Manchester Public School (NH) | Facilities Master Plan
- Research Corporation of District of Hawaii | Early Childhood Facilities Evaluation and Cost Analysis Needs Assessment
- Shelby County Schools (TN) | Charter School Review
- Wentzville Public Schools (MO) | Enrollment and Demographic Study



Simmie Raiford, Ph.D.

Vice President, Educational Solutions Group

MGT CONSULTING GROUP

Dr. Simmie Raiford has been the project director or team member on school district efficiency, management, and performance reviews throughout the country. Dr. Raiford also has participated in facility master planning projects as an assessment or community engagement team lead. As a consulting team member, Dr. Raiford frequently conducts public forums and her specialty areas include professional development, staffing, educational adequacy assessments, human resources, community and parental involvement, and educational services delivery. With over 24 years of professional experience in education, Dr. Raiford's experience prior to joining MGT includes elementary classroom teacher and school principal, school district human resources training director, a state-level education policy analyst, and District professor. As a District faculty member, Dr. Raiford has taught courses in educational leadership, educational management, and school finance, as well as co-authoring a textbook on legal issues for school administrators.



Areas of Expertise

- ♦ Management and direction of educational adequacy assessments, community engagement, and strategic planning.
- ♦ Management and direction of organizational and performance reviews for school districts.
- ♦ School turnaround and external operator services

Education

PH.D., Educational Leadership, Florida State District

M.A., Educational Leadership, Jacksonville District

M.A., Elementary Education, Jacksonville District

B.S., Elementary Education, Jacksonville District

Professional Affiliations

American Association of School Personnel Administrators

American Association of School Administrators

Society for Human Resource Management

Sample of Relevant Project Experience

- Austin ISD (TX) | Efficiency Review
- Adams 14 School District (CO) | School Turnaround
- Atlanta Public Schools (GA) | Facilities Assessment
- Andover Public Schools (MA) | Comprehensive Facility Master Plan
- Austin ISD (TX) | Efficiency Review
- Bristol Tennessee County Schools (TN) | Facilities Master Plan
- Clark County School District (NV) | Review of Clark County School District 006
- Colorado Department of Education | Statewide Financial Assistance Priority Assessment
- Compton Unified School District (CA) | Curriculum and Instruction Evaluation
- Danville Public Schools (VA) | Boundary Study
- DeKalb County Schools (GA) | Facilities Master Plan and Update
- Florida Department of Education | Review of FL Safe School Assessment Tool
- Florida Office of Program and Policy Analysis and Government Accountability | Performance Audit for Washington County Schools
- Indianapolis Public Schools (IN) | Facilities Master Plan
- Jefferson Parish Public Schools (LA) | Capital Improvement Plan
- Lee County Schools (VA) | Facilities Master Plan
- Los Angeles Unified School District (CA) | Consulting Services for School Site Improvement Plans
- Lyon County School District (NV) | Facilities Master Planning Services and Update
- Madison County School District (FL) | School Improvement Consulting
- Manassas City Public Schools (VA) | School Redistricting
- Metro Nashville Public Schools (TN) | Facilities Master Plan Update
- Midland Independent School District (TX) | School Quality Reviews
- Rapid City Area Schools (SD) | Facilities Study and Update
- Richland County School District One (SC) | Staffing Audit Services
- Springfield R-12 Public Schools (MO) | Facilities Master Plan
- St. Louis Public Schools (MO) | Comprehensive Facility Review



Simmie Raiford, Ph.D.

Vice President, Educational Solutions Group

MGT CONSULTING GROUP

- Florida TaxWatch | A Study of the Economic Impact of Participation in Boys and Girls Club Activities Throughout Florida
- Franklin Township Public Schools (NJ) | Operational Performance Review
- Fulton County Schools (GA) | Facilities Master Plan
- Gary Community School Corporation (IN) | School Turnaround, Communications
- Hamilton County School District (FL) | School Improvement Consulting
- Texas Legislative Budget Board (TX) | District Performance Reviews for: Houston ISD, Irving ISD, Culberson-Allamoore ISD, Navasota ISD
- Virginia Department of Planning and Budget | School Efficiency Review (for districts Alexandria City, Louisa County, Petersburg City, Culpepper County, Hampton City, Charlottesville City, and Rappahannock County)
- Wake County Public School System (NC) | Mathematics Curriculum Audit



Rob Tanner

Director, Education Solutions Group
MGT CONSULTING GROUP

Mr. Tanner has worked on projects for both private and public entities including public education where he served as an operations leader in Human Resources, Property Management, and Maintenance. Mr. Tanner joined MGT as the Director of Education Solutions, with a specific focus on school building condition and site assessments, transportation management, and continuity of operations as part of larger assessments for facility master planning. His previous background with facilities management and labor gives him a strong eye for facility needs and standards, facility maintenance, and facility management. His experience and comprehensive knowledge of labor laws and human resource practices give him the ability to advise and counsel management through employee relations issues, as well as with successful change management.



Areas of Expertise

- ◆ Building and condition facility assessments, maintenance, and management
- ◆ Project management for large complex organizations, processes, and projects
- ◆ Human Resources, Labor Management, Employee Relations, and Negotiations
- ◆ Process Improvement
- ◆ GIS analysis
- ◆ Enrollment, demographic, capacity and utilization analysis
- ◆ Continuity of Operations Plan development

Education

B.A., Union Leadership and Administration, National Labor College, Silver Springs, MD, 2009

Society for Human Resource Management Learning System, Bellarmine University, Louisville, KY, 2011

Journeyman Wireman, National Joint Apprenticeship and Training Committee, Louisville, KY, 2000

Sample of Relevant Project Experience

- Danville Public Schools (VA) | Boundary Study
- Fulton County Schools (GA) | Facilities Master Plan
- Indiana Department of Administration | Gary School Corporation Emergency Management Services, Communications
- Indianapolis Public Schools (IN) | Facilities Master Plan

Professional Affiliations, Certifications, and Accreditation

Master Electrician license, Commonwealth of Kentucky, 2000 - Present

Board of Directors, Kentucky Labor-Management Conference, 2018 -2020

Board of Directors, Kentucky School Plant Management Association, 2016 – 2020

- Kent School District (WA) | Enrollment Projections and Boundary Analysis
- Manchester School District (NH) | Facility Master Plan
- Rochester City Public Schools (NY) | Redistricting Study
- Shelby County Schools (TN) | Fiscal Impact Study

2. References

We have included examples of MGT's PK12 capacity and utilization experience from projects completed within the past three years that are most relevant to Hudson School District's goals. These qualifications include summaries of our work.

HENRY COUNTY SCHOOLS
MCDONOUGH, GEORGIA
Classroom Utilization Study
SEPTEMBER 2019 – MARCH 2020
16,778 students | 19 schools

DR. GREG BENTON
ASSISTANT SUPERINTENDENT, POLICY, PLANNING AND
SYSTEMS DEVELOPMENT
33 N. ZACK HINTON PKWY
MCDONOUGH, GA 30253
PHONE: (770) 957-6601
EMAIL: GREG.BENTON@HENRY.K12.GA.US



Scope of Work: Henry County School District (HCSD) commissioned MGT Consulting Group to complete a comprehensive Classroom Utilization Study to identify school facilities that are over or underutilized, and likely to become negatively impacted due to forecasted enrollment growth over the next decade (2019-2029). The information gleaned from this study will afford Henry County Schools the opportunity to strategically develop, plan, and implement a systematic plan of action. Henry County School District's overall enrollment is at 42,914 with projected enrollments at 44,476 in five years, an increase of 1,562. In ten years, enrollments are forecasted to increase to 45,752, a total of 2,838 potential students over current enrollments.

Apart from Dutchtown High School, most schools have capacity and 8 schools should be monitored over the next five to ten years as they may be approaching space limitations.

Specific services provided included: Demographic analysis, enrollment forecasting, capacity analysis.

MANASSAS CITY PUBLIC SCHOOLS
MANASSAS, VIRGINIA
Boundary Review Services
APRIL 2020 – AUGUST 2021
7,723 students | 11 schools

ANDY HAWKINS
EXECUTIVE DIRECTOR OF FINANCE & OPERATIONS
8700 CENTREVILLE RD., SUITE 400
MANASSAS, VA 20108
PHONE: (571) 377-6035
EMAIL: PAHAWKINS@MCPSVA.ORG



Scope of Work: Manassas City Public Schools (MCPS) hired MGT to perform an Analysis and Update of the Current Enrollment Projection Data and Boundary Review Services to establish projections for possible changes to school grade configurations and boundaries redrawn and facilitate feedback and provide recommendations for the District. An analysis of renovations, existing buildings, and maintenance plans will support MGT's recommendations to the Manassas City Public Schools. MGT's work began in

September 2021, and the tasks of reviewing and making recommendations for boundaries changes and school grade configurations have been completed. The next step in the process is to conduct a series of community input sessions which will happen virtually due to Covid-19 precautions in the school district. These sessions will be both "live" virtual events, as well as online surveys that can be accessed from the school district's website. There will also be a presentation made to the MCPS School Board.

Outcomes: The attendance boundary and grade configuration recommendations have been presented to the superintendent and district personnel and approved for presentation to the MCPS School Board in March.

2. REFERENCES

Specific Services Provided: Facilities condition assessments, educational suitability assessments, capacity and utilization analysis, capacity modeling, demographics and enrollment projections, internal/external stakeholder engagement, attendance boundary and school redistricting recommendations.

KENT SCHOOL DISTRICT
KENT, WASHINGTON

Enrollment Boundary Review

AUGUST 2020 – Present (option to renew for up to four years)

27,291 students | 44 schools

ISRAEL VELA
CHIEF SCHOOL OPERATIONS & ACADEMIC
SUPPORT OFFICER
12033 SE 256TH STREET
KENT WA 98030
PHONE: (253) 373-7134
EMAIL: ISRAEL.VELA@KENT.K12.WA.US



Scope of Work: Kent School District (KSD) hired MGT Consulting Group to evaluate school attendance boundaries and develop recommendations for adjustments for the 42 schools currently operated by the district as well as two additional schools scheduled to open for the start of the 2021/22 school year. KSD had not conducted a boundary review in over twelve years. Prior to the Boundary Review, MGT conducted community surveys as well as interviews with members of the elected School Board, superintendent, superintendent's executive cabinet, central office administrators, and school

principals to gather background information and collect insights regarding KSD attendance boundaries and their impact upon educational programs, facilities, and student assignment. MGT developed recommendations to KSD attendance boundaries and assignment policies based upon the goals prioritized through stakeholder input. MGT partnered with KSD Communications department to conduct 3 virtual stakeholder engagement sessions and an online thought exchange, as well as development of a project website to post information and answers to frequently asked questions. As a result of stakeholder feedback, recommendations were modified and presented to the KSD Board of Education.

Outcomes: KSD Superintendent Calvin Watts recommended implementation of all recommendations from MGT's final report to the KSD Board of Education.

Specific services provided included: Capacity and utilization analysis, capacity modeling, demographics and enrollment projections, internal/external stakeholder engagement, attendance boundary recommendations.

3. Proposed Process and Timeline

Understanding of Scope

MGT brings decades of educational planning experience and understand that though we have a standardized approach to our work, we customize that approach to meet the unique needs of each school district. From our initial conversations with the district, we understand:

- ◆ There are six school buildings in the district that include a single-grade Kindergarten school, a
- ◆ Single-grade 1st grade school, two schools housing grades 2 through 5, one 6-8 grade middle school and a 9-12 grade high school. Grades K and 1 have high student enrollments and classes had to be added to both grade levels.
- ◆ The town has expressed interest in the Grade-K building.
- ◆ There is a need to create a central office for school district personnel and there needs to be a dedicated space to provide professional development.

Based on this and other considerations, the district desires to have a Capacity and Utilization study that will examine the current space utilization in each school throughout the district and calculate capacity based on mutually agreed upon standards by the District and MGT. In addition, the district has requested an Educational Suitability Assessment to determine the extent to which the school buildings’ design and usage aligns with a collaboratively developed set of educational specifications. Our team will support Hudson School District by bringing together the data from these assessments in a comprehensive manner to help guide District decision-making around future uses of the school buildings.

Approach

MGT is a leading, national public sector consulting firm. We are well versed with educational clients, having helped hundreds of school districts nationwide and bringing together diverse groups and variable needs to make master plans that are roadmaps for educational success rather than wish lists for builders. Our team members have been school and district-level administrators and understand the need for a sound process that will support the District’s needs. We do this with open communication with the District and the community. By creating strong feedback loops and attentive planning, MGT can work with HSD to establish strategies and solutions for a boundary plan that will guide the district for years in the future.

Why is MGT the Best Qualified to Support Capacity and Utilization Services?

- ✓ **Experience.** MGT has conducted capacity and utilization services as part of facility master plans across the nation, with substantial experience with PK12 districts. Many of our clients are repeat clients, attesting to our acumen and our desire to work with each client to create a lasting bond that ensures their success over time.
- ✓ **Best Practices Comparisons.** MGT offers the District extensive experience to identify decades of relevant best practices – reflective of input from comparable districts. We have worked extensively with districts as well as other education entities on issues related to feasibility, capacity, school merger/closure, as well as policy ramifications and community communications and reaction plans.

3. PROPOSED PROCESS AND TIMELINE

- ✓ **Sound Findings and Recommendations.** In our experience, most major improvements in client operations require bold thinking. In helping the District and their unique educational programs, budgets, facility management, and future demographics, our team members will not hesitate to question existing organizational structures, programs, policies, statutes, operations, and work processes. We will make sound recommendations for strategies that ease of future planning for the District.
- ✓ **Objectivity and Flexibility.** As an independent entity, our only vested interest is that of the client. Therefore, we will apply our extensive experience to generating objective independent solutions to assist the District. In addition, we will be receptive to your insights and concerns and will accommodate any changes necessary to ensure the completion of valid and responsive final recommendations relevant to the District's realities in 2021 and beyond.

We fully recognize the opportunities and challenges associated with a project of this nature and the importance of conducting the project in collaboration with the District. Prior to working with education clients as consultants, many of our staff worked in education or government agencies as executives and managers. This insider's knowledge of education structures and processes gives MGT a competitive advantage and an ability to hit the ground running from the very start of a project. Our clients appreciate and benefit from high-quality analysis, findings, and recommendations that are practical and achievable, and completed using experienced and seasoned staff.

Methodology

The underlying goal of this study is to optimize the use of district facilities while upholding the educational goals set by the District. This study may include an examination of current enrollment and any projections that may be on file, educational facility suitability, program equity, and all capacity related options, such as grade configurations, to ensure that there has been a thorough examination of all available possible solutions. This study will produce a report to show utilization projections and impact to guide long-range strategic planning for facility use optimization.

Educational Capacity and Utilization

Part of developing an understanding of the current state of the District will be calculating the capacity of each school in the District.

An educational facility's *functional capacity model* is defined as the number of students the facility can accommodate based on the instructional program. More specifically, a school's capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The *utilization rate* of a facility is calculated by dividing the current or projected enrollment of the educational facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it is lacking sufficient space for the given enrollment.

The *functional capacity* used by MGT is calculated using the *Instructional Space Model*. This model counts the number of the various types of instructional rooms and multiplies that number by the maximum students-per-room or the *loading* factor to identify the gross capacity for the school. The gross capacity is then multiplied by a scheduling factor, which considers the realities of how the space is used. Typically, not all classrooms are scheduled for every period at a middle school or high school. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will sit empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to

3. PROPOSED PROCESS AND TIMELINE

rooms not being used for instruction at a particular time. Therefore, based on the programs and scheduling in place at schools, MGT can use a 75% scheduling factor at the middle schools and the high schools. Elementary school rooms have a much more static and consistent daily use so MGT used a 90% scheduling factor for the elementary schools. This 90% factor accounts for the difficulty that often occurs in scheduling classes to precise counts. In addition, some elementary program spaces (music, art, etc.) have no capacity due to the scheduling process most often used. Students move from their home room to the program space, so no increased capacity is available.

Using these underlying, educational program-driven assumptions, we calculated the capacity of each school in this sample district. **Exhibit 3** illustrates the calculation of the capacity at this sample district high school.

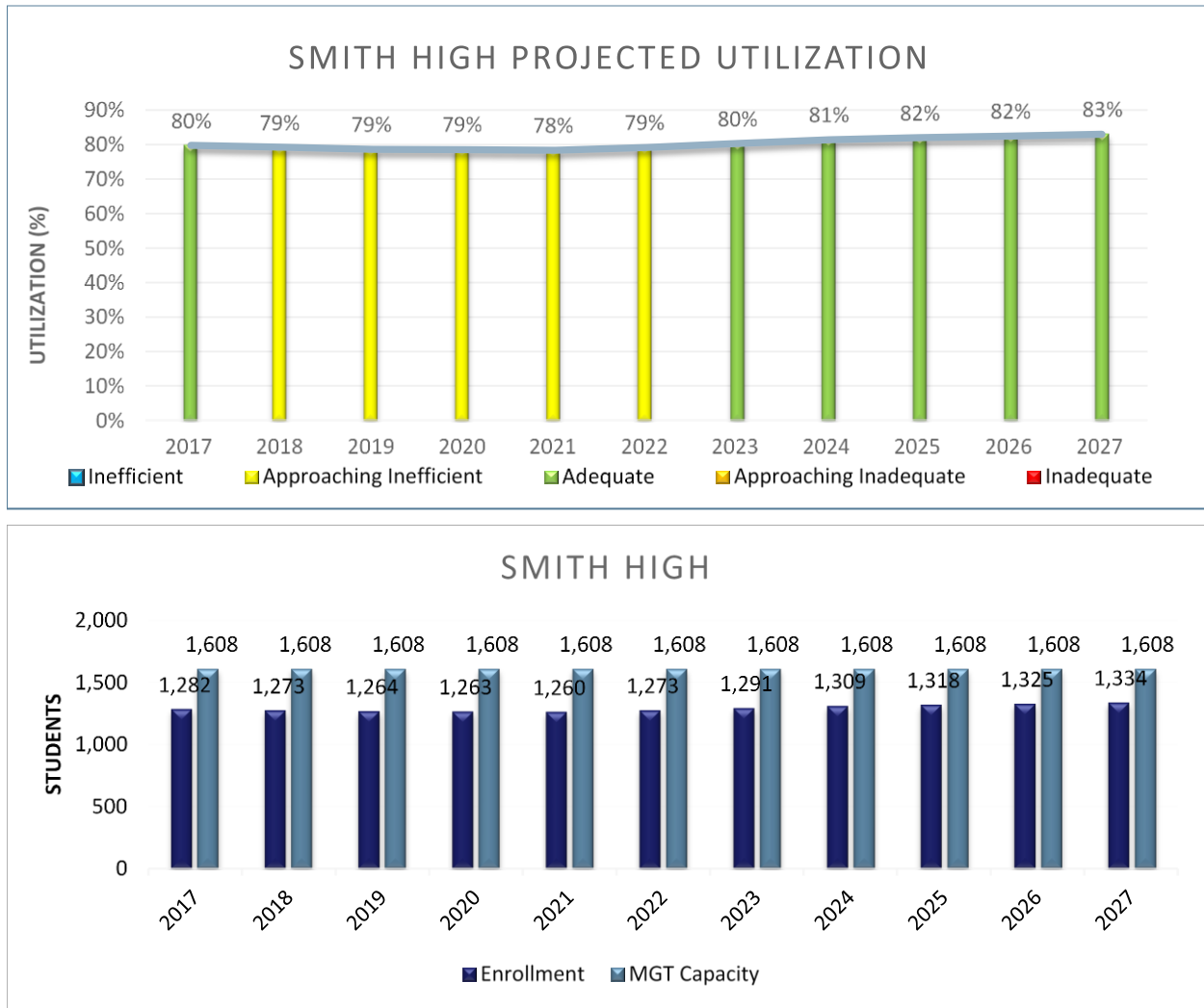
Exhibit 3. Sample Capacity Calculation

ROOM TYPE	NUMBER OF CLASSROOMS X	STUDENTS/ CLASSROOM	= CAPACITY
Secondary Classroom (6-12)	103	28	2,884
Secondary Advanced Placement (7-12)	0	25	0
Science Lab Classes (Secondary)	16	25	400
Computer Lab Assigned (Secondary)	3	28	84
Computer Lab Drop-In (Secondary)	3	0	0
Art (Secondary)	2	24	48
Band (Secondary)	1	35	35
Choir / Orchestra (Secondary)	1	24	24
CTE (Secondary)	4	24	96
PE (Secondary)	5	28	140
ROTC (Secondary)	1	24	24
Special Ed - Self Contained (Secondary)	4	10	40
Special Ed - Resource (Secondary)	3	0	0
Gross Capacity (w/o scheduling factor) =			3,775
x High School scheduling factor of			75%
High School Capacity =			2,831

The following **Exhibit 4** is an example of school-level capacity and utilization data and how the data can be organized and presented to stakeholders for ease of evaluation and analysis.

3. PROPOSED PROCESS AND TIMELINE

Exhibit 4. Sample Capacity and Utilization Data



With the capacity of the schools in hand and an understanding of the current and future state of the district, we will work with the District to develop examples of preliminary recommendations based on options generated from our data and key stakeholder feedback.

Educational Suitability Assessments

MGT will work with the District to adapt our Educational Suitability standards to include all aspects of building quality and characteristics as needed to ensure that the assessment aligns with the District’s educational vision. The result will be the Educational Suitability Reference Guide. MGT will use this guide to assess the educational adequacy of existing district facilities based on how well each school’s spaces support and enhance the instructional program as defined by the newly updated standards. This process will provide key information about the functional quality of each school.

These assessment visits provide the data needed to complete the condition and suitability assessments

We will use the MGT BASYS® software to gather information on the about all educational specifications in the schools. MGT will align our Educational Suitability Assessment to include all aspects of the building


3. PROPOSED PROCESS AND TIMELINE

quality and facility characteristics survey items that will be agreed upon during the project initiation with the finalization of the work plan. MGT can assess the educational suitability of existing school facilities based on how well each school’s spaces support and enhance the instructional program as defined by the educational suitability metric developed in conjunction with the District. This process will provide key information about individual building quality.

Exhibit 5. Sample Educational Suitability Guide

GENERAL CLASSROOMS			
System	Component	Description	What to Look For
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	Spatial Configuration: Does it support the instructional program? Classrooms should support flexible spaces. Lighting: Appropriate natural light/lighting levels? Light switches with NO motion sensors Acoustics: Are there impediments to hearing the teacher (consider HVAC noise as well)? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The rooms should meet the square footage standards. 800SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: Only UNSAT if space is supposed to be offered but is not present. If present, then score at least POOR.
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions. MS: Core classes clustered by team with all core classes together (Science, ELA, Social Studies, Math) near boy’s and girl’s bathroom.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	Storage: All levels: Permanent casework with locked wardrobe cabinet and space for teaching materials and records. Fixed Equipment: Interactive viewing devices that are affixed to the wall. Appropriate hardwiring drops for the educational program. Retractable walls must be securely connected on each side to close completely. Windows should have affixed feature for coverage (blinds or shades, etc.)

Examples of general classrooms:



Educational suitability reviews will be conducted by MGT staff who are experienced educators trained to assess buildings based on the standards we will have developed with you. They will walk the building with your principal or designee, visiting each space and assessing it based on learning environment, size, location, and equipment/storage. Together, these data will provide information on individual building quality.

BASYS®

The database system MGT created to assess educational facilities and calculate budget estimates is called BASYS®. After each building assessment visit, our evaluators will enter scores according to the identified standard, based on our rating scale (Excellent, Good, Fair, Poor, Unsatisfactory), and include a description of the deficiency. BASYS® tabulates budget estimates based on what it would cost to bring that component up to the client’s specified standard. This process provides a highly structured assessment that produces consistent results even when multiple evaluators are utilized. The results enable facility planners to identify and prioritize facility needs based on any/all of the assessed components: building/site condition and educational suitability and technology readiness.

Final Recommendations and Report

Our final report will reflect all the data gathered throughout the course of the project and any feedback received. After the data has been collected and analyzed for trends, MGT will develop a series of charts, tables, and reports showing the capacity and utilization analysis and recommendations against the educational goals of the District. The report will examine and, where necessary, make recommendations regarding utilization projections, district policies, student body demographics analysis, and transportation patterns. The final report will serve as a roadmap to direct the District's future growth with informed decision-making based on firm data and experienced planners who understand how to translate student movement and academic need into facility optimization for a community.

Work Plan

Task 1.0: PROJECT INITIATION

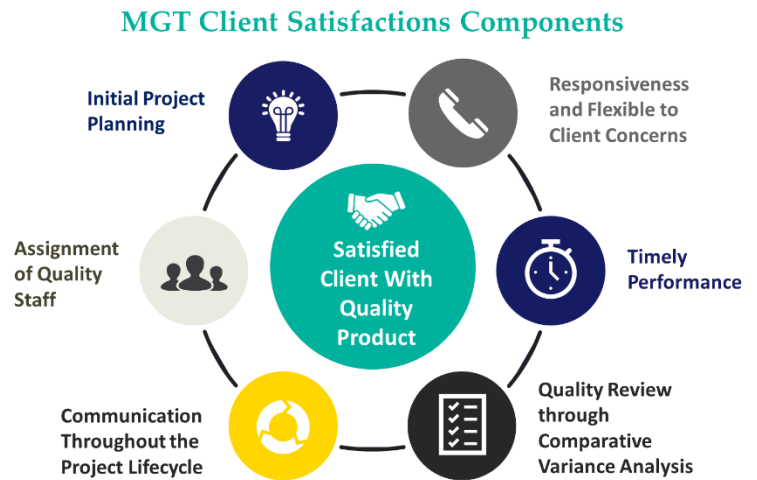
Activities

- 1.1 Schedule and conduct initial project kickoff meeting (via phone) with the District Project Manager and appropriate stakeholders.
- 1.2 Review key project objectives, expectations, communication protocols, and reporting requirements.
- 1.3 Discuss timing of project data collection and presentation/facilitation activities relative to the District's events/schedules, and the roles and responsibilities of the Project Manager and the MGT team.
- 1.4 Collect and review initial District data, recent survey data, prior reports, plans, and other source documents pertinent to the study and the target region. (MGT will submit a data request for source documents that are not available on the District's website. For an example, please see **Appendix A Information for District to Provide.**)
- 1.5 Finalize specific conditions, responsibilities, and time frames for on-site visits and project tasks.
- 1.6 Adjust work plan and corresponding timelines (if necessary) and submit for final approval.
- 1.7 Work with the District to designate a single client-side point of contact and establish understanding of contextual constraints and opportunities.
- 1.8 Apply various project management methods and techniques.
- 1.9 Establish a framework of firm timelines and milestones with the district based on unique circumstances and needs.

3. PROPOSED PROCESS AND TIMELINE

Deliverables

- ◆ Project Kickoff Conference Call
- ◆ Final Work Plan and Schedule
- ◆ Regular communication and updates
- ◆ Deliverable quality control



Task 2.0: SCHOOL DISTRICT DATA COLLECTION AND ANALYSIS

Activities

2.1 Gather school district information, including but not limited to:

- Current school capacities
- Current school enrollment and enrollment policies
- Planned new school construction, additions, and renovations to existing facilities
- Grade level configurations
- School year schedule
- Reconfiguration and/or addition history or policies
- Program participation, including specialty and magnet programs
- Transfer policies
- Transportation patterns

2.2 Gather community information, including:

- City and county population/demographic study
- U.S. Census data, including live birth, age/gender, racial structures
- Land-use data
- Parcel data
- Non-profit or government partners who support schools

2.3 Compile data into tables, charts, and graphs to identify themes that emerge from the data.

2.4 Obtain historical geocoded district student data.

2.5 Analyze planning area data for students entering and leaving the district.

2.6 Review current program information including school curriculum guides, department plans, facility plans, technology plans, state guidelines, future program planning, etc.

Deliverable

- ◆ District demographic analysis with relevant charts, tables, maps, and other visual tools, to be included as part of the final report.

Task 3.0: CAPACITY AND UTILIZATION ANALYSIS

Activities

- 3.1 Meet with district staff and review any existing capacity formula(s).
- 3.2 Apply MGT capacity formula to address the following issues:
 - Student/teacher ratios
 - Special or “pull-out” programs which require space that does not contribute to capacity
 - Special classrooms such as art and music
 - Core facilities such gyms and cafeterias
- 3.3 Apply finalized capacity formula to all schools and measure results against existing capacity ratings and staff experience.
- 3.4 Determine the capacity and utilization rates of each facility. Review capacity and utilization rates with District staff and determine scale for optimum utilization.
- 3.5 Based on enrollment projections and calculated capacities, determine if there is sufficient capacity to meet current and future needs or if additional school space is required.

Deliverables

- ◆ Capacity formula(s), to be included in the final report
- ◆ Building utilization and capacity analysis by school, to be included in the final report

Task 4.0: EDUCATIONAL SUITABILITY ASSESSMENTS

Activities

- 4.1 Review existing facility inventory information, including:
 - The current number and use of buildings and sites
 - The current use for each building space
 - Inventory of current site usage including parking spaces, playgrounds, fields, etc.
 - Educational room county by space-use categories
- 4.2 Collaborate with the school district on the development of the educational specifications document that will be used to assess school suitability.
- 4.3 Work with the District to schedule and conduct school walkthroughs with school administrators.
- 4.4 Review educational suitability assessment scores in BASYS and contact school administrators to obtain additional information as needed based on the assessment results.
- 4.5 Prepare and finalize BASYS reports for each assessed school facility.

Deliverables

- ◆ Facility assessment reports for each school, to be included in final report.

Task 5.0: INTERIM, DRAFT AND FINAL REPORTS

Activities

- 5.1 Based on feedback from staff and data collected, prepare report of the study with methodology, findings and supporting data.
- 5.2 Prepare interim report containing appropriate charts, tables, and graphs of data to illustrate and explain the analysis and conclusions drawn therefrom.
- 5.3 Develop recommendations regarding capacity and utilization analysis and educational suitability assessments.
- 5.4 Develop capacity and utilization scenarios that incorporate data from the educational suitability assessments. Prepare draft report with scenarios.
- 5.5 Following review of the draft report by district officials, make revisions and edits as appropriate and deemed necessary. Incorporate into Final Report.

Deliverables

- ◆ Interim report provided virtually for review
- ◆ Draft report provided electronically for review
- ◆ Final report provided electronically
- ◆ In-person presentation of final report to the Hudson School Board

Timeline

The following chart illustrates MGT’s proposed timeline. However, we can accommodate any changes the District may deem necessary. During project initiation, firm dates will be established and finalized.

WORK PLAN TASKS	2022								
	JAN			FEB			MAR		
TASK 1.0 Project Initiation	█	█							
TASK 2.0 Data Collection and Analysis		█	█	█					
TASK 3.0 Capacity and Utilization Analysis				█	█				
TASK 4.0 Educational Suitability Assessments				█	█	█			
TASK 5.0 Interim, Draft and Final Reports							█	█	█

Hudson School District Collaboration

The District has intended a collaborative process to build scoring criteria and establish goals and priorities in order to guide the project. To be successful, our team will need to establish regular and consistent contact with District personnel early in the project to ensure a project of this magnitude will meet its deadlines and deliverables. One of the earliest steps to promote communication is the project initiation task. This will introduce the teams and set the tone for our collaboration. During this task, we will also determine the extent of data available and the accessibility of that data. We will set the schedule for progress report meetings at this time and finalize the workplan and timeline, to firm up dates or account for any schedule shifting that may have occurred. As the project progresses, we would see the following need for District staff involvement:

- ◆ Conference calls of approximately 30 minutes to keep all stakeholders up to date regarding project progress and make adjustments as needed (via Microsoft Teams or Zoom). Schedule of calls will be determined during Project Initiation.
- ◆ Assistance with coordinating schedules for the collaborative meetings with the District to develop the educational specifications document, conduct educational suitability assessments in all district schools, and draft plan review meetings.
- ◆ Review of draft and final reports.

With clear communication established, working through issues will be easier on all involved. The collaboration process will work more smoothly with local experts with experience with working with boards and administrations on hand to facilitate this project to successful completion.

Quality Control

With thousands of data points from previous reports to even onsite reviews, we recognize that rigorous procedures and constant monitoring are necessary to ensure near-perfect consistency in data collection, interpretation, and recording.

We believe client participation during the process is an important QC practice for understanding the process, data collected, and evolving findings, as well as schedule control and real-time conformance with project objectives. We review the data and draft reports with the client to verify that our quality control measures lead to consistent and accurate products that meet (or exceed) contract requirements.

We will make exhaustive efforts to provide the Hudson School District with the kind of product that is desired. This will be accomplished by adhering to the following guidelines:

- ◆ Clearly identify and document project objectives and deliverables with the District prior to the commencement of the project.
- ◆ Submit a draft and final work plan from which to manage the study and based on any revisions made by staff review.
- ◆ Provide opportunity for prior submittal and approval of formats for deliverables, including progress reports, final deliverables, and presentations.
- ◆ Maintain frequent contact with District staff to identify any problems and design appropriate solutions.
- ◆ Solicit feedback throughout the study on cadences set by the finalized work plan.
- ◆ Submit draft plan for review and comment prior to final issuance.

It is MGT's commitment that all deliverables will meet or exceed District expectations.

4. Estimated Hours and Fees

MGT’s cost proposal reflects our interpretation of the written requirements within your solicitation. **We take pride in customizing our client’s needs —and we will work with you to assure our fees are aligned with your expectations and budget.** With that understanding, we believe a scope clarification discussion during Project Initiation would allow us to confirm our understanding of your requirements and exchange ideas on how to manage the cost of this project. Our team is ready, willing, and able to begin the work immediately upon notice of award. If we have over or underestimated the scope of services, the MGT team is confident we can accommodate any changes the District may deem necessary.

MGT proposes to complete all the work outlined in the preceding sections for **\$84,643**, which includes all professional fees and expenses. The table below outlines the fees by task as described in our workplan. This is an all-inclusive fee, including both professional fees and all reimbursable expenses, and is billed monthly by percent task complete.

Milestones and Tasks		Hours	Total
1.0	Project Initiation	20	\$4,800
2.0	Collect and Analyze Data	70	\$15,830
3.0	Capacity and Utilization Analysis	66	\$14,990
4.0	Educational Suitability Assessments	91	\$23,783
5.0	Interim, Draft and Final Reports	88	\$24,491
TOTAL		335	\$84,643

Appendix A

Anticipated Data Provided by District

MGT will establish project meeting updates with district staff to collaborate and share information on project progress. MGT foresees District personnel assistance with providing data, being available for questions regarding data, and reviewing the data. Providing the data from the data request list (example list shown below) should happen within the first three weeks of the project launch to provide enough time for review and analysis. We would ask that District personnel be available by email or phone during Task 2.0 of the project. If staff are unavailable due to holiday, we ask that they have a suitable and knowledgeable replacement available. Last of all, District staff should be available for draft report feedback prior to submission of the final deliverable.

MGT EXAMPLE DATA REQUEST LIST

- ◆ School site level data
- ◆ Current enrollment of each school, by grade
- ◆ Historical enrollment (10 years) by school, by grade
- ◆ Projected (10 years) enrollment of each school, by grade
- ◆ District enrollment boundary map(s) showing all schools and attendance zones
- ◆ Enrollment feeder pattern list
- ◆ Historical non-public school enrollment (10 years) by district by grade
- ◆ Historical home school enrollment (10 years) by district by grade
- ◆ 15 years of resident live births by district or county if the district resides in one county
- ◆ 10-year housing unit (building permit) history by district or county if the district resides in one county
- ◆ District calculated capacity by school
- ◆ 10-year historical enrollment for private and charter schools
- ◆ GIS data
- ◆ Population data, by age structure, school-age, and future school-age population
- ◆ Gender data, by male and female populations, and female child-bearing age population
- ◆ Race and ethnicity data, by White, Black, Hispanic, Other Races, and Foreign-born populations
- ◆ Median household income
- ◆ Unemployment
- ◆ Owner-occupied homes
- ◆ Households with children
- ◆ Education background
- ◆ Any adopted policies mandating the number of instructional spaces in schools
- ◆ Mission, vision, values of the district

MGT DATA REQUEST LIST

MGT routinely requests a data list at the project kick-off. For the timeline of this project, we would request this data within first three weeks from project kick off in order to make the anticipated project deadlines. If any other specific data need should arise, MGT will reach out to the District contact as soon as possible to request it in order to not impact timelines.

A. School Data (in Excel)

- i. Site Level Data

Description
Site Name
Site Number
Site Address
City
Zip Code
Primary Contact Name at Site
Contact email
Contact Phone Number
Site Size (acres) - Displays up to 2 decimal places
Number of parking spaces at site - Optional
Grade Configuration PK-12, K-5, 9-12, etc.
Total GSF (Gross Square Footage)

B. Demographic Data (in Excel)

i. **From School**

1. Current enrollment of each school, by grade.
2. Historical enrollment (10 yrs) by school, by grade.
3. Projected (10 year) enrollment of each school, by grade. If available.
4. PDF Files of District enrollment boundary map(s) showing all schools and attendance zones.
5. Enrollment Feeder Pattern List (i.e. Elementary schools X, Y, and Z Feed ABC Middle School). If students are split and sent to two different feeder zones, indicate approximate percentage of students going to each zone. Example tables below.

Example Elementary Feeder %

ES Feeder	% of students going to:	MS Feeder
Bancroft ES	99%	Doherty MS
	1%	West MS
South ES	75%	Doherty MS
	25%	West MS
West ES	60%	Woodhill MS
	40%	West MS
Sandborn ES	50%	Woodhill MS
	50%	West MS
High Plain ES	100%	Woodhill MS

Example Middle Feeder %

MS Feeder	% of students going to:	HS Feeder
West MS	100%	Andover HS
Woodhill MS	75%	Groves HS
	25%	Islands HS
Mercer MS	10%	Islands HS
	90%	Beach HS
Doherty MS	100%	Islands HS

- 6. Historical Non-Public School Enrollment (10 yrs) by district by grade. If available.
- 7. Historical Home School Enrollment (10 yrs) by district by grade. If available

ii. **From Planning Agency**

- 1. 15 years of resident live births by district or county if the district resides in one county
- 2. 10-year housing unit (building permit) history by district or county if the district reside in one county

C. Space Utilization – If Available

- i. District calculated capacity by school

D. Strategic Vision for the School District

E. Academic Vision for the School District (examples – PreK program, CTE, Technology initiatives, etc.)

F. Any adopted policies mandating the number of instructional spaces in schools (i.e. each school site must have a special education classroom, or each elementary school must have at least one PreK classroom)

Communication Tools

Updated February 16, 2022

	Email Microsoft Outlook	Schoology • Assignments • Groups/collaboration • Video conferencing	Teams • IM • File sharing • Video conferencing*	Website Information	SwiftK12 • Email broadcast • Text • Phone calls	Lobby TVs • Upcoming events • Important messages	Facebook Good news	School Signs • Upcoming events • Important messages	SB Meetings • Policy • Budget • District business	HCTV • School events • School board meetings	Mail Election information
Staff	●	●	●	●	●	●	●	●	●	●	●
Students	●	●	■	●	■	●	●	●	●	●	●
Families	●	●	■	●	●	●	●	●	●	●	●
Community	●	■	■	●	○	●	●	●	●	●	●

- - Primary audience
- - Partial access, not primary audience
- - Future access
- - No access

*The district has Zoom as a video conferencing alternative

HUDSON SCHOOL DISTRICT

POLICY CODE: FF Naming, Memorializing, Recognitions and Dedication of School District Facilities	FIRST ADOPTION:
RELATED POLICIES:	LATEST REVISION:

Definitions: Facilities shall be defined as:

1. A school building, permanent or temporary;
2. Rooms within a school building;
3. Structures related to a school building;
4. Athletic fields and facilities; and
5. Any other building or adjacent land area that is the property of the district.

Guidelines:

1. Hudson School District facilities, as defined above, may be named according to the following guidelines:
 - a. After a person, organization, or group that either:
 - i. achieved national, regional, state, or local prominence in the fields of education, athletic, arts and sciences, the humanities, government, civic leadership, or humanitarian causes; or
 - ii. provided philanthropic or financial support to the school district.
 - b. After local or regional geographic features.
 - c. After Hudson School District educational terminologies, practices, or concepts.
2. Naming a facility or portions of a facility shall consider:
 - a. The proposed name shall be appropriate;
 - b. The name should stand the test of time;
 - c. If the name involves a person, there should be evidence of distinguished service, special school contributions (fiscal or service), or other honors earned which reflect well upon the education received in the School District. Naming a site or facility after a deceased person shall be done after a reasonable waiting period of at least one (1) year following the individual's death.
 - d. If the name involves a person, organization or group that has made or pledged significant financial contributions toward constructing or renovating a facility, the name shall be considered active for a period not to exceed ten (10) years. The school board will decide if replacement of any such name is warranted when the name is past its useful life or at any time if an unforeseen circumstance deems the name to be inappropriate for the school district.
 - e. Portions of school facilities shall be named according to their educational purpose; however, if another name is used, it has no implied permanence and may later be removed by the school board.
 - f. The school board may establish a committee, if deemed warranted, to develop a name to be recommended to the board.

- g. The school board will make the final decision to name or rename a facility or portions of a facility; the board reserves the right to reject any proposals.
3. Memorials and Recognitions:
- a. Community or school groups who wish to memorialize or recognize the outstanding contribution of a deceased student or staff member of the school, or outstanding service of a retired staff member or former board member, or philanthropic contribution by a person, organization or group may pursue signage, plaque, or landscaping with the approval of the school board after their consideration of a recommendation from the building principal, facilities director, and superintendent.
 - b. Costs of signage, landscaping, or other site improvements shall be subject to school board approval.
 - c. Any memorials or recognitions donated to the school district shall require approval by the facilities director and shall not incur any ongoing costs or create any additional liability for the district.
 - d. All approved donated memorials and recognitions become school district property.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: KFD Use and Location of Automated External Defibrillators

Page 1 of 1

ADOPTED: 8/16/2010

First Reading: 8/16/2010
Second Reading: waived

Automatic External Defibrillator (AED) Policy

BACKGROUND:

There are more than 356,000 out-of-hospital cardiac arrests (OHCA) annually in the U.S., nearly 90% of them fatal, according to data reported in the American Heart Association's Heart & Stroke Statistics 2020 Update. Every year over 250,000 people suffer cardiac arrest and only about 5 percent of them survive. Cardiac arrest is a condition in which abnormal heart rhythms called **arrhythmias** cause the heart's electrical impulses to suddenly become chaotic. When this happens, the heart stops abruptly, and the victim collapses and quickly loses consciousness. Death usually follows unless a normal heart rhythm is restored within a few minutes.

Defibrillation, which means delivering an electric shock to the heart, is the only known treatment to restore normal rhythm. While Cardiopulmonary Resuscitation (CPR) still remains an excellent technique to maintain a patient who has gone into cardiac arrest, without the use of a device to restore normal heart rhythm, the survival chances of the patient are quite small.

The District shall maintain an AED at each school building in a readily accessible location. A designated representative will inspect the units monthly as advised by the manufacturer.

As part of its Emergency Response Plan, each school shall establish an AED Team. Participation on the team is voluntary. All team members will receive initial training and certification in Adult CPR and AED and required retraining and certification will be offered when required.

In the case of any medical emergency such as reports of difficulty breathing, unconsciousness, and heart attack, the first response by staff shall be to call 911 for assistance. Until emergency assistance arrives the Team is responsible for providing first responder services.

When delivering patient care, staff will use appropriate personal protection equipment, which includes gloves and a pocket mask. At all times the dignity of the patient should be considered. The immediacy of the situation often prompts the removal of clothing and possibly other items to render proper care.

153-A:31 Liability Limited. – Any person who, in good faith and without compensation, renders emergency care by the use of an automated external defibrillator shall not be liable for civil damages for any acts or omissions unless the acts or omissions were grossly negligent or willful and wanton. Any person, association, corporation, or other organization that acquires and maintains an automated external defibrillator for emergency care shall not be liable for civil damages other than for gross negligence or willful and wanton acts or omissions. This section shall not limit civil liability protection provided by any other law.

Source. 2000, 302:4, eff. June 21, 2000. 2002, 156:5, eff. July 14, 2002.

HUDSON SCHOOL DISTRICT

POLICY NUMBER: LDA Student
Teaching and Internship

ADOPTED: 11/1/2010

Page 1 of 1

First Reading: 10/25/2010
Second Reading: 11/1/2010

STUDENT TEACHING AND INTERNSHIPS

The School Board recognizes the student teacher program as an important aspect of a future teacher's education. Therefore, the Board will cooperate with institutions of higher education in training student teachers.

All persons involved in this program must recognize that the first and primary responsibility of the District is to the students within its schools. If at any time a student teacher becomes unacceptable, the District reserves the right to refuse that student teacher further teaching experience within the District.

Student teachers who work in the District shall be accepted only after approval of the Superintendent and the Principal of the building in which the person is to teach.

Student teachers are restricted to not more than three non-consecutive days of substitute teaching, except in emergency situations.

Student teachers shall be subject to a Criminal History Records Check prior to working in the District. The cost of the Criminal History Records Check is to be paid by the student teacher.



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

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

**Hudson School Board
DRAFT Minutes of November 18, 2021**

In Attendance:

Board Members:

Gary Gasdia, Chair
Diana LaMothe, Vice-chair
Ethan Beals, Member
Mike Campbell, Member
Gretchen Whiting, Member

SAU Staff:

Terry Wolf, Director Strategic Engagement & Communication

From The Bryan Group:

Alan Pardy
Michelle Munson

A. Call to Order

Mr. Gasdia called the meeting to order at 6:30 pm; Mr. Campbell led the Pledge of Allegiance.

B. Public Input

There was no public input.

C. Superintendent Search Committee Update

Mr. Beals stated that we received 78 responses from those interested in serving on the Superintendent Search Committee. We need to narrow this down to 8. Mr. Pardy and Ms. Munson introduced themselves and explained what needed to be done by the Search Committee; they suggested a job posting be completed before Christmas. They also recommended a committee size of 10-12. The Board agreed that the committee needs to be public. The time commitment would be December to January and then the results will be presented to the Board.

D. Non-public Session

Ms. Whiting made a motion to enter a non-public session according to RSA 91-A: 3(c) at 6:58 pm, second by Mr. Beals. Motion passed 5-0.

The Board agreed to a total of 10 on the Superintendent Search Committee. Candidates were reviewed; individuals selected will be contacted starting November 19 and will be announced no later than November 22.

Ms. Whiting made a motion to approve the selection, second by Ms. LaMothe. Motion passed 5-0.

Mr. Beals moved to exit non-public and adjourn, second by Mr. Campbell. Motion passed 5-0.

Meeting adjourned at 9:30 pm.

Respectfully submitted,

Gretchen Whiting



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

6:30 pm

Regular Meeting
Non-Public Session

Hudson School Board Meeting DRAFT Minutes January 24, 2022

In attendance:

Board Members

Gary Gasdia, Chairman
Diana LaMothe, Vice-chair
Ethan Beals
Michael Campbell
Gretchen Whiting
Kara Roy, Selectmen Liaison

SAU Staff

Larry Russell, Superintendent of Schools
Rachel Borge, Director Special Services
Jen Burk, Business Administrator
Kim Organek, Assistant Superintendent of Curriculum & Instruction

A. Call to Order [0:00:16]

1. Pledge of Allegiance

Mr. Gasdia called the meeting to order at 6:30pm. Ms. Roy led the Pledge of Allegiance.

B. Public Input [0:00:45]

Patrick Quinlan of 10 Hurley Street spoke of two citizen petition ballots that were to be on the ballot in March 2022 but were non-binding. He asked if that wording could be removed from the articles, as the Board members were elected to represent the citizens of Hudson for whom the petitions should be binding if they so voted. He asked the Board to make mask-wearing optional at schools. He asked when this (pandemic issues, mask-wearing) would end.

Suzanne Dozois of 25 St. Anthony Drive spoke about the Superintendent's platform to continue doing what the District was doing because it was working but she wondered how well things were

working (how students were doing in school, etc.). She spoke about the CDC, quarantine; missing school days; unreliability of Covid tests (PCP) and masks; negative effects on students; reinforcement of self-care; states with no mask mandates having lower (Covid) rates. She liked that the Board picked different people to be on the Superintendent search committee. She mentioned someone's suggestion to have a Superintendent who would know "when not to listen to people". She asked the Board to be open to new data.

Tobin Dozois of 25 St. Anthony Drive spoke about "science" changing daily and the ineffectiveness of masks. He did not agree with mask mandates.

Michael Tranfaglia of 24 Woodcrest Drive spoke to Warrant Articles 9 (citizen petition re. face masks) and 10 (petition re. Hudson town state of the schools). Last year's articles 20 and 21 passed and both were not recommended by the Selectmen but they respected the vote. He was concerned about Warrant Article 9 being non-binding. He remembered one Board member having issue with the petition in the summer as it was too costly and a logistic burden on the Town; it was now in front of the taxpayers for vote. He hoped the Board would respect the outcome either way.

Richard Watson of 21 Sunland Drive spoke about the importance of seeing facial expressions, especially for children/human interaction.

C. Presentations to the Board [0:19:04]

1. Moderator Paul Inderbitzen - plans for February 5th Deliberative Session

Mr. Inderbitzen reviewed plans for the Deliberative Session: there would be no refreshments; there was a mask requirement but also an area would be provided with a microphone for unmasked individuals; people should remain seated when possible; there would be a list of which Board member would speak to which Warrant Article/s; public input via email would be accepted to the Board chair or Moderator; HCTV would do a live stream; and a snow date would be on February 7th at 6:30pm.

2. Student Wellness and Supports

Asst. Supt. Kim Organek and Director of Student Wellness Sarah Muncey presented information regarding student wellness and supports. Multi-tiered systems of support for behavioral health and wellness included: K-8 Responsive Classroom training, High School Freshman Seminar, additional school counselors, SEL Interventionists and Restrictive Practices Training.

Ms. Muncey mentioned that students were struggling even before the pandemic with mental health, bullying, family issues and emotional behavioral disorders. Schools were the "hubs" where students went and a goal was to ensure they were ready to learn. The District was in the third year of the Project Aware Grant; \$1.75 million was the total award being used for systems. ESSER III money and coaching from the NHDOE were also available.

There were three tiers of support: tier 3 for students with the highest needs (5% of students); tier 2 for at-risk students (15%); and tier 1 for all students (80%). Teams looked at needs to support students. This included a partnership with Greater Nashua Mental Health who also

provided professional development opportunities. Data points identified students in need of support - such as absenteeism. The QuickBase system was used to measure student outcomes. Ms. Muncey reported that a task force was developed at the elementary level to deal with bus reports and that there would be training with bus drivers on how to connect with students, etc. Long-term goals included: evaluating supports, reviewing student outcomes, and strengthening the system for sustainability.

Ms. Muncey mentioned that transition help was being worked on at the high school. There would be review about the possibility of hiring another Mental Health Coordinator before July 1st. There would be training for recess monitors who dealt with hygiene issues and social/emotional aspects of Covid. Elementary students were happy to be at lunch and recess. Issues included learning at home and regulating emotion. She would look into data related to the impact of stress on students and teachers related to absenteeism.

3. Schoology

There was review of Schoology which began in the Fall. Benefits to teachers included the ability to share curriculum materials and to automatically grade some assessments. Student supports included assignments/deadlines in one place; synchronous and asynchronous work; and feedback. There was data review showing the use of Schoology at Hudson Memorial e.g., submission and views of assignments in the week after holiday break. Ms. Whiting requested information on what a regular week of usage looked like. An example of Schoology use at the high school was Civics Assessment (assignment of random questions to help students pass to graduate). There were teacher competencies by ability level. The hope was to have teachers advanced by the end of the year. Parents/guardians could view student classes, grades, assignments created in Schoology and missing work. A Schoology Group shared resources and lesson plans. Next steps included: February 1st: roll out to parents and February 3rd: informative email offering live remote instructional sessions, as well as summer training.

Mr. Beals noted that there were some concerns that the system was not easy to navigate. Mr. Russell said that there would be a learning curve and that Schoology did more than Google Classroom. It was noted that master instructors volunteered to do the pilot with their students. Schoology was instructional-based and there was expertise in buildings for teachers to access. IReady synced with the system. Teachers and students were using the system to high extent especially in the elementary level. "Clunkiness" was part of the learning curve. It was suggested to do a survey with frequently asked questions to get feedback that might help with issues to address.

D. Old Business [1:55:58]

1. Strategic Plan - Discussion

Terry Wolf, Director of Strategic Engagement and Communication, shared an updated version of the strategic plan that included reformatting to be easier to read and additional sections on accomplishments and status of progress. The Board had previously approved the original plan; this draft would be updated.

2. COVID-19 Protocols - Informational [2:01:11]

Superintendent Russell provided information on current protocols. He noted that science changed. He spoke about logic. The Omicron variant accounted for 99.5% of cases in the country. In other countries there were peaks that dropped, as was the case in the USA. On November 15th, there were 80 cases in Hudson, then 343 last Friday, but it was down to 249 today. Omicron was less severe especially to vaccinated people.

	November 15	January 24
Hudson cases	80	249
7 day average	860	1973
Hospitalizations	149	233
Vaccinations avail.	limited	widely available
Dominant variant	Delta	Omicron
Cases for week	15	
School Cases		January 6: 167 January 14: 190 last week: 54

A lot of staff were out after the holidays and all staff chipped to provide coverage as school remained open. Per the CDC and DHHS, isolation for those with no symptoms was now 5 days as opposed to 10. Getting vaccinated made a difference, though Mr. Russell did not favor forcing people to get vaccinated. There was not a big draw from the community to do weekly testing. If the improving trend continued, mask mitigation could be lessened. He understood the issues of not seeing faces and learning language when masked, but noted they were moving towards remedies and mental health programs regarding this. Mr. Gasdia noted that successes included keeping students in school even with high numbers of cases and that sports, Scouts, etc. were still ongoing. There would be an updated report at the February 7th meeting.

3. FY23 Warrant Articles [2:22:42]

Business Administrator Burk reviewed the updated Warrant Articles.

Operating budget: the Budget Committee reduced the budget by \$650,000; the public did not express agreement with the reduction. Administration considered reductions in new proposed positions and areas such as elementary furniture replacement and Superintendent supplies.

The reduced budget that the Budget Committee recommended was: \$61,595,033. The default budget was \$62,023,797. There was discussion about not recommending the BudCom’s suggested budget total, based on the work the Board did with the budget and to make a statement that the Board did not agree with the reduced budget.

Mr. Campbell made a motion to not recommend the Budget Committee’s recommended budget of \$61,595,033. Ms. LaMothe seconded the motion. Motion passed 5:0.

E. New Business [2:34:34]

1. Warrant Article Assignments - Discussion and Decision

The Board reviewed who would present each Warrant Article at the February 5th Deliberative Session:

<u>Warrant Article</u>	<u>School Board Member</u>
1	Mr. Gasdia and Ms. LaMothe
2	Mr. Campbell and Mr. Beals
3	Ms. Whiting
4	Ms. Whiting and Ms. LaMothe
5	Mr. Gasdia
6	Mr. Beals
7	Mr. Beals
8	Mr. Campbell
9	Petitioner for Face Mask Petition
10	Petitioner for State of the School District

There was discussion about the fact that the petitions were advisory only per statute and that the one regarding face masks was an operational matter of the school. There was concern about the non-specific wording of the petition to hold an annual State of the School District (that also stated it would take effect once passed). All Board members saw the value of such an annual meeting presenting curriculum, however.

Ms. LaMothe made a motion to vote to not recommend Warrant Article 9. Ms. Whiting seconded the motion. Motion passed 5:0.

Mr. Campbell made a motion to recommend Warrant Article 10. Ms. LaMothe seconded the motion. Motion failed 1:4.

Mr. Beals made a motion that the School Board would annually vote to have a State of the District event. Ms. LaMothe seconded the motion. Motion passed 5:0.

2. 2022 Alvirne Graduation - Decision [3:14:10]

Superintendent Russell shared Principal Steve Beals' recommendations for this year's graduation ceremony. High School Seniors were surveyed and decided to hold their graduation at the SNHU Arena on June 9, 2022. The Board liked that the decision was made by the Seniors themselves. It was noted that the cost was less expensive at the arena and that weather was not an issue, though a con was not graduating at the home school.

Ms. LaMothe made a motion to recommend holding the Alvirne Graduation on June 9, 2022 at the SNHU Arena in Manchester, NH. Ms. Whiting seconded the motion. Motion passed 5:0.

3. Facility Use Request (Decision) [3:20:36]

There was a Hills House field use request from British Cars of New Hampshire for their annual Show of Dreams charity fundraiser.

Mr. Beals made a motion to approve the Facilities Use Request as presented. Ms. Whiting seconded the motion. Motion passed 5:0.

F. Recommended Action [3:20:55]

1. Manifests - Done

2. Minutes - Review and approve

- a. 9/20/2021
- b. 10/18/2021
- c. 10/25/2021
- d. 11/4/2021
- e. 11/15/2021
- f. 12/6/2021 - needed a second vote since there were 4 members
- g. 1/3/2022

Edits included:

Minutes of 9/20/21: Call to Order should say 6PM

Non-public vote should state "4-1 with Mr. Beals voting nay"

Minutes of 10/18/21: Motion on p. 7 should note line item 10002840-650

Minutes of 10/25/21: Motion on p. 3 should say grant "fund" line

Ms. Whiting made a motion to approve the following minutes as amended:

9/20/2021, 10/18/2021, 10/25/2021, 11/4/2021, 11/15/2021, and 1/3/2022. Mr. Campbell seconded the motion. Motion passed 5:0.

Mr. Beals made a motion to approve the minutes of 12/6/2021. Mr. Campbell seconded the motion. Motion passed 4:0:1 (abstention - G. Whiting)

G. Committee Reports [3:25:05]**1. Superintendent Search Committee**

Mr. Beals and Mr. Campbell provided an update on the search. The first interview was last week - work was ongoing.

H. Reports to the Board (Information) [3:26:52]**1. Superintendent Report - reviewed earlier in the meeting****2. Assistant Superintendent Report**

A kindergartener doing iReady diagnostic had made a picture for Ms. Organek's office . There was suicide prevention training on January 14th. Senior Capstone projects were presented last week and were impressive.

3. Director of Special Services Report

Ms. Borge thanked Ms. Muncey for the Wellness presentation and noted that helping with mental health was fundamental for students to be ready to learn. She thanked the staff and parents for their flexibility as morning preschool was held longer due to the midday ice storm on January 5th. Senior Capstone projects went well; one on ADHD would be used to help with Professional Development.

4. Business Administrator Report

Ms. Burk reported that staff were happy with the radios that were filled out in October and that there were improvements to the coverage in the buildings.

I. Correspondence [3:32:25]

1. Discipline Report - Informational

Superintendent Russell presented the discipline report for December 2021.

2. Financial Report - Informational

Ms. Burk presented the most recent financial report. The anticipated fund balance was \$784,000. She did not anticipate needing to offset losses in the food service program.

3. School Board Self-evaluation - Postponed**J. Board of Selectmen Liaison Comments [3:36:32]**

February 5th: School Deliberative Session

February 12th: Town Deliberative Session

March 8th: Election

The deadline to register to run for office was Friday.

K. Board Member Comments [3:37:10]

Mr. Campbell spoke about the importance to attend Deliberative Session and vote. He offered his help to people considering running for the School Board.

Ms. Whiting also encouraged people to attend Deliberative Session.

Mr. Beals mentioned that middle school students went to the high school CTE and it was a successful event.

Ms. LaMothe reiterated the importance of attending Deliberative Session and noted that people could email her or Mr. Gasdia, though they had to be in person to vote.

Mr. Gasdia hoped people looked at the big picture and realized that a lot of great things were going on in the District

L. Non-Public Session Per RSA 91-A:3 II (c) [3:43:03]**1. Superintendent Evaluation****2. Student Matter**

At 10:14 pm, Mr. Beals made a motion to enter into non-public session per RSA 91-A:3 II (c). Ms. Whiting seconded the motion. Motion passed 5:0. Roll call vote.

The non-public session began at 10:27 pm. Mr. Russell discussed a request by a parent for their children to remain in Hudson schools. This was a discussion item; the board did not make any motions.

The Board then discussed a student matter.

Mr. Beals made a motion to seal this section of this non-public session for 99 years. Second by Mr. Campbell. Motion passed 5-0.

Mr. Russell, Ms. Organek, and Ms. Borge left the meeting.

The Superintendent evaluation was discussed. Ms. Whiting and Mr. Campbell will meet with Superintendent Russell to discuss the evaluation and goals.

Mr. Beals and Mr. Campbell discussed the superintendent search.

M. Adjournment

Motion to exit non-public and adjourn by Mr. Beals, second by Ms. Whiting. Motion passed 5-0.

Meeting adjourned 11:40 pm.

Respectfully submitted by,

Susan DeFelice (public)

Ms. LaMothe (non-public)



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

6:30 pm

Regular Meeting
Non-Public Session

Hudson School Board Meeting DRAFT Minutes February 7, 2022

In attendance:

Board Members

Gary Gasdia, Chairman
Diana LaMothe, Vice-chair
Ethan Beals
Mike Campbell
Gretchen Whiting

SAU Staff

Larry Russell, Superintendent of Schools
Kim Organek, Assistant Superintendent for Curriculum & Instruction
Rachel Borge, Director Special Services
Jennifer Burk, Business Administrator
Terry Wolf, Director of Strategic Engagement & Communication

A. Call to Order

Mr. Gasdia called the meeting to order at 6:00 pm.

B. Non-public Session

Mr. Beals made a motion to enter non-public session according to RSA 91-A:3 (c) at 6:00 pm, second by Ms. Whiting. Motion passed 5-0.

The superintendent search was discussed. The names of individual candidates were indicated.

Mr. Beals made a motion to exit non-public at 6:23 pm, second by Ms. Whiting. Motion passed 5-0.

The regular meeting began at 6:30 pm and Mr. Gasdia led the Pledge of Allegiance.

C. Public Input - Non-Covid Related [0:00:55]

There was no public input regarding non-Covid related issues.

Ms. LaMothe made a motion to order the next items as: Farm Equipment Replacement, Student Wellness and Support, Covid Update and Public Input. Mr. Campbell seconded the motion. Motion passed 5:0.

D. Farm Equipment Replacement [0:01:52]

The current tractor needs repair. Three quotes were received and the preference was the John Deere tractor which was the most powerful of the three choices and had better interchange of parts and accessories with the current John Deere equipment.

Ms. LaMothe made a motion to approve the transfer from cleaning supplies to tractor equipment replacement in the amount of \$41,000 for the John Deere tractor as recommended. Mr. Beals seconded the motion. Motion passed 5:0.

E. Presentations to the Board [0:06:08]**1. Student Wellness & Support - Mental Health Bill Hughen, Director of School Counseling will discuss student supports and management.**

Mr. Hughen reviewed the multi-tiered system of support in mental health: School Counseling. Topics included: school counseling not being called “guidance” any longer (issues were different today than many years ago); four elementary counselors (social skill building, etc.); three middle school counselors (transition, career exploration, etc.); five counselors at the high school (transition from middle school, courses and career paths, etc.); 504 plans/meetings; ways in which students self-report or teachers report situations/behaviors to counselors and how these are addressed; mental health counselor; off-site resources; technology (pros and cons of cell-phone use in class that could inhibit learning in the classroom); dysregulation (not being ready to learn/getting counseling support); parental involvement (including Zoom meetings); and the importance of confidentiality. There was review of the tiered system of supports:

- Tier 1: Universal Supports for All Students
 - Building classroom and school community
 - Strengthening connections and citizenship
- Tier 2: Targeted Supports for At-Risk Students
 - Check In/Check Out - all levels
 - Lunch Bunches (Elem.)
 - Individual Counseling Meetings
 - Skills/Support Groups
- Tier 3: Individualized Supports for Students with Highest Needs
 - School-based Mental Health Counselor
 - Student and Family Interventionist
 - District Outreach Coordinator
 - Referral to community-based mental health services
 - Referral to school-based community mental health liaison

Ways to move forward included: strengthening the tiered teams; supporting the MTSSB process; increasing community partners; and working with the Outreach Coordinator. The School Board's support was welcomed. Personal connections would be beneficial. Resources and mental health support at school were working well. Stability was important, as well as data gathering and focused interventions. Staff burnout was relieved with the use of yoga, mindful minutes, and other teacher support. The Board thanked the Counseling Department for the work they did.

F. COVID Update [0:44:30]

Mr. Russell noted that he did not refer to political talking points to make decisions, rather, he looked at data and trends and school decisions. Historical perspective: in August opening plan - mask optional setting, then Delta strain began then Omicron hit which peaked in January and has decreased quickly. There were vaccines available for students over 5 years old. Covid rates were reviewed and the trend was decreasing. About 120 staff members were positive since school started (59 since the holiday break). Staff members collaborated and helped each other. Today there were 82 cases in Town (from 121). Hospitalizations were lower as well. Social distancing had decreased over time. DHHS announced reporting changes, ramping down. There was a balance between safety and mental health. Recommendation: on February 14th, masks would be optional for staff and students. When 3% level was reached in schools, this would be reviewed; it was nowhere this now. If there were clusters/outbreaks/another variant, remote learning would be an option, but this was unlikely.

G. Public Input - Non-Covid Related [0:53:48]

Austin Terrio of 27 Beechwood Road was concerned about mental health, learning disabilities and speech issues related to (mandated) mask-wearing in public school. He did not feel that the Board should mandate masks that hindered children's breathing and he encouraged parents to choose mask-wearing or not.

Craig Powers of 31 Cedar Street referred to RSA 189 1A and 15 vested authority to School Boards to adopt rules regarding masks and Covid protocols. He was concerned about precedent - with the example of mandating helmet wearing to avoid injury to slips/falls at school. He wondered if there was a limit to such authority without parental consent. He asked if the Board could provide the cost benefit analysis that resulted in the conclusion that mask wearing resulted in a higher benefit than the cost (e.g., mental health).

Patrick Quinlan of 10 Hurley Street was suspicious that mask mandates were being removed around election time but he was happy that students would not need to wear masks. He felt that children should not feel odd in no longer wearing masks because they had to wear them for the past 2 years. Masks were ineffective and should always be worn by parental choice.

Kimberley Allen of 3 Daniel Webster Drive was pleased that masks would be optional. Out of the first 100 days of school, 75 resulted in her son having nose bleeds due to the dryness in wearing masks. She was concerned that it made him not want to attend school. She felt that parents should decide on mask-wearing.

CLOSE PUBLIC INPUT

Mr. Gasdia made remarks: looked at this as risk-benefit. The last 6 weeks changed things: vaccines were available and quarantine went from 10 to 5 days. Keeping schools open was most important and masks helped to that end (but Omicron got in the way). He did not think data would change so he favored adopting the change going effective immediately. If entering a mask mandate in a day was possible, he reasoned that removing the mandate in a day was similarly possible. Mr. Beals agreed and he did not see risk to change immediately. Ms. LaMothe agreed things could change quickly; if we are going to go one way or the other, it will be when it's needed. It may not be a week notice. She also pointed out resources used for decisions. We don't have a true measure of what the majority of the population wants unless there is an official survey. There are a lot of different perspectives on this. Mr. Campbell said the reopening plan was approved by the Board in August (the only time the Board voted regarding masks). Mr. Russell said this was the first time that people heard his recommendation. Other districts were starting mask-optional on February 14th. It was noted that masks were still required on buses.

Mr. Gasdia made a motion to adopt the Superintendent's request to make mask-wearing in school optional but effective immediately rather than on February 14, 2022. Ms. Whiting seconded the motion. Motion passed 5:0.

Mr. Gasdia was thankful that related discussions at meetings were civil and not uploaded to YouTube.

H. Good News Update (Information) [1:19:24]

Assistant Superintendent Ms. Organek was absent so Terry Wolf shared some good news about current events including celebration of the first 100 days of school; Nottingham School Store opening this week; and the 5th Career Exploration Day being held.

I. Old Business [1:22:25]

1. Mental Health Counselor Position - Follow-up (Discussion & Decision)

Director of Special Services Ms. Board discussed the position of Mental Health Counselor whose current caseload was 58 (35 at the high school and 23 at the middle school). She would like to see students more often than she could now. The impact of switching a provider was not insurmountable. Due to the pay structure, a person would be paid until June and would not work over the summer so the chance of finding a candidate willing to work for 3 months, not work over the summer, then return at the beginning of school was slim. The contract was school year. A suggestion was to think about what hours might be helpful in the summer (target a number of hours for both counselors for extended services - even for one summer to help close the gap). A question was what the risk was to post the position now. There would be budgetary impacts to that also.

2. School Board Self-evaluation (Discussion)

Discussion on the School Board self-evaluation included the following: budgetary, policy and evaluation roles; improvement in evaluations, having the Strategic Plan as a guiding document, and having trust/respect for one another. Board meetings overall were prepared but could be more efficient (get information earlier). Process for evaluating and maintaining

policies was good but had room for improvement. Communication with the public was always an area of improvement. Points to consider for future evaluations: provide useful feedback to the Board to be more effective; add at least the superintendent to the survey for constructive criticism to do better; the Board to be evaluated as a whole – design a questionnaire to evaluate Board process and product, set goals and measure how they are achieved.

J. New Business [1:40:54]

1. Policies (1st Readings)

- a. KI Visitors to the Schools (review)
- b. KLG - Relations with Police Authorities (new, NHSBA version with tracked

changes)These will be brought back to the next meeting for second reading.

K. Recommended Action [1:41:36]

1. Manifests are all set.

L. Committee Reports [1:41:40]

1. Superintendent Search Committee

Mr. Beals and Mr. Campbell provided an update on the search. Interviews were complete and candidates would be recommended to the Board. The Board would hold interviews and choose finalists and a final Board decision would be made at the end of February.

M. Reports to the Board (Information) [1:42:50]

1. Superintendent Report -(previously done)

2. Assistant Superintendent Report (absent)

3. Director of Special Services Report

Ms. Borge last spring approved money to rebuild space for Life Skills (new kitchen, etc.) Students were involved in using the space such as cooking.

4. Business Administrator Report

Ms. Burk reported that the FY21 audit was released; the DOE noted that they completed the audit and there were no issues. This was available on the District Website.

N. Board of Selectmen Liaison Comments [1:46:45]

Ms. Roy was pleased with participation at the Deliberative Session. She hoped to see the same level this Saturday.

February 5th: School Deliberative Session
February 12th: Town Deliberative Session
March 8th: Election

The deadline to register to run for office was Friday.

O. Board Member Comments [1:47:15]

Mr. Campbell was pleased with the participation at the Deliberative Session and thanked HCTV

for covering it. February 24th was Candidates' Night. He encouraged voters to turnout.

Ms. Whiting was happy to see the public's comment and vote to ensure that the budget was the one the District asked for.

Mr. Beals encouraged high school students to seek help and resources in the District regarding mental health, etc.

Ms. LaMothe agreed and as Mr. Huguen said, it is better to be proactive than reactive and the key to that is open communication, and it sounds like we made a lot of progress in that regard. Parents, the school and students all working together. Regarding end of the year fund balance recommendations, she suggested looking at the Capital Improvement Report and reviewing the long-term plan for the Early Learning Center as soon as possible due to the growth of the kindergarten and pre-K. Capacity assessment quotes were done (around \$75,000). There should be discussion about the plan and what the Capital Investment would be, as well as the data that forecasted the cycle.

Mr. Gasdia said it was good to see people at Deliberative Session. He encouraged people to view the Website for information and to be involved in the schools.

P. Non-Public Session Per RSA 91-A:3 II (c) [1:57:48]

At 8:28 pm, Ms. Whiting made a motion to enter into non-public session per RSA 91-A:3 II (c), Mr. Campbell seconded the motion. Motion passed 5:0. Roll call vote.

Superintendent Russell presented a request by a parent for their child to remain in the Hudson School District for the current school year.

Mr. Beals made a motion to approve the request, second by Mr. Campbell. Motion passed 5-0.

Ms. Burk, Ms. Borge, and Ms. Wolf left the meeting.

Superintendent Russell presented contract proposals for Ms. Burk and Ms. Organek for informational purposes only.

Q. Adjournment

A motion to exit non-public and adjourn at 9:33 pm was made by Ms. LaMothe, second by Ms. Whiting. Motion passed 5-0.

Respectfully submitted by

Susan DeFelice (public)

Ms. LaMothe (non-public)

**Hudson School District Hudson
School Board MeetingDraft
Minutes**

Present:

Mr. Gary Gasdia, Board Chairman
Ms. Diana LaMothe, Board Vice-Chair
Mr. Ethan Beals
Ms. Gretchen Whiting
Mr. Michael Campbell

Call to Order: Mr. Gasdia called the meeting to order at 5:24 pm.

Mr. Beals made a motion to enter non-public session according to RSA 91-A:3 (b) and (c) at 5:25 pm, second by Ms. Whiting. Motion passed 5-0.

The final two superintendent candidates were interviewed.

Dan Moulis was interviewed from 5:30-6:45 pm. He would like his candidacy to not become public knowledge until Monday or Tuesday of next week (he has a Deliberative Session Saturday).

Garth McKinney was interviewed from 6:55 to 8:05 pm. He agreed it would be okay to go public early next week.

The Board discussed what the next steps would be: announcement, reference checks, site visits, etc. The Board would also like to thank the Superintendent Search Committee. The Board would like to make a decision and offer before February 28, 2022.

Ms. LaMothe made a motion to seal the minutes until February 16, 2022, second by Mr. Beals. Motion passed 5-0.

Mr. Beals made a motion to exit non-public and adjourn at 8:56 pm, second by Ms. Whiting. Motion passed 5-0.

Respectfully submitted,

Diana LaMothe

JANUARY 2022 DISCIPLINE

School	Days of In-School Suspension	Days of Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
Library Street	0	0	0	0
Dr. H.O. Smith	0	1	1	1
Nottingham West	0	2	0	0
Hills Garrison	0	0	0	0
Hudson Memorial	28	26	6	3
Alvirne	13	7	1	0
TOTAL	41	36	8	4

Unless noted below, the number of suspension days is equal to the number of students suspended.

NWES OSS detail: 2x1
HMS ISS detail: 4X.5, 10X1, 5X2, 2X3
HMS OSS detail: 4X1, 2X2, 1X3, 1X15
AHS: 2 students served both an ISS and an OSS

DECEMBER 2021 DISCIPLINE

School	Days of In-School Suspension	Days of Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
Library Street	0	0	1	0
Dr. H.O. Smith	0	0	0	0
Nottingham West	0	1	0	0
Hills Garrison	2	12	0	0
Hudson Memorial	22	15	4	0
Alvirne	17	28	5	3
TOTAL	41	56	10	3

Unless noted below, the number of suspension days is equal to the number of students suspended.

HGS OSS detail: 2x5; 1x2
HMS ISS detail: 5x1; 7x2; 1x3
HMS OSS detail: 2x1; 1x13
AHS OSS detail: 18x1; 3x2; 1x4
1 student served both an ISS and an OSS.

HUDSON, NEW HAMPSHIRE SCHOOL DISTRICT
SAU #81
FINANCE OFFICE MEMORANDUM

To: Jen Burk, Business Administrator

From: Jenny Gordon, Finance Director

Date: February 14, 2022

Re: Student Activity Funds Q2

Please find attached the reconciled student activity accounts for each school's Quarter 2 activity for review by the School Board.

Regards,

Jenny

EARLY LEARNING CENTER

"To educate and inspire the whole child to create a foundation for life-long learning"

Dr. H.O. Smith School
33 School Street
Hudson, NH 03051
Tel: 603-886-1248



Library Street School
22 Library Street
Hudson, NH 03051
Tel: 603-886-1255

Mary-Ellen Labrie
Principal

Nancy Maguire
Principal

Christina Catalano
Special Education Dept. Head

Lauren Skinner
School Counselor

TO: Finance Department
FROM: Mary-Ellen Labrie *ME L*
DATE: January 6, 2022
RE: Student Activity Accounts

Attached is a summary from Dr. H.O. Smith School for the months of October, November, and December. Listed below are the accounts we use and examples of the activity.

1. Student Activities – No Activity
2. Principal – No Activity
4. Music – No Activity
5. Book Fair - No Activity
6. Field Day – No Activity
10. Picture Money – No Activity
13. Enrichment Program – No Activity
15. Community Outreach – No Activity

SELECTED Data

Date: 10/01/2021 thru 12/31/2021

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A STUDENT ACTIVITIES					
1 Student Activities	629.34	0.00	0.00	0.00	629.34
2 Principal	66.00	0.00	0.00	0.00	66.00
4 Music	250.00	0.00	0.00	0.00	250.00
5 Book Fair	52.41	0.00	0.00	0.00	52.41
6 Field Day	200.00	0.00	0.00	0.00	200.00
10 Picture Money	2,684.04	0.00	0.00	0.00	2,684.04
13 Enrichment Program	132.36	0.00	0.00	0.00	132.36
15 Community Outreach	198.97	0.00	0.00	0.00	198.97
A STUDENT ACTIVITIES Totals:	<u>4,213.12</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>4,213.12</u>
Report Totals:	4,213.12	0.00	0.00	0.00	4,213.12



MEMORANDUM

DATE: January 13, 2022

TO: Jennifer Gordon

FROM: Scott Baker

RE: **Quarter 2 2022** Student Activity Account

As of December 31, 2021, there is a balance of **\$37,323.73** in the student activity account for Nottingham West Elementary School. The following breakdown of each program and the balance associated is listed below:

No.	Activity Account	Balance	Comment
2	Student Activities	7,062.51	Reimbursement for field trips, student activity & needs reimbursement, etc.
3	Musical Programs	578.51	Purchases for chorus & musical instruments and performances
4	Principal Account	517.41	Purchase for staff & volunteer events.
12	Community Outreach	2,872.37	Used to help students and families in need
13	Enrichment Program	14,195.29	To pay instructor stipends and purchase of materials
15	Library	0.00	Account inactivated
16	Art Program	4,397.91	Artist -in-Residence Program; money incurred from art fundraising activity
19	Consumables	251.47	Purchase social studies and science consumables (funded through Budget)
22	Preschool Program	425.96	Snacks for Preschool Students
24	Hockmeyer Commission	3,512.04	Commission money received from photo company, used for student activities
25	Playground	3,510.26	Fundraising for playground equipment and replacement needs


Scott Baker, Principal

ALL Data

Current Cash Balance Report

Date: 10/01/2021 thru 12/31/2021

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Student Activities					
2 Student Activities	6,996.49	2,757.00	357.46	-2,333.52	7,062.51
3 Musical Programs	0.28	1,817.50	1,239.27	0.00	578.51
4 Principals Account	517.41	0.00	0.00	0.00	517.41
12 Community Outreach	2,892.37	0.00	0.00	-20.00	2,872.37
13 Enrichment Program	15,807.42	0.00	3,945.65	2,333.52	14,195.29
16 Art Program	4,397.91	0.00	0.00	0.00	4,397.91
19 Consumables	251.47	0.00	0.00	0.00	251.47
22 Preschool Program	425.96	0.00	0.00	0.00	425.96
24 Hockmeyer Commission	3,512.04	0.00	0.00	0.00	3,512.04
25 Playground	3,510.26	0.00	0.00	0.00	3,510.26
A Student Activities Totals:	38,311.61	4,574.50	5,542.38	-20.00	37,323.73
B inactive accounts					
1 Postage	0.00	0.00	0.00	0.00	0.00
5 Banking Program	0.00	0.00	0.00	0.00	0.00
6 Interest Account	0.00	0.00	0.00	0.00	0.00
7 School Store	0.00	0.00	0.00	0.00	0.00
8 Vending Machine Account	0.00	0.00	0.00	0.00	0.00
10 Recycling/Peer Mediation	0.00	0.00	0.00	0.00	0.00
14 Parenting Class	0.00	0.00	0.00	0.00	0.00
15 Library	0.00	0.00	0.00	0.00	0.00
17 Teacher of the Year	0.00	0.00	0.00	0.00	0.00
18 Battle of the Books	0.00	0.00	0.00	0.00	0.00
20 Career Day	0.00	0.00	0.00	0.00	0.00
21 Joan Lang Educational Fund	0.00	0.00	0.00	0.00	0.00
23 Field Day	0.00	0.00	0.00	0.00	0.00
B inactive accounts Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	38,311.61	4,574.50	5,542.38	-20.00	37,323.73

HILLS GARRISON SCHOOL

190 Derry Road
Hudson, New Hampshire 03051
Tel: (603) 881-3930
Fax: (603) 881-3933

Jennifer Perkins
School Counselor

William McCarthy
Principal

Mark Dangora
Assistant Principal

Sherri Lavoie
Special Ed. Dpt. Head



To: Jenny Gordon
From: William McCarthy
Re: January 2022 Student Activities Report
Date: January 13, 2022

1. Student Activities:

- ❖ To support special events and activities
- ❖ Field Day
- ❖ District funded field trips
- ❖ Recorder Order Money
- ❖ SAM's Club student snack money

2. Postage:

Account zeroed out. Postage now handled through a P.O. system

3. Principal's Account:

- For special events, activities, and materials
- ❖ Coke machine – Teacher's room

4. SPED Postage:

Account zeroed out. Postage now handled through a P.O. system

5. Peter Prokop Library Account (Memorial Account):

- ❖ Library books
- ❖ Lost book replacement

7. Field Trips:

- ❖ Funds generated from the Fall gift wrap sale to offset the cost of admissions and bus transportation for all field trips.
- ❖ Interest from the checking account earmarked for this area.
- ❖ Deposits for spring field trips

8. Bank Interest:

- ❖ Will transfer money to the field trip account.

9. After School Enrichment Program:

- ❖ Funds to cover stipends for instructors and the supplies for running each session.
- ❖ Chorus
- ❖ Fall, Winter, and Spring Enrichment

❖ Field Trips

10. Ski Club:

- ❖ Bus costs and for ski program. Advisor – Christine Kingsley (No transportation is being provided this year due to COVID)

12. Bowling Club:

- ❖ Bus and Bowling fees were paid for from this account. – NOT running this year

14. Playground Fund

- ❖ Funds generated to enhance the playground with additional equipment
- ❖ Giving Gorillas Fundraising Money

15. HGS Scholarship Fund

- ❖ Not running this year.

17. School Picture Money:

- ❖ Money sent from Hockmeyer for school photos
- ❖ STEM Assemblies for all students
- ❖ Paid for checks and deposit slips for checking account

18. Enrichment Band:

- ❖ Used to purchase band supplies and repairs.

20. OT/PT Supply Money

- ❖ This account is not used any longer. OT/PT now needs to use a P.O. to purchase supplies

ALL Data

Current Cash Balance Report

Date: 10/01/2021 thru 12/31/2021

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A Student Activities					
1 Student Activities	5,134.93	0.00	145.74	0.00	4,989.19
2 Postage Account	0.00	0.00	0.00	0.00	0.00
3 Principals Account	459.73	195.00	242.02	0.00	412.71
4 SPED Postage	0.00	0.00	0.00	0.00	0.00
5 Peter Prokop Library Account	478.97	0.00	0.00	0.00	478.97
6 School Store Account	0.00	0.00	0.00	0.00	0.00
7 Genevieves / Field Trips	5,677.19	3,425.15	0.00	0.00	9,102.34
8 Bank Interest	126.66	3.91	0.00	0.00	130.57
9 After School Enrichment Program	10,044.53	420.00	1,085.25	0.00	9,379.28
10 Ski Club	3,456.81	0.00	0.00	0.00	3,456.81
11 Cupstacking	0.00	0.00	0.00	0.00	0.00
12 Bowling Club	365.48	0.00	0.00	0.00	365.48
13 Camelita Beaulieu	0.00	0.00	0.00	0.00	0.00
14 Playground Fund	699.24	0.00	0.00	0.00	699.24
15 Hills Garrison Scholarship Fund	0.70	0.00	0.00	0.00	0.70
16 Summer Science Camp	0.00	0.00	0.00	0.00	0.00
17 School Picture Money	3,045.05	1,211.64	1,375.00	-24.75	2,856.94
18 Band Enrichment	306.38	0.00	0.00	0.00	306.38
20 OT/PT Supply Money	0.92	0.00	0.00	0.00	0.92
A Student Activities Totals:	29,796.59	5,255.70	2,848.01	-24.75	32,179.53
Report Totals:	29,796.59	5,255.70	2,848.01	-24.75	32,179.53

HUDSON MEMORIAL SCHOOL

Memo

To: Jennifer Gordon

From: Keith Bowen

Date: January 13, 2021

Re: Student Activities Quarterly Balance Report/October through December 2021

Attached is the December 31, 2021, Cash Balance Quarterly Report for the Hudson Memorial School. The Activities Report has a balance of \$65,625.27.

Student Activities Account (#1): Monies raised for this account are used for all field trip buses, children in need, assemblies, and to supplement special classroom and student supplies. The receipts of \$11,282 was received from Hannaford from their Hannaford Helps fall promotion, fall fundraising profits, picture day commission and monies received from the 7th graders attending A Christmas Carol play at the Palace Theatre. The disbursement of \$3,015.58 was to pay for the tickets for the 7th graders attending the field trip and a few reimbursements for items purchased to benefit our students.

Principals Account (#2): The money in this account is used for special staff activities, various learning materials for special projects, supplement registration fees for various workshops for all staff members, food and supplies for several faculty moral functions throughout the school year, etc. The receipts of \$465 was received from the staff soda machine.

Eighth Grade Account (#3): The money for this account is for the preparation for school dances and is received from the students.

Washington DC Trip Account (#4): The money in this account is used for the yearly 8th grade trip to Washington DC.

Cookie Dough Account (#8): The money in this account is funded by the sale of cookie dough for the benefit of individual student to pay for the DC trip. The adjustment of \$200 was transferred from the DC Scholarship Account to help a student with their DC deposit.

Sports Account (#9): This account is used to pay for sports related activities. The disbursement of \$300 was a donation for the Lizzie Croke Memorial Scholarship basketball game.

Student Activities Council (#11): This account is used for the 6th, 7th and 8th grade SAC to purchase various materials and to make donations throughout the school, and Hudson Community. The receipts of \$392 was received from staff and students for a holiday candy gram fundraiser. The disbursement of \$233.88 was a reimbursement for the purchase of the candy.

Curtain Club/Drama Club (#16): The money in this account is used for the purchase of props, equipment, etc...for the spring play. The disbursement of \$765.50 was to pay for the musical rights and a deposit for the Spring play, Seussical.

DC Scholarship Account (#17): The money in this account is used to scholarship students to DC and is funded by donations, Cookie Dough fundraiser and balance of the DC account each year. The adjustment of \$200 was transferred to the Cookie Dough account to assist a student with their DC deposit.

Ski Club Account (#19): The money in this account is to provide transportation, ski rental and lift passes for students in the ski club. The receipts of \$6,020 was received from the parents of the students wishing to ski this winter with HMS.

1 To 1 Computing Account (#44): This account is used to purchase laptop insurance. The money comes from the parents of HMS students to purchase the insurance in case their students' laptop is damaged. This is a yearly fee. The disbursement of \$540 was sent to the SAU to pay for the laptop insurance. This account is now inactivated.

Kids 4 Kids with Cancer (#45): Student led fundraising effort to donate to Kids 4 Kids with Cancer. The disbursement of \$581.43 was donated to Dana-Farber Cancer Institute to support kids with cancer.

Student Shoe Fund (#46): This account is funded by a donation from a local family. The fund will be used to purchase sneaker for students in need. The receipt of \$2,500 is the donated amount.

Monies in all other accounts are used solely for the benefit of the account name.

Current Cash Balance Report

ALL Data

Date: 10/01/2021 thru 12/31/2021

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A SCHOOL ACCOUNTS					
1 Student Activities	7,465.41	11,282.00	3,015.58	0.00	15,731.83
2 Principals Account	1,629.77	465.00	0.00	0.00	2,094.77
3 Eighth Grade Account	6,547.33	0.00	0.00	0.00	6,547.33
4 Washington DC Trip Account	0.00	0.00	0.00	0.00	0.00
5 Lost Books	641.24	0.00	0.00	0.00	641.24
6 Picture Commission	0.00	0.00	0.00	0.00	0.00
8 Cookie Dough Account	9,577.63	0.00	0.00	200.00	9,777.63
9 Sports Account	777.84	0.00	300.00	0.00	477.84
10 Athletics	200.79	0.00	0.00	0.00	200.79
11 Student Council	902.14	392.00	233.89	0.00	1,060.25
12 Yearbook Account	2,669.81	0.00	0.00	0.00	2,669.81
13 Library Account	322.13	0.00	0.00	0.00	322.13
14 Science Account	275.60	0.00	0.00	0.00	275.60
16 Drama Club	10,728.56	0.00	765.50	0.00	9,963.06
17 DC Scholarship account	4,610.87	0.00	0.00	-200.00	4,410.87
19 Ski Club Account	139.66	6,020.00	0.00	0.00	6,159.66
20 Music Account	115.31	0.00	0.00	0.00	115.31
23 Art Club Account	93.34	0.00	0.00	0.00	93.34
29 Scholarship Account	703.71	0.00	0.00	0.00	703.71
35 School Sign Account	1,209.79	0.00	0.00	0.00	1,209.79
41 Got Books	488.91	0.00	0.00	0.00	488.91
43 Tri-M Music Honor Society	181.40	0.00	0.00	0.00	181.40
44 1 To 1 Computing Insurance	540.00	0.00	540.00	0.00	0.00
46 Student Shoe Fund	0.00	2,500.00	0.00	0.00	2,500.00
A SCHOOL ACCOUNTS Totals:	49,821.24	20,659.00	4,854.97	0.00	65,625.27
B DISCONTINUED ACCOUNTS					
7 3Design Club	0.00	0.00	0.00	0.00	0.00
15 Fundraising Account	0.00	0.00	0.00	0.00	0.00
18 PTO Funded Activities	0.00	0.00	0.00	0.00	0.00
21 Fundraising account	0.00	0.00	0.00	0.00	0.00
22 Heath Account	0.00	0.00	0.00	0.00	0.00
24 French Club Account	0.00	0.00	0.00	0.00	0.00
25 Bowling Club	0.00	0.00	0.00	0.00	0.00
26 Talent Show Account	0.00	0.00	0.00	0.00	0.00
27 SAC Juice	0.00	0.00	0.00	0.00	0.00
28 Interest Account	0.00	0.00	0.00	0.00	0.00
30 Destination Imagination	0.00	0.00	0.00	0.00	0.00
31 Recycling	0.00	0.00	0.00	0.00	0.00
32 Safe Program	0.00	0.00	0.00	0.00	0.00
33 Kandu Club	0.00	0.00	0.00	0.00	0.00
34 Basketball Camp	0.00	0.00	0.00	0.00	0.00
36 Memorial Madness	0.00	0.00	0.00	0.00	0.00
37 Book Club	0.00	0.00	0.00	0.00	0.00
38 Rachel's Challenge	0.00	0.00	0.00	0.00	0.00
39 Acting Out	0.00	0.00	0.00	0.00	0.00
40 Student Government	0.00	0.00	0.00	0.00	0.00
42 Scoreboard	0.00	0.00	0.00	0.00	0.00
45 Kids 4 Kids with Cancer	581.43	0.00	581.43	0.00	0.00
B DISCONTINUED ACCOUNTS Totals:	581.43	0.00	581.43	0.00	0.00
Report Totals:	50,402.67	20,659.00	5,436.40	0.00	65,625.27

ALVIRNE HIGH SCHOOL



Memo

To: Jennifer Gordon

From: Steve Beals

Date: January 7, 2022

Re: Student Activities Balance Report/Oct. 1, 2021-Dec. 31, 2021

Attached is Cash Balance Quarterly Report for October 1, 2021 – December 31, 2021, for Alvirne High School. The Activities Report has a balance of 248,578.57

Included in this report is the current cash balance report and all supporting detail reports. Only those activities which had a change of \$500.00 or more are included.

Submitted:

A handwritten signature in black ink, appearing to be 'S. Beals', written over a horizontal line.

Date:

1/10/2022

Steve Beals

AHS Principal

Current Cash Balance Report

ALL Data

Date: 10/01/2021 thru 12/31/2021

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Athletics					
103 Alvirne Baseball	7,513.29	0.00	0.00	0.00	7,513.29
105 Alvirne Volleyball	471.04	1,264.00	0.00	0.00	1,735.04
106 Alvirne Golf Team	560.71	660.00	1,212.06	0.00	8.65
112 Athletics	938.66	8,233.00	2,981.78	0.00	6,189.88
115 Boy's Basketball	0.00	0.00	0.00	0.00	0.00
116 Boy's Tennis	30.47	0.00	0.00	0.00	30.47
117 Boys Soccer	2,087.64	801.00	1,181.59	0.00	1,707.05
121 Cheerleaders	0.00	0.00	0.00	0.00	0.00
133 Football	40.70	0.00	0.00	0.00	40.70
136 Friends of Softball	1,667.74	0.00	0.00	0.00	1,667.74
137 Friends of Swimming	56.47	0.00	0.00	0.00	56.47
140 Girls Basketball	257.44	0.00	116.95	0.00	140.49
141 Girl's Soccer	3,768.23	0.00	267.71	0.00	3,500.52
145 Hockey	304.27	0.00	0.00	0.00	304.27
150 JV Cheerleaders	0.00	0.00	0.00	0.00	0.00
197 Gate Receipts	3,955.00	2,307.00	0.00	0.00	6,262.00
202 Wrestling	25.16	74.00	0.00	0.00	99.16
204 Girls Freshmen BB	0.00	0.00	0.00	0.00	0.00
205 Girls Tennis	764.83	0.00	0.00	0.00	764.83
213 Nate Herganhahn	1,094.96	0.00	0.00	0.00	1,094.96
221 Summer Camps	0.00	0.00	0.00	0.00	0.00
249 Boys JV Soccer	0.00	0.00	0.00	0.00	0.00
251 Cross Country	1,868.56	2,760.00	1,484.20	0.00	3,144.36
259 Girls JV Soccer	0.00	0.00	0.00	0.00	0.00
264 Track and Field	4,773.82	0.00	0.00	0.00	4,773.82
267 Gymnastics	0.00	0.00	0.00	0.00	0.00
268 Unified	224.88	0.00	0.00	0.00	224.88
282 S.A.L.C.	4,185.33	0.00	0.00	0.00	4,185.33
A Athletics Totals:	34,589.20	16,099.00	7,244.29	0.00	43,443.91
B Classes					
283 Class of 2019	0.00	0.00	0.00	0.00	0.00
286 Class of 2020	0.00	0.00	0.00	0.00	0.00
289 Class of 2021	0.00	0.00	0.00	0.00	0.00
295 Class of 2022	2,249.99	3,725.00	1,299.16	0.00	4,675.83
303 Class of 2023	1,065.45	291.00	0.00	0.00	1,356.45
308 Class of 2024	489.42	132.00	38.98	0.00	582.44
310 Class of 2025	0.00	0.00	0.00	0.00	0.00
400 Class of 2025	614.33	0.00	0.00	0.00	614.33
401 HMS rollover to AHS for class of 2025	13,500.75	0.00	0.00	0.00	13,500.75
B Classes Totals:	17,919.94	4,148.00	1,338.14	0.00	20,729.80
C CTE					
199 ROTC student	6,459.06	1,784.40	1,849.86	0.00	6,393.60
223 Academy of Finance	1,446.27	0.00	0.00	0.00	1,446.27
224 AG Mechanics	514.66	0.00	0.00	0.00	514.66
225 Pet Kennel (grooming)	5,478.57	0.00	0.00	0.00	5,478.57
226 Blooming Broncos (hort)	1,045.20	500.00	0.00	0.00	1,545.20
227 Bronco Backers	1,072.52	0.00	0.00	0.00	1,072.52
228 Checkers Restaurant	75.62	0.00	0.00	0.00	75.62
229 Early Childhood Education	1,613.46	200.00	200.00	0.00	1,613.46
230 FBLA	4,789.57	0.00	0.00	0.00	4,789.57
231 FFA	24,996.34	4,866.87	6,760.40	0.00	23,102.81
232 Forestry	1,245.23	578.00	0.00	0.00	1,823.23

Current Cash Balance Report

ALL Data

Date: 10/01/2021 thru 12/31/2021

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
233 HOSA	5,942.27	3,044.00	1,732.00	0.00	7,254.27
235 Marketing/DECA	5,160.70	295.00	536.09	0.00	4,919.61
236 NTHS	40.95	0.00	0.00	0.00	40.95
238 Skills USA	2,835.14	0.00	0.00	0.00	2,835.14
239 Small Engine Repair	1,056.35	0.00	0.00	0.00	1,056.35
242 CTE Office	499.49	0.00	0.00	0.00	499.49
280 Building Trades	0.00	0.00	0.00	0.00	0.00
309 AFJROTC/HS	42.06	0.00	0.00	0.00	42.06
C CTE Totals:	64,313.46	11,268.27	11,078.35	0.00	64,503.38
D Other					
101 Academic Games	5.50	0.00	0.00	0.00	5.50
109 Alvirne Singers	0.00	0.00	0.00	0.00	0.00
110 American Humanities	770.00	154.00	999.19	75.19	0.00
111 Art	140.50	0.00	100.34	0.00	40.16
131 Drama Club	4,540.82	12,236.00	5,432.26	0.00	11,344.56
132 Field Trips	524.30	0.00	0.00	-75.19	449.11
138 German Exchange / Foreign Exchange	423.02	0.00	0.00	0.00	423.02
152 Key Club	262.33	200.00	0.00	0.00	462.33
162 Music	7,662.80	380.00	900.00	0.00	7,142.80
163 National Honor Society	391.77	0.00	382.50	0.00	9.27
178 Science Ft/Activity	437.59	0.00	0.00	0.00	437.59
183 Ski Club	2,023.99	2,736.00	0.00	0.00	4,759.99
186 Student Council	1,684.11	0.00	26.33	0.00	1,657.78
187 Studio 19	115.38	0.00	0.00	0.00	115.38
198 FACS	960.53	0.00	0.00	0.00	960.53
201 French Field Trip	308.66	0.00	0.00	0.00	308.66
203 Model United Nations	1,076.00	0.00	0.00	0.00	1,076.00
215 Winter Guard	619.10	0.00	0.00	0.00	619.10
216 GSA	109.13	0.00	0.00	0.00	109.13
220 French National Honor Society	672.29	0.00	0.00	0.00	672.29
240 US First Robotics	2,339.67	0.00	0.00	0.00	2,339.67
245 Spanish Honor Society	1,266.06	310.00	0.00	0.00	1,576.06
250 Multi-Cultural Club	0.00	0.00	0.00	0.00	0.00
252 Foreign Exchange / France	6,705.51	0.00	0.00	0.00	6,705.51
254 Spanish Foreign Exchange	315.60	0.00	0.00	0.00	315.60
260 Photo Club	1,123.60	0.00	0.00	0.00	1,123.60
261 WATS Club	17,690.71	383.00	1,721.38	0.00	16,352.33
263 Pop Sensation	3,050.72	0.00	0.00	0.00	3,050.72
266 Ambassadors of Hope	0.00	0.00	0.00	0.00	0.00
284 Summer Shakespeare	2,949.86	0.00	0.00	0.00	2,949.86
287 Science Olympiad	440.00	80.00	80.98	0.00	439.02
290 LEO Club	622.73	165.00	0.00	0.00	787.73
298 Astronomy club	85.70	0.00	0.00	0.00	85.70
299 Leo Admin.	179.98	127.05	0.00	0.00	307.03
307 Tri M	2,901.00	0.00	0.00	0.00	2,901.00
402 Bring Change 2 Mind	0.00	150.00	0.00	0.00	150.00
D Other Totals:	62,398.96	16,921.05	9,642.98	0.00	69,677.03
E Office					
142 Graduation	7,781.80	1,056.00	0.00	-32.00	8,805.80
143 Guidance	4,861.98	0.00	250.00	0.00	4,611.98
156 Library	60.43	0.00	0.00	0.00	60.43
158 Lost Books	1,016.70	20.00	0.00	0.00	1,036.70
166 Office	7,021.37	2,940.00	3,884.99	-45.75	6,030.63

Current Cash Balance Report

ALL Data

Date: 10/01/2021 thru 12/31/2021

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
169 Parking	10,797.36	1,985.00	0.00	-25.00	12,757.36
173 Postage	143.15	0.00	0.00	0.00	143.15
174 Prom	1,830.15	0.00	0.00	0.00	1,830.15
176 Scholarship Account	1.74	524.00	0.00	0.00	525.74
181 Senior Class Coke	4,974.27	1,094.00	893.80	0.00	5,174.47
184 Social	0.00	0.00	0.00	0.00	0.00
188 Summer School	50.00	0.00	0.00	0.00	50.00
191 Yearbook	1,904.31	50.00	0.00	0.00	1,954.31
196 Teacher Retirement Dinner Account	0.00	0.00	0.00	0.00	0.00
219 AP Testing	949.36	0.00	0.00	0.00	949.36
255 Student Assistance	1,605.29	0.00	0.00	0.00	1,605.29
275 Interest Income	63.78	0.00	0.00	0.00	63.78
279 B. Boyd	0.00	0.00	0.00	0.00	0.00
285 Continuing Ed.	1,850.00	2,175.00	150.00	-150.00	3,725.00
E Office Totals:	44,911.69	9,844.00	5,178.79	-252.75	49,324.15
F Obsolete					
193 Volleyball	0.00	0.00	0.00	0.00	0.00
274 Katie's Closet	0.00	0.00	0.00	0.00	0.00
F Obsolete Totals:	0.00	0.00	0.00	0.00	0.00
G Junior Achievement					
288 Junior Achievement	900.30	0.00	0.00	0.00	900.30
291 Economics period 6	0.00	0.00	0.00	0.00	0.00
292 Economics Period 3	0.00	0.00	0.00	0.00	0.00
293 economics period 4	0.00	0.00	0.00	0.00	0.00
294 Economics period 7	0.00	0.00	0.00	0.00	0.00
296 Economics per. 1	0.00	0.00	0.00	0.00	0.00
297 Economics Per. 8	0.00	0.00	0.00	0.00	0.00
300 Period 6 Economics -Pfaff	0.00	0.00	0.00	0.00	0.00
301 Period 3 Economics -Pfaff	0.00	0.00	0.00	0.00	0.00
302 Period 4 Economics- Pfaff	0.00	0.00	0.00	0.00	0.00
304 Economics Period 5- Lee	0.00	0.00	0.00	0.00	0.00
305 Economics Period 2 - Lee	0.00	0.00	0.00	0.00	0.00
306 Economics Per 1- Pfaff	0.00	0.00	0.00	0.00	0.00
G Junior Achievement Totals:	900.30	0.00	0.00	0.00	900.30
Report Totals:	225,033.55	58,280.32	34,482.55	-252.75	248,578.57