

Posted: 06.13.19

At: All Hudson schools, SAU building, district website



HUDSON SCHOOL DISTRICT
Hudson, New Hampshire
June 17, 2019
Hills Memorial Library – 18 Library Street

6:30 pm Public Session – Retirees' Recognition
7:00 pm Public Hearing
followed by Continuation of Regular Meeting
followed by Non-public Session

AGENDA

- A. Call to Order:** Chairman Malcolm Price will call the meeting to order.
- Pledge of Allegiance
- B. Recognition of Retirees** 6:30-7:00
- C. Public Hearing (KB): Attachment #1 7:00-7:05**
- D. Public Input 7:05-7:15**
1. Shawn Meuse re: tennis courts
- E. Presentations to the Board**
- F. Requests of the Board**
1. Hudson Historical Society – Laurie Jasper & Len Lathrop: Attachment #2 7:15-7:25
 2. SkillsUSA National Leadership Conference Attendance Request (MW): Attachment #3 7:25-7:30
- G. Old Business**
1. Hills Memorial Library Memorandum of Understanding (KB): Attachment #4 7:30-7:40
 2. Use of End-of-Year Fund Balance (KB): Attachment #5 7:40-8:10
 3. Middle School Grading (MW): Attachment #6 8:10-8:20
 4. Policies (2nd readings, KB): Attachment #7 8:20-8:35
 - a) DA Fiscal Management Plan
 - b) DB Annual Budget
 - c) DBC Budget Preparation
 - d) DBI Budget Implementation
 - e) DID Fixed Assets (Inventories)

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- f) DJ Purchasing
- g) DJE Bidding Requirements

H. New Business

1. Teamsters Union Local 633 Intent to Negotiate (LR): Attachment #8 8:35
2. Bid Award –Ramp Renovation at Nottingham West and Hills Garrison (KB): Attachment #9 8:35-8:45
3. Extracurricular Nominations (LR): Attachments #10 thru 14 8:45-8:50
4. Summer Hiring Procedures (LR) 8:50-9:00
5. Capital Improvement Plan (DL): Attachment #15 9:00-9:10
6. Alvirne Trustees-Funded Proposals: Attachment #16 9:10-9:15
7. Board Retreat (LR) 9:15
8. Policies (1st readings, KB): Attachment #17 9:15-9:25
 - a) DGA Authorized Signatures
 - b) DGD School District Credit Cards
 - c) DH Bonded Employees
 - d) DI Fiscal Accounting and Reporting
 - e) DIA Fund Balances

I. Recommended Action

1. Manifests – Recommended action: Make necessary corrections and sign.
2. Minutes – Recommended action: Review and approve.
 - a) 06.03.19 Draft Minutes (LR): Attachment #18 9:25-9:30

J. Legislative Updates (LR)

1. Weeks of May 20 and May 28: Attachment #19 9:30

K. Committee Reports

1. Strategic Planning Committee 9:30-9:35
2. Hudson Board of Selectmen 9:35-9:40

L. Correspondence

1. Letter of Resignation (LR): Attachment #20 9:40
2. May Discipline Report (LR): Attachment #21 9:40
3. Technology Integration Specialist Report (MW): Attachment #22 9:40
4. June Financial Report (KB): Attachment #23 9:40-9:45
5. FY21 Budget Calendar (KB): Attachment #24 9:45-9:50

M. Board Member Comments 9:50-9:55

N. Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	07.08.19	6:30 pm	Hills Memorial Library	Regular Meeting
Policy Committee	TBA	TBA	SAU Building	Regular Meeting
School Board	07.22.19	6:30 pm	Hills Memorial Library	Regular Meeting

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O. Non-Public Session

1. Staff Nominations (LR): Non-public Attachments #25 thru 35

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.*

P. Adjourn

PUBLIC NOTICE

Pursuant to RSA 198:20-b, III-(a) and in accordance with Article 4 of the March 6, 1992 Town Meeting, the Hudson School Board shall hold a public hearing in conjunction with its regular scheduled meeting on June 17, 2019 which starts at 7:00 pm and is held in the Hills Memorial Library, 18 Library Street, Hudson NH

to accept federal funding from the
NH Department of Education by US Department of Education for

Title I Part A in the amount of \$551,273.00

Ms. Karen Burnell
Business Administrator
Hudson School District
20 Library Street
Hudson, NH 03051
(603) 886-1258

June 12, 2019

Dear Members of the Hudson School Board,

The Hudson Historical Society wishes to apply for a 2019 LCHIP Grant in order to obtain a detailed Historic Structures Report (HSR) of Alvirne Hills House.

In order to submit the application, we must obtain permission from the School District, as the owner of the building.

The New Hampshire Land and Community Heritage Investment Program (LCHIP) is an independent state authority that makes matching grants to NH communities and non-profits to conserve and preserve New Hampshire's most important natural, cultural and historic resources. Since 2000, LCHIP has invested \$37 Million into 315 grants in 151 communities.

Alvirne Hills House was built in 1890 as a summer home for Dr. Alfred Kimball Hills and his second wife, Ida Virginia. Dr. Hills nicknamed the home "Alvirne" by combining his name and his nickname for his wife (Al+Virne). The town of Hudson has benefited greatly from the generosity of Dr. Hills. He built Hills Memorial Library, Library Park, Alvirne Chapel and left the town money in his will in order to build what is now Alvirne High School. Dr. Hills died in 1920. His third wife, Jessie Norwell Hills, continued to summer at Hills House until her death in 1963. It then became part of the Hudson School District's properties. The house was boarded up, vandalized and in fact was almost torn down. The Hudson Historical Society formed in 1966. For the past 53 years, Alvirne Hills House has been the home of the Society, and the Society has worked to maintain the home to serve as a museum of Hudson history. The house is certainly a prominent and important landmark in Hudson.

It is estimated an HSR will cost approximately \$50,000 or less. Should the Society be awarded the grant, it will be required to pay for 50% of the cost of the HSR. We will also be required, with the District, to sign a stewardship agreement that any scope of work complies with the Secretary of the Interior's Nationally Recognized Historic Preservation Standards.

An HSR is a key first step for any future work on the Hills House. In fact, an HSR is usually required in order to apply for grants for renovation or rehabilitation of historic structures such as this. Alvirne Hills House is on both the State and the National Register of Historic Places. An HSR is a detailed blueprint or "recipe book" outlining the structure's physical attributes, history and condition, and will include a recommended timeline for work on the building in order of priority.

I look forward to attending the June 17, 2019 School Board meeting and answering any questions you might have.

Sincerely,
Laurie Jasper- Clerk, Hudson Historical Society

Gail Porter

From: Donald Jalbert
Sent: Friday, June 7, 2019 12:45 PM
To: Gail Porter
Subject: Professional Development - Out of State Travel

Gail, Hello,

Per our conversation ...

I am the NHCTA Representative to the SkillsUSA New Hampshire Executive Board. I will be participating in the National Leadership Conference of SkillsUSA in Louisville, Kentucky June 24 - 28. All costs associated with this Professional Development activity will be paid with Federal Perkin's funds.

This link is a condensed NLSC Schedule

<https://www.skillsusa.org/wp-content/uploads/2019/05/NLSC-Program-2019.pdf>

With apologies for the lateness of this "request", please forward to the Superintendent and include this on the Board AGENDA for 06/17.

Thank You

Don

Donald G. Jalbert, Director
Wilbur H. Palmer CTE Center
Alvirne High School
200 Derry Road
Hudson, NH 03051
tel: (603) 886-1260 x75008



OFFICIAL PROGRAM

at a glance



2019



NATIONAL LEADERSHIP



SKILLS CONFERENCE

June 22–28
Louisville, Ky.

SATURDAY, JUNE 22

- 7 AM SkillsUSA Championships Move-in
- 9:30 Conference Registration Begins (State SkillsUSA Directors)
Activate, Leverage and Engage Conferences Begin

SUNDAY, JUNE 23

- 7 AM SkillsUSA Championships Move-in
- 8:30 Activate, Leverage and Engage Conferences Continue
- 9 AM Conference Registration Continues (State SkillsUSA Directors)

MONDAY, JUNE 24

- 7 AM SkillsUSA Championships Move-in
- 8:30 Activate, Leverage and Engage Conferences Conclude
- 9 AM State SkillsUSA Directors Meeting
- 1 PM SkillsUSA Store Grand Opening
- 2 PM Contest Chairs Meeting

TUESDAY, JUNE 25

- 7:30 SkillsUSA Store Opens
- 9 AM TAG Tuesday (Delegates)
Advisor of the Year Interviews
- 10 AM SkillsUSA TECHSPO Opens
SkillsUSA Championships Opens to Public
Contestant Orientation Meetings Begin
- 12 PM Setup Begins for Display Events and Exhibits/Notebook Check-in
- 7 PM Opening Ceremony

WEDNESDAY, JUNE 26

- 7:30 Leadership Contestants Report to Contest Areas
SkillsUSA Store Opens
- 7:45 Advisors Continental Breakfast
- 8 AM SkillsUSA Championships Opens to the Public
SkillsUSA TECHSPO Opens
- 8:30 Advisors' Call to Action Session
- 10 AM Models of Excellence Registration and Orientation
First Delegate Sessions
SkillsUSA University Begins*
- 12:45 Delegate Business Meetings
- 1:30 SkillsUSA Corporate Meeting
- 6 PM Models of Excellence Dinner
- 7 PM Champions Night at Louisville Bats Game

THURSDAY, JUNE 27

- 7:30 Contestants Report to Contest Areas
SkillsUSA Store Opens
- 8 AM Leadership Contest Finals Begin
SkillsUSA Championships Opens to the Public
SkillsUSA TECHSPO Opens
- 10 AM SkillsUSA University Begins*
- 11 AM Delegate Business Meetings/Meet the Candidates
- 3:45 College/Postsecondary Delegate Final Voting
- 6:30 SkillsUSA Night at Kentucky Kingdom
Chapters of Distinction Reception

FRIDAY, JUNE 28

- 8 AM SkillsUSA Championships Move-out
- 9 AM Community Service Project
State SkillsUSA Directors' Breakfast/Business Meeting
- 10 AM Meet the Employer
SkillsUSA University Begins*
National Courtesy Corps Auction
ASTS Business Meeting
- 11 AM High School Delegate Business Meetings/Meet the Candidates
- 1 PM High School Delegate Final Voting
- 5 PM Awards Ceremony



For every conference participant, SkillsUSA's NLSC mobile app is essential. Scan this QR code to start planning your experience, or search for "SkillsUSA NLSC 2019" in the Google Play or Apple store to download. For help, visit the kiosk in the Kentucky Exposition Center (KEC) North Wing Lobby.

* See mobile app for seminar listings

MLSC SCHEDULE

Friday, June 28

7 AM	SKILLSUSA Conference Lounge, KEC North Wing Lobby Mezzanine (until 5 PM)	9 AM	SKILLSUSA Community Service Project Kickoff, KEC South Wing Lobby (until 10 AM)
8 AM	Alumni Headquarters, Freedom Hall A2 (until 5 PM)	10 AM	Meet the Employer/Student Checks in KEC North Wing Lobby (until 2 PM)
	Business Partner Lounge, KEC East Wing - E1 (until 10 AM)	10:30	National Country Corps Auction, KEC South Wing AB - B105 (until 12:05 PM)
9 AM	SKILLSUSA Business Center, KEC South Wing AB - B100 (until 2 PM)	11 AM	State SKILLSUSA Directors Coffee Break, KEC South Wing AB - B102 (until 11:30 AM)
9:30	SKILLSUSA Business Center, KEC South Wing AB - B100 (until 2 PM)	11 AM	High School Delegates Session: Meet the Candidates, KEC South Wing C - C204 (until 12:45 PM)
10 AM	MS5 Business Meeting, KEC South Wing C - C107 (until 4 PM)	1 PM	Alma Mater Business Meeting, KEC South Wing AB - B102 (until 2:30 PM)
	National Country Corps Auction Viewing, KEC South Wing AB - B105	4 PM	Winners Circle Reception, KEC North Wing (by invitation only)
	General Alumni Registration/SKILLSUSA Lost and Found, KEC East Wing - E1 (until 3 PM)	5 PM	Awards Ceremony, Freedom Hall A2 (until 6 PM, sponsored by BM)

CONTESTANT SCHEDULE

Check carefully for the time and location of your contestant meeting. To compete, you must attend your contestant meeting.

- Contestants required to attend early orientations/familiarizations on Tuesday. Check this schedule to see which jobs you will enter to be escorted to your contest areas.
- Wednesday and Thursday: All contestants will enter Kentucky Exposition Center at 7:30 a.m., and competitions will begin at 8 a.m. unless otherwise stated in the specific contest schedule. Advisors, parents and observers will enter through all lobbies as appropriate for their contest location.
- Firefighting will hold a brief orientation in KEC South Wing C - C112 on Tuesday at 2 p.m. Competitors will take place at the Kentucky Regional Fire Academy (11665 Palmetto Road, Louisville) on Wednesday and Thursday.
- Five competitions are at the Crowne Plaza: Action Skills, Chapter Business Procedures, Community Action Project, Community Service and Employment, Application Process.

More than one SkillsUSA University seminar may be held in a particular occupational area. Consult the MLSC mobile app to plan which seminars you will attend.

All job boxes must be brought with the competitor at the contest orientation. Following the competition, the competitor must remove all of his or her tools from the contest areas. No storage is provided following the completion of the competitions.

3D VISUALIZATION AND ANIMATION

Orientation/When Test: Tuesday, 2 p.m.-4 p.m., Crowne Plaza, Russell
Competition: Wednesday, 8 a.m.-5 p.m., Crowne Plaza, Crowne ABB
Debriefing: Thursday, 8 a.m.-11:30 a.m., Crowne Plaza, Crowne ABB
Competition: Thursday, 8 a.m.-5 p.m., KEC North Wing
Debriefing: Friday, 10 a.m.-12 p.m., Crowne Plaza, Crowne B

CONTESTANT SCHEDULE

7 AM	SKILLSUSA Conference Lounge, KEC North Wing Lobby Mezzanine (until 5 PM)	9 AM	SKILLSUSA Community Service Project Kickoff, KEC South Wing Lobby (until 10 AM)
8 AM	Alumni Headquarters, Freedom Hall A2 (until 5 PM)	10 AM	Meet the Employer/Student Checks in KEC North Wing Lobby (until 2 PM)
	Business Partner Lounge, KEC East Wing - E1 (until 10 AM)	10:30	National Country Corps Auction, KEC South Wing AB - B105 (until 12:05 PM)
9 AM	SKILLSUSA Business Center, KEC South Wing AB - B100 (until 2 PM)	11 AM	State SKILLSUSA Directors Coffee Break, KEC South Wing AB - B102 (until 11:30 AM)
9:30	SKILLSUSA Business Center, KEC South Wing AB - B100 (until 2 PM)	11 AM	High School Delegates Session: Meet the Candidates, KEC South Wing C - C204 (until 12:45 PM)
10 AM	MS5 Business Meeting, KEC South Wing C - C107 (until 4 PM)	1 PM	Alma Mater Business Meeting, KEC South Wing AB - B102 (until 2:30 PM)
	National Country Corps Auction Viewing, KEC South Wing AB - B105	4 PM	Winners Circle Reception, KEC North Wing (by invitation only)
	General Alumni Registration/SKILLSUSA Lost and Found, KEC East Wing - E1 (until 3 PM)	5 PM	Awards Ceremony, Freedom Hall A2 (until 6 PM, sponsored by BM)

10 AM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	10 AM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
10:30	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	10:30	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
11 AM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	11 AM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
11:30 AM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	11:30 AM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
12:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	12:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
1:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	1:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
2:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	2:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
3:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	3:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
4:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	4:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area
5:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area	5:30 PM	Automotive Refurbishing Technology Orientation/When Test: Tuesday, 2 p.m.-4:30 p.m., KEC East Wing, contest area

CONTESTANT SCHEDULE

PLUMBING

Orientation: Tuesday, 2 p.m.-3 p.m., KEC South Wing AB — B105, contest area
 Written Test: Tuesday, 3 p.m.-4 p.m., KEC South Wing AB — B105
 Mandatory Industry Tour Luncheon, Wednesday, 8 a.m.-12 p.m., KEC West Wing
 Training Session: Wednesday, 12 p.m.-2 p.m., KEC South Wing AB — B101
 Competition: Wednesday, 1 p.m.-5 p.m., KEC West Wing
 Competition: Thursday, 8 a.m.-3 p.m., KEC West Wing
 Debriefing: Thursday, 3:30 p.m.-4:30 p.m., KEC West Wing
 Mandatory tear-down: Thursday, 4 p.m.-5 p.m., KEC West Wing

POWER EQUIPMENT TECHNOLOGY

Orientation: Wednesday, 1 p.m.-2 p.m., KEC South Wing C, contest area
 Written Test: Wednesday, 2 p.m.-3 p.m., KEC South Wing C
 Competition: Thursday, 8 a.m.-4 p.m., KEC South Wing C
 Debriefing: Thursday, 4 p.m.-5 p.m., KEC South Wing C — C101

PRACTICAL NURSING

Advisors Luncheon: Tuesday, 11:30 a.m.-1:15 p.m., KEC South Wing AB — B101 (advisors only)
 Orientation: Tuesday, 10 a.m.-11 a.m., KEC North Wing, contest area
 Written Test: Tuesday, 2 p.m.-3 p.m., KEC North Wing, contest area
 Competition: Wednesday, 8 a.m.-4 p.m., KEC North Wing
 Debriefing: Wednesday, 4 p.m.-5 p.m., KEC North Wing

PREPARED SPEECH

Orientation: Tuesday, 12 p.m.-1:30 p.m., KEC South Wing AB — B105
 Competition: Wednesday, 1 p.m.-5 p.m., KEC South Wing AB — B106, B107, B108, B109, B110
 Finals: Thursday, 9 a.m.-11 a.m., KEC South Wing AB — B107, B108, B109, B110
 Debriefing: Thursday, 11 a.m.-12:30 p.m., KEC South Wing AB — B105

PRINCIPLES OF ENGINEERING/ TECHNOLOGY

Orientation: Tuesday, 1:30 p.m.-2:30 p.m., Freedom Hall, ULA Auxiliary
 Judges Meeting: Tuesday, 1:30 p.m.-5 p.m., Freedom Hall, A4
 Competition: Wednesday, 8 a.m.-12 p.m., Freedom Hall, ULA Auxiliary
 Debriefing: Wednesday, 1 p.m.-2 p.m., Freedom Hall, ULA Auxiliary

PROMOTIONAL BULLETIN BOARD

Orientation: Tuesday, 11 a.m.-12 p.m., KEC South Wing A
 Setup: Tuesday, 12 p.m.-4 p.m., KEC South Wing A
 Judges Meeting: Wednesday, 8 a.m.-9 a.m., KEC South Wing A
 First Round Judging/Interviews: Wednesday, 9 a.m.-5 p.m., KEC South Wing A
 Second Round Judging/Interviews, Thursday, 8:30 a.m.-12 p.m., KEC South Wing A
 Boards on Display: Thursday, 12 p.m.-4 p.m., KEC South Wing A
 Debriefing: Thursday, 4 p.m.-4:30 p.m., KEC South Wing A

Project Removal: Thursday, 4:30 p.m.-5 p.m., KEC South Wing A (all bulletin boards must be removed by Thursday at 5 p.m.)

QUIZ BOWL

Orientation: Tuesday, 1 p.m.-4 p.m., KEC South Wing C — C105, C106, C107, C108
 Competition: Wednesday, 9 a.m.-12 p.m., KEC South Wing C — C101, C104, C105, C108, C109, C112
 Finals: Wednesday, 2 p.m.-4 p.m., KEC South Wing C — C101, C104, C105, C108, C109, C112
 Debriefing: Wednesday, 4 p.m.-5 p.m., KEC South Wing C — C101, C104, C105, C108, C109, C112

RELATED TECHNICAL MATH

Orientation: Tuesday, 3 p.m.-4 p.m., Freedom Hall, VIP 2
 Competition: Wednesday, 9 a.m.-11 a.m., Freedom Hall, The Club
 Debriefing: Wednesday, 11 a.m.-12 p.m., Freedom Hall, The Club

RESIDENTIAL SYSTEMS INSTALLATION AND MAINTENANCE

Orientation/Familiarization: Tuesday, 3 p.m.-4 p.m., KEC South Wing B
 Competition/Written Test: Wednesday, 8 a.m.-5 p.m., KEC South Wing B
 Competition/Written Test: Thursday, 8 a.m.-4 p.m., KEC South Wing B
 Debriefing: Thursday, 4 p.m.-5 p.m., KEC South Wing B

RESTAURANT SERVICE

Orientation/Written Test: Tuesday, 12 p.m.-2 p.m., KEC North Wing, contest area
 College/Postsecondary Competition: Wednesday, 8 a.m.-4 p.m., KEC North Wing
 College/Postsecondary Debriefing: Wednesday, 4 p.m.-5 p.m., KEC North Wing
 High School Competition: Thursday, 9 a.m.-4 p.m., KEC North Wing
 High School Debriefing: Thursday, 4 p.m.-5 p.m., KEC North Wing

ROBOTICS AND AUTOMATION TECHNOLOGY

Orientation: Tuesday, 8 a.m.-5 p.m., KEC South Wing C Lobby (all team members meet in lobby for escort to contest area)
 Competition: Wednesday, 8 a.m.-5 p.m., KEC South Wing C
 Competition: Thursday, 8 a.m.-5 p.m., KEC South Wing C
 Debriefing: Friday, 10 a.m.-11 a.m., KEC South Wing C — C112

ROBOTICS: URBAN SEARCH AND RESCUE

Orientation/Written Test: Tuesday, 12 p.m.-2 p.m., KEC West Hall A, contest area
 Competition: Wednesday, 8 a.m.-3 p.m., KEC West Hall A
 Competition: Thursday, 8 a.m.-4 p.m., KEC West Hall A
 Debriefing: Thursday, 4 p.m.-5 p.m., KEC West Hall A

SCREEN PRINTING TECHNOLOGY

Orientation: Tuesday, 2 p.m.-4 p.m., KEC South Wing B, contest area
 Oral Interview: Wednesday, 8 a.m.-4:45 p.m., KEC South Wing B (all contestants)
 College/Postsecondary Competition: Wednesday, 9 a.m.-3 p.m., KEC South Wing B
 High School Competition: Thursday, 8 a.m.-4:30 p.m., KEC South Wing B
 Debriefing: Thursday, 4:30 p.m.-5 p.m., KEC South Wing B

SHEET METAL

Orientation and Written Test: Tuesday, 12 p.m.-2 p.m., KEC West Wing, contest area
 Competition: Thursday, 8 a.m.-4 p.m., KEC West Wing
 Debriefing: Thursday, 4 p.m.-5 p.m., KEC West Wing

TEAM ENGINEERING CHALLENGE

Orientation and Written Test: Tuesday, 1 p.m.-3 p.m., KEC North Wing, contest area
 Competition: Wednesday, 8 a.m.-2 p.m., KEC North Wing
 Competition: Thursday, 8 a.m.-1 p.m., KEC North Wing
 Judging: Thursday, 1 p.m.-5 p.m., KEC North Wing
 Debriefing: Friday, 11 a.m.-12 p.m., KEC South Wing C — C106

TEAMWORKS

Orientation: Tuesday, 11 a.m.-12 p.m., KEC West Wing
 Presentation: Tuesday, 12 p.m.-2 p.m., KEC West Wing
 Site Review/Tool Training, Tuesday, 2 p.m.-3 p.m., KEC West Wing
 Competition: Wednesday, 8 a.m.-2 p.m., KEC West Wing
 Competition: Thursday, 8 a.m.-5 p.m., KEC West Wing
 Project Tear-down/Site Cleanup (mandatory), Friday, 8 a.m.-12 p.m., KEC West Wing
 Debriefing: Friday, 8 a.m.-12 p.m., KEC West Wing

TECHNICAL COMPUTER APPLICATIONS

Orientation: Tuesday, 11 a.m.-12 p.m., KEC North Wing, contest area
 Equipment Setup: Tuesday, 1 p.m.-5 p.m., KEC North Wing
 Competition: Wednesday, 8 a.m.-5 p.m., KEC North Wing
 Competition: Thursday, 8 a.m.-4 p.m., KEC North Wing (debriefing to immediately follow in the same location)
 Debriefing: Thursday, 4 p.m.-5 p.m., KEC North Wing

TECHNICAL DRAFTING

Orientation/Written Test: Tuesday, 2:30 p.m.-4:30 p.m., KEC North Wing, contest area
 Setup/Familiarization: Wednesday, 9 a.m.-1 p.m., KEC North Wing
 Competition: Thursday, 8 a.m.-4 p.m., KEC North Wing
 Debriefing: Friday, 10 a.m.-11 a.m., KEC South Wing C — C104

TELECOMMUNICATIONS CABLING

Orientation/Written Test: Tuesday, 1 p.m.-3 p.m., KEC South Wing B, contest area
 Competition: Thursday, 8 a.m.-4 p.m., KEC South Wing B
 Debriefing: Thursday, 4 p.m.-5 p.m., KEC South Wing B

TELEVISION (VIDEO) PRODUCTION

Orientation/Written Test: Tuesday, 12 p.m.-2 p.m., KEC North Wing, contest area
 Setup/Video Assignment, Wednesday, 8 a.m.-5 p.m., KEC North Wing
 Editing/Judging: Thursday, 8 a.m.-5 p.m., KEC North Wing
 Debriefing: Friday, 9 a.m.-11 a.m., KEC South Wing AB — B103

T-SHIRT DESIGN

Orientation: Tuesday, 1 p.m.-2:30 p.m., KEC South Wing B, contest area
 Judging: Wednesday, 8 a.m.-2 p.m., KEC South Wing B
 Shirts on Display: Thursday, 8 a.m.-4 p.m., KEC South Wing B
 Debriefing/Shirt Pickup, Thursday, 4 p.m.-5 p.m., KEC South Wing B

WEB DESIGN

Orientation/Written Test/Setup: Tuesday, 12 p.m.-2 p.m., KEC North Wing, contest area
 Seminar (Mandatory): Tuesday, 2 p.m.-4 p.m., KEC South Wing AB — B104
 High School Competition: Wednesday, 8 a.m.-5 p.m., KEC North Wing (debriefing to immediately follow)
 College/Postsecondary Competition: Thursday, 8 a.m.-5 p.m., KEC North Wing (debriefing to immediately follow in the same location)

WELDING

Orientation/Written Test: Tuesday, 12:30 p.m.-2:30 p.m., KEC South Wing C, contest area
 Instructors Meeting: Tuesday, 1 p.m.-2 p.m., Freedom Hall, The Club
 College/Postsecondary Competition: Wednesday, 8 a.m.-5 p.m., KEC South Wing C
 High School Competition: Thursday, 8 a.m.-5 p.m., KEC South Wing C
 Debriefing: Friday, 8:30 a.m.-10:30 a.m., KEC South Wing C

WELDING FABRICATION

Orientation: Tuesday, 9 a.m.-9:30 a.m., KEC Pavilion, contest area
 Group 1 Competition: Tuesday, 10 a.m.-5 p.m., KEC Pavilion
 Written Test: Wednesday, 8 a.m.-10 a.m., KEC Pavilion
 Group 2 Competition: Wednesday, 10 a.m.-5 p.m., KEC Pavilion
 Group 3 Competition: Thursday, 8 a.m.-3 p.m., KEC Pavilion
 Debriefing: Thursday, 3:30 p.m.-4:30 p.m., KEC Pavilion

WELDING SCULPTURE

Orientation: Tuesday, 11 a.m.-12 p.m., KEC South Wing C, contest area
 Written Test/Sculpture Installation, Tuesday, 11 a.m.-12 p.m., KEC South Wing C
 Judging: Wednesday, 8 a.m.-4 p.m., KEC South Wing C
 College/Postsecondary Interviews: Wednesday, 12 p.m.-5 p.m., KEC South Wing C
 High School Interviews: Thursday, 8 a.m.-1 p.m., KEC South Wing C
 Projects on Display: Thursday, 1 p.m.-4 p.m., KEC South Wing C
 Debriefing/Project Pickup: Thursday, 4 p.m.-5 p.m., KEC South Wing C

HUDSON SCHOOL DISTRICT
 SAU # 81
 20 Library Street
 Hudson, NH 03051-4240
 phone (603) 883-7765 fax (603) 886-1236

Lawrence W. Russell, Jr.
Superintendent of Schools
 (603) 886-1235
lrussell@sau81.org

Mary Wilson
Assistant Superintendent
 (603) 886.1235
mwilson@sau81.org

Rachel Borge
Director of Special Services
 (603) 886-1253
rborge@sau81.org

Karen Burnell
Business Administrator
 (603) 886-1258
kburnell@sau81.org

Memorandum of Understanding **January 19, 2019 – December 31, 2023**

The Hudson School Board and the Hudson Library Board of Trustees (BOT) are collaborating to engage in a joint venture for the use of the Hills Memorial Library. The partners listed have agreed to enter into an agreement in which Hudson School District and the Library Board of Trustees will be equal partners in this understanding. Further, the partners desire to enter a Memorandum of Understanding setting forth the services and conditions to be provided by the district.

I) Partner Agencies

The Hudson School District is a public-school system serving 3,700 students. The district has a five-member School Board who is responsible for the overall operation of the district. The district is responsible for the ongoing professional development of faculty and staff in the district, ensuring that certification requirements as outlined by the New Hampshire Department of Education are met on a yearly basis.

The Hudson Library Board of Trustees are an elected policy making unit, vested with the entire custody and management of the George H. and Ella M. Rodger's Memorial Library as well as the Hills Memorial Library. They determine the budget for the library and expend all funds provided for the operation and maintenance of the library buildings.

II) Development of Application

With the construction and subsequent opening of the Rodger's Memorial Library, the Hills Memorial Library is currently vacant except for small event venues on the lower floor of the facility. The main portion of the Hills Memorial Library is an open space that is suitable for the requested needs of the Hudson School District. The Hudson School District makes the following proposal for the use of the Hills Memorial Library main floor space:

- Hudson School Board and Library Trustee Meeting Room
- Hudson School District Professional Development Center
- Library Program Meeting Room
- Town of Hudson Meeting Room
- Other organization meetings as approved
- Public Display Arena

III) Extent of Agreement

The Hills Memorial Library will stay under the control and ownership of the Library Board of Trustees.

The length of this agreement will be for five years with the option for renew for five additional years. Both the district and the BOT have agreed that an opt-out provision is available for either party if

the facility no longer suits the intended purposes. If either party opts out prior to the (5) year period, a reimbursement of materials and upgrades will be made to the district on a pro-rated basis.

At the end of (5) years, both parties may consider extending the duration of the contract. To continue in force, it must be approved by a majority of both the BOT and the District Representatives.

IV) Roles and Responsibilities

It is agreed by and between the partners as follows:

Library Board of Trustees:

- Maintenance of the building as a historical site and preservation of the interior and exterior historical elements will be the responsibility of the Trustees.
- Maintenance of property and liability insurance, interior and exterior of the building and the grounds will be the responsibility of the Trustees.
- The BOT will be responsible for the continuance of contracts that are necessary for the ongoing maintenance of the Hills Memorial Library and its mechanical systems.
- The Library Board of Trustees will provide keys to the District office for access to the Hills Memorial Library.
- The Library Board of Trustees will maintain exclusive use of the lower level of the Hills Memorial Library unless/until use of this space is renegotiated.

Hudson School District:

- All items required by law or code will be completed by the responsible party.
- Items not required as stated above will require an agreement between both parties.
- The Hudson School District will be responsible for securing a fiber line that will connect to the Hills Memorial Library.
- The Hudson School Board will supply and maintain the furniture and technology for the Hudson School Board meeting area as well as the professional development center.
- The Hudson School Board will use district personnel and resources for cleaning of the first-floor area and bathroom after all district events. Scheduling of activities at the Hills Memorial Library will be managed by the Hudson School District on a master calendar accessible to the BOT. District and Trustee needs will supersede other uses of the facility.
- Any town organization will have the right to use the facility, when not in conflict with District or Trustee needs. Said organizations will be responsible for scheduling with the District, arranging cleaning of the facility either by contract with the district or individually, having the appropriate insurance rider and have paid a user fee for the facility. Use of the building will be governed by policies developed jointly by the Trustees and the District.
- The building will be accessible by HCTV for installation and maintenance of their filming and televising equipment; under the supervision of the District or the Trustees when they are in the building.
- The facility may be used to display art or other items of interest as directed by the Library Trustees if the materials do not interfere with the meeting space, unless pre-arranged by the Trustees and the School Board.
- Reparation for any damage to the building or contents of the building will be the responsibility of the party using the facility.
- A key to the facility will be kept at the SAU Office and with the Trustees for access to the facility. The District will restrict access to the Hills Memorial Library to those individuals or organizations who have not been pre-approved.
- Fees collected for the use of the library will be forwarded to the Rodgers Memorial Library.

V) Timeline

The roles and responsibilities described above are contingent on approval of each board and would take effect upon the date signed by each Chairman.

VI) Commitment to Partnership

The partners agree to collaborate and provide a joint space that is mutually beneficial to the district, the Library Board of Trustees, and the community. It is through this partnership that the facility will be maintained and used for educational purposes.

VII) Either or both partners to this agreement may opt-out of the agreement with one-year notice if conditions change materially related to finances, space needs, management issues or the best interests of the BOT or SAU deem necessary. Equitable financial adjustments will be determined in the event of termination of this agreement.

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it.

By _____
Chairman of the Hudson School Board

Date _____

By _____
Chairman of the Library Trustees

Date _____

Hudson Town Departments: Main Contact Information

SAU Office	Mary Wilson Kathy Vaillancourt	mwilson@sau81.org kvaillancourt@sau81.org
School Board	Malcomb Price	mprice@sau81.org
Fire Department	Robert Buxton	rbuxton@hudsonnh.gov
HCTV	Jim McIntosh	jmcintosh@hudsonnh.gov
Town of Hudson	Kathy Carpentier	kcarpentier@hudsonnh.gov
Budget Committee	Ted Trost	ted+budget@trost.ca
Hudson Library	Linda Pilla	lindapilla@rodgerslibrary.org

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To: Hudson School Board
 From: Karen Burnell, Business Administrator *KB*
 Re: FY19 Year End Fund Balance Projects
 Date: May 30, 2019

As reported to you at the last school board meeting, the anticipated fund balance at year end for FY19 is currently in excess of \$900,000 due to unexpended salaries, benefits and special education.

I am asking the school board to look at the typical projects listed below and direction as to whether to use year end funds or possibly enter them into the FY21 budget.

	Approximate Cost
<u>AHS</u>	
Tennis court replacement	133,500
Gym floor replacement	121,500
Bleacher replacement with electric open and close	138,624
6 basket replacement with electric up and down	49,537
Stadium field regrade and sod replacement	200,000
<u>CTE</u>	
Furniture/Equipment (from CTE Renovation shortfall)	165,880
CTE Outbuilding Storage	155,000
CTE Greenhouse	190,000
<u>HMS</u>	
Vaping and elevated sound detector	16,659
Multi-Purpose Room Floor	21,850

Thank you in advance for your continued support.

the mean and examine the appropriateness of each of the measures of central tendency, (2) they consider how or whether various components included in grades should be weighted, (3) they consider the use of zeros, and (4) they consider how to include level/rubric scores in grades. Discussion of each of these issues should lead to the conclusion that for grades to be accurate, grading must be an exercise in professional judgment, rather than simply a mechanical, numerical exercise.

Measures of Central Tendency

Most fifth-grade students learn the difference between mean, median, and mode, and thus gain the insight that the arithmetic mean, or average, may not be the best representation of a set of data. Yet the teachers of those students remain stubbornly allegiant to the average. (Reeves, 2007, p. 230)

The average does not have to be the mean; teachers should consider using the median or the mode. These are the accepted measures of central tendency taught in mathematics classes, usually starting about Grade 5! The *mean* is the total of the values divided by the number of values. The *median* is the middle value of the data listed in numerical order. The *mode* is the most frequently occurring number. This aspect of Guideline 6 asks teachers to consider two dimensions of importance: (1) quantity or quality and (2) all or some evidence.

Reflecting On . . . Problems With the Mean

Study the information in Figure 6.1. Assume that these are the marks four students have received for 10 summative assessments in a school subject—elementary, secondary, or college—on a similar set of learning goals.

Figure 6.1 Issues With the Mean

Assessments in Order	Karen	Alex	Jennifer	Stephen
Assessment #1	0	63	0	0
Assessment #2	0	63	10	0
Assessment #3	0	63	10	62
Assessment #4	90	63	10	62
Assessment #5	90	63	100	63
Assessment #6	90	63	100	63
Assessment #7	90	63	100	90
Assessment #8	90	63	100	90
Assessment #9	90	63	100	100
Assessment #10	90	63	100	100
Total	630	630	630	630
Mean	63%	63%	63%	63%
Median	90%	63%	100%	63%
Mode	90%	63%	100%	?

(Continued)

From How to Grade for Learning by Ken O'Connor 2000.

On Progress and Proficiency – A New Report on Redesigning Grading for Competency Education

Published: January 17, 2014

This week [CompetencyWorks](#) released a new report, titled [Progress and Proficiency: Redesigning Grading for Competency Education](#), focused on helping education leaders think through the grading principles and policies to help communicate academic performance to students and parents. As more states, districts, and schools move towards competency education it is essential to rethink not only how we grade students but how we communicate grades. Today, student's true academic abilities hide or slide through in the current A-F grade system allowing them to advance without identification of gaps in knowledge and skills. It is important to point out that this is an issue for students of all academic abilities. The report, authored by Chris Sturgis, offers several weaknesses in the accepted A-F grading systems including: it allows students to move on without mastery, it is not a reliable gauge of what knowledge and skills a student has actually attained, and it is an ineffective form of motivation for students (particular on driving deeper learning). As an aside and as a parent, it is difficult ascertain and often misleading to understand where our children truly stand vis a vis what they are being taught (not to mention new college and career ready standards or our apparent waning global competitiveness).

In the report Sturgis outlines six elements of competency-based grading:

1. Embrace explicit learning progression or standards so that everyone will have a shared vision of what students should learn.
2. Develop a clear understanding of levels of knowledge so that students and teachers share an understanding of what proficiency means.
3. Ensure transparency so that educators, students, and parents all understand where all students are on their learning progression.
4. Create a school-wide or district-wide standards-based grading policy.
5. Offer timely feedback and meaningful assessments to students so that students can continue to progress and stay on track.
6. Provide adequate information to support students, teachers, and school-wide continuous improvement.

Sturgis states, "(Our current system) is much better at ranking students than helping them understand what they need to do to succeed. In competency education, student learning is always the primary purpose. Challenging the traditional system of grading practices will prompt questions that will allow students and teachers to work together toward a shared vision of learning that provides support to students as they build and demonstrate new skills."

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AUTHOR



Matt Williams

Executive Vice
President and Chief
Strategy Officer

[READ BIO](#)



HMS Academic Remediation FAQ

2018-19

This will be a place to go to find answers that staff at HMS have regarding how Academic Remediation will work this year. We will be updating this document frequently, and it can be a great resource for teachers to find common answers to Frequently Asked Questions.. If you have any questions beyond what you see here, please feel free to reach out to your Department Head, or an administrator.

Will we be able to run a sample of a remediation by an administrator?

- Absolutely! This is a learning process for everyone, and it is through communication that we will be able to help build understanding for all stakeholders. You should be running your remediation plans by your department heads. Keith, Theo and Jen are also willing to discuss if needed.
- Additionally, we will have samples of what remediation plans can/will look like if you need a starting point.

Do we need to come up with an individualized curriculum for each remediation plan?

- No, each plan does not need to be individualized. You can apply what we learn from UDL, and come up with a menu of options for different standards. Apply those that are appropriate for the student to demonstrate understanding of the Competency.
- Additionally, we will have samples of what remediation plans can/will look like if you need a starting point.

If a student is producing very little work (or only partially completing assignments-sometimes incorrectly), is it possible for their overall grade to drop from an IP to an NE?

- This is a place to delineate between formative and summative data. What is the evidence showing you about this student? Is the work production decreasing for lack of understanding consistently? Are they making progress at all towards the competency?

Do I need to wait until the end of the term for a remediation plan?

- No! In fact, you will be making many of the same "on the fly" remediations along the way that you have always made as an educator. If you note that these remediations that you are making for a student are not working, you can seek an intentional remediation plan.

Could a student end the year as an IP?

- Yes! If you think of a competency as being a journey of the entire school year, some students are not going to be able to demonstrate full mastery of that content by the end of the school year. Your IP should demonstrate a growth model to show that they have improved over the course of the year, just not enough to meet the competency.

What do we do about late work?

- This is a tough one, we definitely want to instill in our students the value of being timely, however, late does not usually impact competency. What are you measuring? You should be measuring the student's ability to demonstrate understanding of the competency or standard.
- The appropriate place to reflect late assignments is in the "responsibility" and "hard work" as these are Characteristics of learning vs. the actual learning demonstrated in the Competency.
- The best way to hold students accountable for missing work, is to schedule them to FOCUS immediately to complete unfinished work. Hold them after school, or during lunch, make the work meaningful. (Don't make it easy to get and keep a zero!)



What is Competency-Based Education?

Hudson Memorial School- Fall 2018



Learning for Mastery, not Seat time!

- Here in Hudson, we are working with students to help them demonstrate competency towards grade-level expectations.
- Assignments are looked at with the perspective of how the student is demonstrating understanding of material and demonstrating growth.
- Students are currently graded on the following scale:

A, B, C, IP (In Progress), and NE (No Evidence)

WE'RE TEACHERS!





Redos, Retakes and Remediation.

To help students learn from mistakes they can be given additional opportunities to demonstrate understanding and to do it again (perhaps in a new way).

When students are demonstrating NE (No Evidence), that means that teachers (and students) are going to have to revisit the competencies. No Evidence can come from not completing work, or truly demonstrating no understanding on a competency or skill. Both are reasons to Remediate.



How Can Parents Help?

Stay interested and involved with your student.

Help them begin to develop skills for self-advocacy and organization.

Check PowerSchool! (They are still kids and may require a “little” nagging!)

Communication! Communicate with your student and your student’s teachers!

Hudson Memorial School

Academic Accountability in a Competency Model

PURPOSE: To provide students who are not meeting academic competency standards in core content areas the opportunity to remediate skill and concept deficits according to an individualized plan developed between the teaching team, the student, and the parents.

WHEN:

- ✓ Academic Focus
- ✓ Academic Assistance
- ✓ February Break
- ✓ April Break
- ✓ Summer Break

WHERE:

- ✓ Computer Lab 118
- ✓ Computer Lab 120
- ✓ Computer Lab 222
- ✓ Various Classrooms for 7th Graders (1 to 1 initiative)

WHO:

- ✓ Students in 6th, 7th, and 8th Grade who have not met Competency Expectation in Reading, Writing, Mathematics, Science, and Social Studies for a given timeframe during the school year
- ✓ Students who present significant skill gaps in Reading, Writing, or Mathematics
- ✓ Students who have missed 6 or more days of instruction during a 30-Day period due to absences.
- ✓ Students who have missed 6 or more days of instruction during a 30-Day period due to behavior.

COST:

- ✓ Academic Focus – No Cost
- ✓ Academic Assistance – No Cost
- ✓ February Break - \$30.00 per student
- ✓ April Break - \$30.00 per student
- ✓ Summer Break - \$30.00 per student
 - Financial Aid Considerations for students who are on Free and Reduced Lunch (wording may need work here)

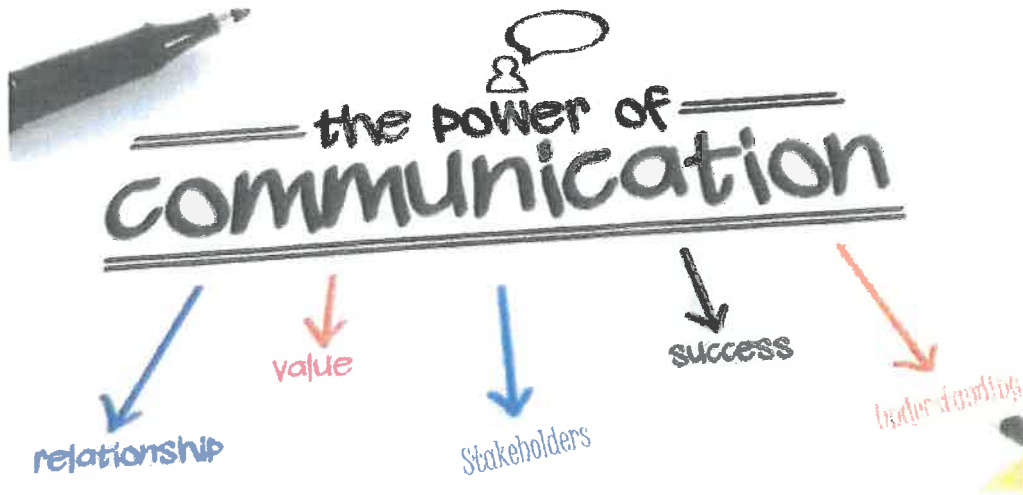
INTENDED OUTCOME: Students who participate in academic remediation will achieve competency in core content areas and decrease their risk of creating larger academic skill and concept gaps in their own learning. Students who do not take advantage of the academic remediation opportunities granted to them will be at risk for retention.

Competency Emails and Information Session Timeline

1. 6th Grade Orientation – August 28, 2018
2. 7th and 8th Grade Open House - September 9, 2018
3. Team and parent Remediation Meetings (October – June)
4. IDT team meetings with parents (October – June)
5. Parent Conferences – November 15, 2018 (3pm to 6pm)
6. Parent Conferences – November 19, 2018 (3:30pm to 5:30pm)
7. Parent Conferences – November 19, 2018 (6pm to 8pm)
8. Kiosks around the building – November and December
9. Pamphlets made and distributed – October - December
10. Agenda Book – August 2018 (On the website)
11. Video created and shown – November 2019
12. Remediation Meetings – February, April, And June
13. Answered several parent emails – throughout the year
14. Returned several parent phone calls throughout the year

Remediation and Grade Scale Action Plan for Teachers

	Event	Responsible	Date
1	Develop and Share a Frequently asked questions document for Teachers	Jen	10/9/2018
2	Develop and Share a Frequently asked questions document for Parents	Jen	10/19/2018
3	Parent Forums	Keith	Bi-Monthly
4	Three Case Studies (exemplars)	Department Heads	Grade Level Meetings October
5	Communicating Remediation Process with Parents	Admin Team	November Staff Meeting
6	Develop and Carry Out After School Work Sessions with Support based on teacher needs as they arise	Keith and the Department Heads	On Going as needs arise
7	Information Kiosks for Parent/Teacher Conferences	Department Heads	Parent Conferences
8	Screencast of Presentations and FAQs	Admin Team	On Going



HUDSON MEMORIAL SCHOOL UNIFIED ARTS COMPETENCIES



Unified Arts Competencies

Art

Communicate through Art – The ability to communicate visual ideas using a variety of media is basic to visual art expression.

Elements and Principles of Art – The ability to achieve more perspective about the art elements and principles, and their functions in works of art, is basic to understanding them.

Analyze and Evaluate Art - Successful evaluation and analysis depends on your level of understanding of time, cultural influences, meaning or purpose of artwork, intentional use of specific media, images and symbols, and the elements and principles applied.

Visual Arts Portfolio – Compiling a visual arts portfolio is essential in the preparation for post-secondary education and career opportunities in all career fields.

Band, Chorus, & General Music

Creating - Students will demonstrate the ability to conceive and develop a musical idea by applying the skills and language of music to generate and refine an original musical product.

Performing - Students will demonstrate the ability to interpret, refine, and perform existing musical works by applying the skills and language of music to convey the composer's meaning and ideas.

Responding & Connecting - Students will apply the skills and language of music to respond to musical works by evaluating the ways in which music conveys meaning and by connecting musical works to societal, cultural, and historical contexts.



HUDSON MEMORIAL SCHOOL UNIFIED ARTS COMPETENCIES

Family and Consumer Science

Personal Financial –Students will learn through the implementation of real life financial scenarios to understand and develop individual personal financial management skills, using a student's collected activity data.

Food and Nutrition- Student will implement recipes, follow directions; prepare food, while following safe health and kitchen skills.

Interpersonal relationships/Family Study's (6th Grade) - Students will explore the connections within their relationships with self, family, and others, using their past, present, and future, enabling students to acquire information for their time capsule.

Textiles and Clothing Management (7th Grade)- Students will be able to select textiles and fibers assess textile design, select appropriate procedures for care of textile products, tools, and supplies, demonstrate the knowledge of sewing equipment and sewing machine by making their sewing projects.

Career Exploration (8th Grade)- Students will develop an individual career plan that includes short-range and long-range steps to carry out the plan by writing a career portfolio consisting of career plan, resume, and job application.



Computer Skills

Innovative Design - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinking - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Knowledge Construction - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Communication & Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Digital Citizenship & Technology Operations - Students demonstrate a sound understanding of technology concepts, systems, and operations and understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

HUDSON MEMORIAL SCHOOL UNIFIED ARTS COMPETENCIES



PLTW: Design & Modeling

Analyze and Interpret – Demonstrate ability to analyze information based on tangible results.

Communicate – Demonstrate communication skills through written, visual, and social context.

Problem Solve – Demonstrate problem solving and critical thinking skills using the design process and mathematical equations.

Technology Proficiency – Demonstrate knowledge of computer technologies through the use of Computer Aided Design and related software.

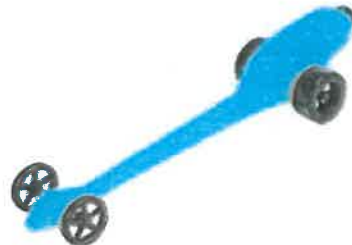
Technology Education

Analyze & Interpret - Demonstrate ability to analyze and interpret information about the physical world based on tangible results.

Communicate - Demonstrate communication skills in written, diagrammatical, and shown by example formats through collaborative team based and individual project activity.

Problem Solve - Demonstrate problem solving and critical thinking skills using the design process, time/project management, and computational thinking.

Technology Proficient - Demonstrate knowledge of hand tools, powered hand tools, and powered shop tools, through active hands on use.



HUDSON MEMORIAL SCHOOL UNIFIED ARTS COMPETENCIES



French & Spanish

Vocabulary & Grammar – Thematic vocabulary acquisition, an understanding of semantics, correct grammatical and syntactical structures are necessary for the production, interpretation and the development of world language.

Speaking & Writing – The ability to communicate effectively in writing and in speaking is essential to acquiring levels of proficiency in the target language.

Culture – Knowledge of cultural similarities and differences is an integral part of learning a world language.

Listening & Reading Comprehension – Ability to gather and comprehend information from authentic language materials within a familiar context is necessary to develop basic reading and listening skills.



Health

Concepts Related to Health - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Accessing Health Information - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Analyzing Internal & External Influences - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Physical Education

Physical Learning - Students will be able to understand, assess, demonstrate, and apply basic motor skills, rules, and strategies to sports specific activities and fitness.

Safety and Cooperation - Students will be able to recognize and apply proper safety techniques to ensure a positive and safe learning environment.



7th Grade Competencies

Literature/ Reading

***Foundational Reading**—Students will read to make meaning while flexibly using a variety of morphology strategies, to apply and extend literacy skills with fluency and independence at grade-level complexity. (Not identified beyond 5/6 span, but continue to develop them with students who may need additional support.)

- Word study skills, fluency, read with purpose, infer, predict, self-monitor

Reading Literature—Students will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex print and non-print literary texts, citing a range of relevant and compelling textual evidence to support their analyses.

- Text structures, character dialogue and interactions, literary elements, analyze two or more authors’ treatment of theme, historical/cultural contexts, flashback, foreshadowing, imagery

Reading Informational Text—Students will comprehend and draw conclusions about the author’s intent in a variety of increasingly complex print and non-print informational texts, citing a range of relevant and compelling textual evidence to support their analyses.

- Central idea, accuracy of content, theme, conclusions, two or more authors’ point of view/tone/interpretation of topic, compare information, message, text types

Speaking, Listening, and Language—Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g. informal discussions, formal presentations), responding respectfully and appropriately to diverse perspectives and expressing ideas clearly and purposefully.

- Use grade-appropriate grammar/mechanics when speaking, respond/elaborate with relevant ideas, oral presentations addressing audience/purpose, use visual/graphic/digital/audio enhancements to clarify message/intent, analyze/interpret/evaluate information delivered orally or visually.



Writing/Composition

Narrative Writing—Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, narrative non-fiction).

- Text structures to establish context, Character development, setting, transitions, chronology, conflict resolution, point of view, theme, tone, style, dialogue, literary devices, figurative language, word choice, edit, revise, grammar/conventions

Informational Writing—Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.

- Topic and focus, organize ideas, formal style, objective tone, relevant and/or conflicting information, evidence, summarize, conclusion, edit, revise, grammar/conventions

Opinion/Argument Writing—Students will produce clear, coherent, and effective argumentative writing for a range of text types, purposes, and audiences.

- Establish and support a claim, persuasive techniques, rhetorical devices, call to action, claims/counterclaims, relevant sources, diverse points of view, analyze evidence, logically connect reasons/facts, maintain authoritative stance, conclusions, edit, revise, grammar/conventions.

Inquiry, Investigation, and Research—Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.

- Analyze interrelationships among concepts, analyze sources, evaluate motives, strategically use language for audience/intent, select and cite evidence, integrate multi-media/visual displays, use digital tools and reference materials for interpretation and expansion of knowledge

Social Studies

Critical Reading & Viewing - Students will be able to use a variety of historical sources, documents, maps, and visuals and determine their credibility.

Writing & Research - Students will develop clear claims and use evidence from multiple sources to construct an argument.

Geography - Students will be able to analyze and explain the various ways physical geography impacted the development of ancient civilizations.

People & Events - Students will be able to analyze the influence people had on the growth and development of ancient civilizations.



FAQ

Q: Can my student still earn Honor Roll with this system?

A: Yes! The same rules from previous years will apply. Students who earn an A in all of their classes will be recognized as having earned High Honors. Students who have earned a combination of an A or an B will be recognized as having earned Honor Roll status.

Q: How is remediation different from reassessment?

A: Reassessment is when a student has shown difficulty with a small portion of a larger concept. Remediation is when a student has shown difficulty with many components of a larger concept. Reassessments can be done at any time for full credit and should be attempted before remediation is considered.

We hope that this information will help you to understand the transitions that Hudson Memorial School is undergoing. Your support, thoughts, and questions are appreciated as we go through this process.

Assessment & Reassessment Procedure

- Prepare for each assignment the first time.
- Once returned from the teacher, review the material for feedback.
- Student should have a conversation with the teacher about what the reassessment steps should be if deemed appropriate.
- A plan for reassessment of an individual assignment should be completed between the teacher and student.

****Reassessments are available to all students for all graded assignments for a higher grade. This is done to encourage students to continually try to improve their learning and understanding.**

Remediation Procedure

1. Prior to any remediation process taking place, the student and teacher should be working to reassess work along the way. Remediation is to be done after reassessments have already been attempted.
2. The teacher, student, and parent/ guardian need to meet (this can be done via a phone conference call) to discuss what topics need remediation, when it will take place, and the intended outcomes.
3. An Individualized Academic Remediation Plan is completed and signed by both the teacher and the parent / guardian.
4. The student is to actively participate and follow the agreed upon Remediation Plan.
5. A Remediation Coordinator will be selected from the student's team of teachers will be monitoring the student's progress.
6. Once a student has shown proficiency through the remediation process, they will complete the Student Reflection about the process and what they can do differently for the future.

Hudson Memorial School

Reassessment & Remediation



Why the change?

In our efforts to transition to a competency-based curriculum, Hudson Memorial School has begun to adapt our grading and reporting practices to appropriately measure a student's progress towards competency proficiency. This progress grade does not reflect a student's behavior and effort. Respect, Responsibility, and Hard Work will continue to be noted in our work study practices.

What it looks like

- Academic grades will show a student's true understanding or progress toward understanding of curriculum.
- Grades for each class will indicate a student's level of proficiency, progress towards proficiency, or a lack of evidence.
- Individual assignments will still be given a numerical grade where proficiency has been achieved. Where proficiency has not been achieved a code of IP or NE will replace a numerical grade for the assignment. Here, IP indicates that the individual assignment is In Progress and NE means the individual assignment has not been received by the teacher and therefore, there is no evidence to assess the student's proficiency.

Grade Reports

- A = Student has earned a 90 -100.
- B = Student has earned an 80-89.
- C = Student has earned a 70-79.
- IP = In Progress (An Individualized Academic Remediation Plan is in place and progress is being made toward proficiency)
- NE = No Evidence (An Individualized Academic Remediation Plan is in place, but no evidence towards proficiency has been completed).

Words & Terminology

- **Competency:** The content, concepts, and skills expected to be learned in a course. Students show competency by transferring mastered skills and concepts to a new authentic performance task.
- **Curriculum:** The content that is expected to be learned based on local, state, and national standards and frameworks.
- **Formative Assessment:** Practice work that informs teachers and students of areas of strength and weakness.

- **Mastery:** Meeting the given expectations for the acquisition and demonstration of a skill or concept of grade level standards at a high level.
- **Performance Task:** An authentic task that requires students to use mastered skills and concepts in new and meaningful ways.
- **Proficiency:** Meeting the given expectations for the acquisition and demonstration of a skill or concept of grade level standards.
- **Reassessment:** An opportunity for students to continue the learning process and show their knowledge and skills more than one time.
- **Summative Assessment:** An assessment that measures knowledge of several connected concepts and skills in meaningful and authentic ways.
- **Work Study Practices:** Behaviors that enhance learning achievement and promote a positive work ethic.

For More Information:

NH DOE Bureau of Instructional Support
and Student Assessment:

education.nh.gov/instruction/accountability/index.htm



8th Grade Competencies

Literature/ Reading

***Foundational Reading**—Students will read to make meaning while flexibly using a variety of morphology strategies, to apply and extend literacy skills with fluency and independence at grade-level complexity. (Not identified beyond 5/6 span, but continue to develop them with students who may need additional support.)

- Word study skills, fluency, read with purpose, infer, predict, self-monitor

Reading Literature—Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print literary texts, citing a range of relevant and compelling textual evidence to support their analyses.

- Text structures, character dialogue and interactions, literary elements, analyze two or more authors' treatment of theme, historical/cultural contexts, flashback, foreshadowing, imagery

Reading Informational Text—Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print informational texts, citing a range of relevant and compelling textual evidence to support their analyses.

- Central idea, accuracy of content, theme, conclusions, two or more authors' point of view/tone/interpretation of topic, compare information, message, text types

Speaking, Listening, and Language—Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g. informal discussions, formal presentations), responding respectfully and appropriately to diverse perspectives and expressing ideas clearly and purposefully.

- Use grade-appropriate grammar/mechanics when speaking, respond/elaborate with relevant ideas, oral presentations addressing audience/purpose, use visual/graphic/digital/audio enhancements to clarify message/intent, analyze/interpret/evaluate information delivered orally or visually.



Writing/Composition

Narrative Writing—Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, narrative non-fiction).

- Text structures to establish context, Character development, setting, transitions, chronology, conflict resolution, point of view, theme, tone, style, dialogue, literary devices, figurative language, word choice, edit, revise, grammar/conventions

Informational Writing—Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.

- Topic and focus, organize ideas, formal style, objective tone, relevant and/or conflicting information, evidence, summarize, conclusion, edit, revise, grammar/conventions

Opinion/Argument Writing—Students will produce clear, coherent, and effective argumentative writing for a range of text types, purposes, and audiences.

- Establish and support a claim, persuasive techniques, rhetorical devices, call to action, claims/counterclaims, relevant sources, diverse points of view, analyze evidence, logically connect reasons/facts, maintain authoritative stance, conclusions, edit, revise, grammar/conventions.

Inquiry, Investigation, and Research—Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.

- Analyze interrelationships among concepts, analyze sources, evaluate motives, strategically use language for audience/intent, select and cite evidence, integrate multi-media/visual displays, use digital tools and reference materials for interpretation and expansion of knowledge

Social Studies

Critical Reading & Viewing - Students will be able to analyze and use a variety of historical sources, documents, maps, and visuals and determine their credibility.

Writing & Research - Students will develop clear claims and counterclaims and use evidence from multiple sources to construct an argument.

Civics - Students will comprehend the structure, roles, powers, responsibilities, and limits involved in the origin and evolution of a democratic republic.

Historical Events & Perspectives - Students will make connections between events and identify factors influencing change over time.



HUDSON MEMORIAL SCHOOL 8TH GRADE COMPETENCIES

8th Grade Mathematics

Number Systems - Students will expand their understanding of number systems thinking flexibly and attending to precision and reasonableness when solving problems using rational and irrational numbers.

Expressions & Equations - Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.

Geometry - Students will solve problems involving reasoning using properties of 2- and 3- dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.

Probability & Statistics - Students will design investigations and conduct probability experiments involving populations.

Functions - Students will make use of structure to describe and compare situations that involve proportionality, change, or patterns and use the information to make conjectures and justify conclusions/solutions.

8th Grade Algebra

Linear Functions - Students will make use of patterns, relations, and functions to interpret, compare, and analyze pure and applied situations, using the information to make conjectures and support conclusions.

Radicals - Students will demonstrate the ability to use and extend properties of complex number systems.

Equations & Inequalities - Students will demonstrate the ability to explain and justify reasoning when solving equations, inequalities, and systems of equations.

Exponential & Quadratic Functions - Students will be able to interpret, analyze, and build linear, quadratic, and exponential functions that are applied to and model real-world phenomena and distinguish the different situations that would utilize each type of function.

Polynomial Expressions - Students will be able to demonstrate the ability to solve problems when applying concepts of polynomials and rational expressions.

Science

Structure and Properties of Matter - A pure substance has characteristic physical and chemical properties that can be used to identify it.

Chemical Reactions - In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

Waves & Electromagnetic Radiation - Waves have predictable characteristics and behaviors when traveling through empty space and when the waves interact with matter.

Forces and Interactions - The motion of an object is determined by the sum of the forces acting on it.

Energy - Interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system.

Nature of Science - Scientific advances are made through asking questions, researching the work of others, conducting safe controlled experiments, and drawing conclusions based on accurately measured and observed data.

HUDSON MEMORIAL SCHOOL 6TH GRADE COMPETENCIES



- Central idea, supporting details, theme, author’s purpose, text organization, text types

Speaking, Listening, and Language—Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g. informal discussions, formal presentations), responding respectfully to diverse perspectives and expressing ideas clearly and purposefully.

- Use grade-appropriate grammar/mechanics when speaking, oral presentations addressing audience/purpose using visual/graphic/digital/audio enhancements, analyze information delivered orally or visually.



6th Grade Competencies

Literature/ Reading

Foundational Reading—Students will read to make meaning while flexibly using a variety of strategies applying and extending literacy skill with increasing independence.

- Word study skills, fluency, read with purpose, infer, predict, self-monitor

Reading Literature—Students will comprehend and draw conclusions about the author’s intent when reading a variety of increasingly complex print and non-print literary texts, citing textual evidence to support their analyses.

- Text structures, theme, character development, plot elements, author study

Reading Informational Text—Students will comprehend and draw conclusions about the author’s intent in a variety of increasingly complex print and non-print informational texts, citing textual evidence to support their analyses.

Writing/Composition

Narrative Writing—Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, and historical fiction/accounts).

- Character development, transitions, sequencing, conflict resolution, point of view, theme, tone, dialogue, descriptive

HUDSON MEMORIAL SCHOOL 6TH GRADE COMPETENCIES

language, figurative language, word choice, edit, revise, grammar/conventions.

Informational Writing—Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.

- Topic and focus, organize ideas, formal style, objective tone, relevant information, evidence, conclusion, edit, revise, grammar/conventions

Opinion/Argument Writing—Students will produce clear, coherent, and effective opinion/argument writing for a range of text types, purposes, and audiences.

- Establish and support a claim, persuasive techniques, relevant sources, point of view(s), analyze evidence, connect reasons/facts, conclusions, edit, revise, grammar/conventions

Inquiry, Investigation, and Research—Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible and relevant sources.

- Analyze interrelationships among concepts, analyze sources, strategically use language for audience/intent, cite evidence, integrate multi-media/visual displays, use reference materials for interpretation and expansion of knowledge

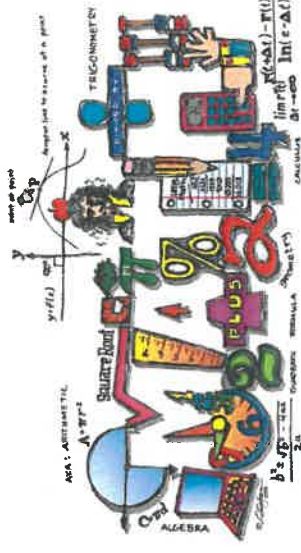
Social Studies

Critical Reading & Viewing - Students will be able to explain and use a variety of historical sources, documents, maps, and visuals.

Writing & Research - Students will create compelling questions, determine appropriate sources, and gather information to support the compelling question.

Geography - Students will utilize the 5 Themes of Geography to analyze and explain the physical and human world.

Economics - Students will be able to explain how economic decisions and innovation impact society.



Mathematics

Ratios & Proportions - Students will make use of structure to describe and compare situations that involve ratios or patterns of proportionality, require manipulation of measurement units, and use the information to make conjectures and justify conclusions/solutions.

Number Systems - Students will expand their understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using rational numbers. **Expressions & Equations** - Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.

Geometry - Students will solve problems involving reasoning using properties of 2- and 3- dimensional shapes to analyze, represent, and model geometric relationships in authentic applied contexts. **Statistics** - Students will design investigations and gather data involving populations that allow them to draw conclusions and make observations about the attributes for which data is collected.



Science

Earth's History - The process of construction and deconstruction throughout Earth's geologic history has shaped the landscape. Students will be able to identify the patterns that have shaped Earth and can use this information to predict future events on a geologic time scale.

Earth's Systems - Student will understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and amongst Earth's different spheres.

Earth's Place in the Universe - Patterns of formation, destruction, and motion of the planets, moons, stars, and galaxies can be observed, described, predicted, and explained with modeling.

Earth and Human Activity - Human activities have significantly altered the geospheres. But changes to Earth's environments can have different impacts, both positive and negative.

Matter and Its Interactions - Pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule.

Nature of Science - Scientific advances are made through asking questions, researching the work of others, conducting safe controlled experiments, and drawing conclusions based on accurately measured and observed data.

Remediation Plans

Remediation plans are only required if a student is:

- Not making progress towards proficiency on repeated assessments.
- Not taking steps to remediate and reassess on their own.

***Any student that is making growth in courses at their own individualized learning level do not require remediation plans.

No Evidence (NE) Denotation Guidelines

NE for Individual Assignments or Assessments

- An assignment that is missing, or turned in without anything done, may be given an NE in the Teacher Gradebook. Please make a comment to help decipher why the NE has been issued.
- An assessment that has been turned in blank, or with some message like "I don't know any of this stuff," should be given an NE with a comment to help decipher why the NE has been issued.

NE for Progress Reports

A denotation of NE in any Academic Area will not be issued for Progress Reports until Department Head approval based on the following criteria:

- A student that is missing or has not turned in more than 50% of the formative or summative assessments in a 30 day period will be placed by the team through conference with parent and student on an individual academic remediation plan.
- Students suspended (in-school or out of school) for 6 or more days they will be placed by the team through conference with parent and student on an individual academic remediation plan.
- Students absent for 6 or more days they will be placed by the team through conference with parent and student on an individual academic remediation plan.
- Students on an individual academic remediation plan should not be graded as NE unless no progress has been made on the plan for a period of 10 academic days.

Academic Accountability

- Department Heads that have approved an NE should record the Teacher Name, Subject, Student Name in the accountability form to help the Administration determine which students no longer have maintained their Academic Eligibility for extracurricular events. Lists of these names will be collected each reporting period through a specific Google Form.

ACADEMIC REPORTING

PROGRESS REPORTS / REPORT CARDS

Students attending Hudson Memorial School will be issued five (5) Academic Progress Updates and one (1) final report card throughout the school year. Each of these Academic Progress Updates will be issued every thirty (30) school days. The Academic Progress Updates are intended to keep parents and students informed of the current, cumulative grade. The sixth and last grade report will serve as the final report card.

GRADING SCALE

A	Exceeding Grade Level Proficiency	
B	Meeting Grade Level Proficiency	
C	Approaching Grade Level Proficiency	
IP	In Progress	Student is working toward proficiency and has the opportunity for remediation.
NE	No Evidence	No work is available to be assessed

High Honor Roll	Student earns an A in all classes.
Honor Roll	Student earns an A or B in all classes.

WORK STUDY PRACTICES

Our Work Study Practices Rubric is used to describe work habits and classroom behaviors. Students are scored on a scale of 1-3 on the three core values of Hudson Memorial School: respect, responsibility, and hard work. The rubric for the Work Study Practices can be found at the end of the handbook section of the agenda book.

PARENT CONFERENCES

Parent conferences are held during the month of November. You may register for a conference time through our on-line conference scheduler. However, you may also request a parent conference at any time during the school year by contacting the homeroom teacher for an appointment.

ACADEMIC ACCOUNTABILITY

Hudson Memorial School recognizes the importance of providing a challenging, comprehensive, systemically aligned, and integrated curriculum that includes high quality instruction and opportunities for students to remediate important knowledge, skills, and understandings within each content area. As part of the instructional process, we also recognize that competency-based education requires that students are provided with multiple opportunities to demonstrate that they have successfully met curricular standards.

REASSESSMENT

Students may opt to reassess any summative assessment where proficiency has not been met. The grade that they receive on the reassessment will replace their original grade if the reassessment grade is higher than the original assessment.

In order to take advantage of a reassessment, the student needs to engage in a relearning process that includes review of the original assessment with his or her teacher or person who is qualified and two other methods of remediation that may include: working with a teacher in Academic FOCUS or Academic Assistance, spending time with a tutor, parent, or guardian preparing for reassessment, completing all relevant uncompleted work in the class, or other options provided by his or her teacher.

ACADEMIC REMEDIATION

The purpose of academic remediation is to provide students with targeted academic support in areas of the curriculum where a student's knowledge and understanding of a skill or concept needs to be strengthened to further their academic success. All students will be provided with the opportunity to participate in an Individualized Academic Remediation Plan when significant skill and concept gaps appear in reading, writing, mathematics, science, and social studies for a given time-period during the school year.

Students who score below a C on the grade scale or miss 6 or more days of classroom instruction during a 30-day period for reasons of Attendance or Discipline will be automatically placed on an Individualized Academic Remediation Plan. It is important that students are in school and attending all classes. Students who miss significant amounts of classroom instruction time may be at-risk of creating gaps in their own learning. It is believed that students who participate in academic remediation after missing significant amounts of

classroom instruction will decrease their risk of creating gaps in their learning and will be better prepared to meet the challenges of more advanced curricular work as the student progresses through school.

Academic Remediation will take place during Academic Focus and Academic Assistance. The Individualized Academic Remediation Plan will be developed by the student's teaching team, the student, and the parent(s)/guardian(s). Students who do not successfully complete their Individualized Academic Remediation Plan during Academic Focus or Academic Assistance will be requested to complete their plan during February, April, and/or Summer vacation weeks. Students who do not successfully complete their Individualized Academic Remediation Plans will place themselves at greater risk of being retained in their current grade level or until they have successfully completed their Individualized Academic Remediation Plan.

ACADEMIC FOCUS

Academic Focus is a Response to Instruction (RtI) period for all students. The program allows for students, over a four-day period, to be scheduled to the teachers they need to see for a variety of reasons.

To allow students to better prepare for their "FOCUS week," scheduling will be done on the second day of any school week. Scheduling on the second day of a week allows students to see upcoming assignments and assessments that they may want to meet with their teachers about. FOCUS classes will then wrap-around into the following week.

The two avenues by which students will be scheduled are:

1. The Academic FOCUS teacher conferences with students and schedules them to meet with the teachers that they need to see for either remediation or extension purposes.
2. Any teacher may pre-book their students into a FOCUS period for the following week to provide extra help, opportunities, for retakes or re-dos of assignments, or to extend student learning with access to supplemental higher-level materials.

ACADEMIC ELIGIBILITY

A student may participate in dances, functions, extra-curricular activities, clubs, intramurals, and interscholastic sports, field trips (academic/educational field trips will be considered at the discretion of the supervising teacher(s) and determination of an administrator), unless he/she has received a No Evidence (NE) indicator on the grading scale in two or more subject areas at the time of each Academic Progress update.

A student's participation will be determined every thirty (30) days at the Academic Progress Updates. Once academically ineligible, the student will remain ineligible until the next Academic Progress Update. **To regain eligibility, a student must have remediated all NE grades at the next Academic Progress Update.**

CHEATING AND PLAGIARISM

Honesty and integrity are values that are important at Hudson Memorial School. A student turning in work that represents their knowledge base is essential to determining success of the academic process. Students engaging in cheating or plagiarism are not being honest with their teachers or themselves. While there are some assignments that are meant to be done in cooperation with others, most assignments are not. Unless a teacher indicates that an assignment is meant to be done with the help of others, students should assume that the work assigned is to be done on their own.

The teacher will determine what is appropriate for any given assignment. Two students doing a homework assignment may help each other in clarifying what the assignment is about. Copying someone else's work and taking answers off someone else's test are the most common forms of cheating.

Cheating will be defined as the inappropriate giving or taking answers or work from another student or source. The use of computer or alternative resources in place of assigned reading or projects will be considered cheating.

Plagiarism will be defined as the use of information from a source or author without recognition that the information comes from that source or author.

The penalty for cheating or plagiarism will be two After-School-Detentions. Continued incidents of this nature could result in more serious disciplinary action.

**HUDSON SCHOOL DISTRICT
FINANCE POLICY LIST**

NHSBA POLICY	PRIORITY CATEGORY	NHSBA PROPOSED POLICIES	ACTION	PAGE NUMBER	POLICY SOURCE
DA	R	Fiscal Management Plan	New to District	1 of 11	Adopted NHSBA version, as is
DAF	P	Administration of Federal Grant Funds	New to NHSBA		Adopted NHSBA version, position changes only
DB	R	Annual Budget	Revised	2 of 11	Updated existing District policy
DBC	R	Budget Preparation	Reference only in DB	6 of 11	Updated existing District policy
DBI	R	Budget Implementation	Reference only in DB	7 of 11	Updated existing District policy
DBJ	O	Transfer of Appropriation	Revised		
DC	O	Taxing and Borrowing Authority/Limitations	Not Applicable		
DD	O	Funding Proposals and Applications	Not Applicable		
DEA	O	Revenues from Local Tax Sources	Not Applicable		
DFA	P	Investment	Revised		
DG	O	Depository of Funds	Not Applicable		
DGA	R	Authorized Signatures	New to District		Adopted NHSBA version, with modifications
DGD	O	School District Credit Cards	Revised		Updated existing District policy
DH	R	Bonded Employees	New to District		Adopted NHSBA version, as is
DI	R	Fiscal Accounting and Reporting	New to District		Adopted NHSBA version, with modifications
DIA	R	Fund Balances	Revised		Updated existing District policy
DID	R	Fixed Assets (Inventories)	New to District	8 of 11	Adopted NHSBA version, with modifications
DIE	R	Audits	Revised		
DIH	R	Fraud Prevention and Fiscal Management	Revised		
DJ	R	Purchasing	New to District	9 of 11	Adopted NHSBA version, with modifications
DJC	R	Petty Cash Accounts	Revised		
DJD	O	Cooperative Purchasing	Not Applicable		
DJE	R	Bidding Requirements	Revised	10 of 11	Updated existing District policy
DJF	O	Local Purchasing	Not Applicable		
DJG	O	Vendor Relations	Not Applicable		
DK	R	Payment Procedures	Reference only in DGA		
DKA	R	Payroll Procedures	New to District		
DKC	O	Expense Reimbursements	Revised		
DM	R	Cash in School Buildings	New to District		
DN	R	Equipment and Supplies Sales	New to District		

POLICY CODE: DA Fiscal Management Plan RELATED POLICY CODES: --	FIRST ADOPTION: 05/XX/2019 LATEST REVISION: <u>056</u> /XX/2019 Page 1 of 1
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FISCAL MANAGEMENT PLAN

The Board recognizes the importance of excellent fiscal management in managing public resources to achieve the goals of the educational plan of the district. The board will be vigilant in fulfilling its responsibilities to see that these funds are used wisely to achieve the purpose for which they are allocated.

The district fiscal management plan seeks to achieve the following goals:

1. Engage in thorough advance planning to develop budgets and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program.
2. Establish levels of funding which will provide high quality education for the students of the district.
3. Use the best available techniques and processes for budget development and management.
4. Provide timely and appropriate information to the Board and all staff with fiscal management responsibilities.
5. Establish and implement efficient procedures for accounting, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

First Adoption:	<u>056</u> /XX/2019
Second Reading	<u>05/XX/2019</u> 06/17/2019
Initial Reading:	<u>05/XX/2019</u> 06/03/2019

POLICY CODE: DB Annual Budget	FIRST ADOPTION: 05/16/2005 LATEST REVISION: 05/16/2019
RELATED POLICY CODES: DBC, DBI	Page 1 of 4

BUDGETING ANNUAL BUDGET

Budget Responsibility:

The Hudson School Board shall accept the fiscal responsibility to develop and present for approval at the Annual District Meeting of the Hudson School District, an annual spending plan which includes an operating budget, a Default Budget (RSA 40:13, XI) warrant articles, and other subsidiary information.

Definitions:

Operating Budget: The operating budget is the line-by-line spending plan which identifies all appropriations and revenues as well as anticipated expenditures and revenues for the Hudson School District

Warrant Articles. The following items will not be included with the operating budget, but rather, shall be included as separate warrant articles for consideration:

- ~~1. All proposals which call for additional staff or faculty positions~~
- ~~2.1~~ All proposals which represent collective bargaining agreements
- ~~3. All proposals for programs which cost in excess of \$50,000~~
- ~~4.2~~ All proposals which are funded by the issuance of bonds or other long-term debt
- ~~5.3~~ All capital improvements with a value greater than \$50,000 and with a life span projected to be in excess of five years.

Default Budget. The Default Budget shall be completed as required by RSA 40:13, XI. Furthermore, the Default Budget shall be presented in a summary format for the entire district budget as well as in a summary format on a site by site basis.

Preparation of the Budget Document:

A budget for the District shall be prepared annually for the Board's review. The preparation of the formal budget document shall be the responsibility of the Superintendent or Superintendent's designee. The Superintendent shall present to the Hudson School Board, prior to ~~October~~ November 1st of each year, a proposed budget showing the financial needs of the District for the ensuing fiscal year. Any and all warrant articles proposed by the Superintendent shall also be included with the budget document.

The preparation of the budget shall be the responsibility of the Superintendent or superintendent's designee. All administrative supervisory personnel shall be involved in submitting allocation information for the formation of the budget. The entire staff shall be involved in establishing priorities for budget requests.

POLICY CODE: DB Annual Budget RELATED POLICY CODES: DBC, DBI	FIRST ADOPTION: 05/16/2005 LATEST REVISION: 056/XX/2019 Page 2 of 4
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The budget shall include a spending plan for all funds received by the district, regardless of source. All enterprise funds, revolving funds, federal fund and grants, as well as any other funds in addition to the general fund shall be included.

Budget Timeline:

The Hudson School ~~Board-District~~ shall adopt budget guidelines in May of each year, including a detailed timeline to govern the budget development for the following year. The timeline shall include:

- A date at which time the School ~~Board-District~~ sets the educational and budgetary goals for the next budget cycle
- A date at which time the Superintendent shall adopt guidelines to govern the next budget cycle
- A date at which time the Superintendent shall calculate the Default Budget
- A date at which time the Superintendent shall deliver a technology plan which identifies the technology needs for the ensuing budget year
- A date at which time the Superintendent shall deliver a Capital Plan which identifies the capital needs for the ensuing budget year
- A date and which time the Superintendent shall deliver a Personnel staffing plan which identifies the personnel needs for the ensuing budget year
- A date at which time the Superintendent shall deliver an Academic and Curriculum Plan identifying the academic and curriculum improvements needed for the ensuing budget year.
- A date at which time the Superintendent shall deliver proposed warrant articles for the ensuing budget year.

Requirements of the Budget Document:

The budget document shall include the following:

- The estimated amount of revenues for each of the several funds from sources other than taxation
- The estimated amount of revenues to be raised by taxation
- An itemization of the estimated amount to be spent in each of the funds
- A comparison of the amounts proposed to be expended with the amounts expended for like purposes for the two preceding fiscal years
- A brief explanatory section which illustrates which program changes for the ensuing year are responsible for any changes in expenditures

<p>POLICY CODE: DB Annual Budget</p> <p>RELATED POLICY CODES: DBC, DBI</p>	<p>FIRST ADOPTION: 05/16/2005 LATEST REVISION: 056/XX/2019</p> <p>Page 3 of 4</p>
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Backup materials will include:

- **Justification for each planned purchase**
- ~~The Default Budget calculation shall be established at a level not greater than per site budget~~
- The technology plan
- The capital plan
- The personnel plan
- The Academic and Curriculum Plan.
- The budget timeline established for Official Ballot communities, including Collective Bargaining Agreements and Bond hearings

Board Review of the Proposed Budget:

The Hudson School Board shall review the proposed budget for the District and make adjustments where necessary to carry out the operation of the District within the revenue projections. Nothing shall prohibit the Board from making any changes, additions, or deletions to any budget line item or warrant article.

Adoption of the Budget by the Board:

Following the Board's review, the Board shall adopt a proposed operating budget as well as warrant articles for the operation of the District for the ensuing fiscal year and shall deliver the budget document to the municipal budget committee in accordance with the Municipal Budget Act.

Amendment of the Budget:

The Board may amend the budget for the fiscal year in the event of unforeseen circumstances. The amendment procedures shall follow the procedures for public review and adoption of the original budget by the Board as outlined in this policy and RSA 40:13. It shall be the responsibility of the Superintendent to bring any budget amendment necessary to the attention of the Board to allow sufficient time to file the amendment with the budget committee, the Department of Education and the Department of Revenue Administration.

Municipal Budget Act

The Hudson School District budget hearings and procedures shall be performed in accordance with New Hampshire RSA Chapter 32 Municipal Budget Law, and RSA 40:13 Use of Official Ballot as enacted and recodified.

Legal References:

RSA 32:4

Preparation of Budgets: Estimate of Expenditures and Revenues

POLICY CODE: DB Annual Budget	FIRST ADOPTION: 05/16/2005 LATEST REVISION: 05 6 /XX/2019
RELATED POLICY CODES: DBC, DBI	Page 4 of 4

RSA 32:5 Budget Preparation
RSA 32:10 Transfer of Appropriation
RSA 197:5-a School Meetings and Officers: Budget
NH Code of Administrative Rules – Section Ed 302:02 (a), Substantive Duties of the Superintendent

Last Revision 06/xx/2019
Second Reading 06/17/2019
First Reading 06/03/2019
First Adoption: 05/16/2005
Second Reading 05/16/2005
Initial Reading: 05/02/2005

PROPOSED REVISIONS

**POLICY CODE: DBC
BUDGET PREPARATION**

RELATED POLICY CODES: DB

Page 1 of 1

DBC – BUDGET PREPARATION

Policy is contained within the [DB – ANNUAL BUDGET](#) policy.

**POLICY CODE: DBI
BUDGET IMPLEMENTATION**

RELATED POLICY CODES: DB

Page 1 of 1

DBI – BUDGET IMPLEMENTATION

Policy is contained within the [DB – ANNUAL BUDGET](#) policy.

POLICY CODE: DID Fixed Assets (Inventories) RELATED POLICY CODES: --	FIRST ADOPTION: 056 /XX/2019 LATEST REVISION: 065 /XX/2019 Page 1 of 1
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FIXED ASSETS (INVENTORIES)

To serve the functions of conservation and control, a running inventory of fixed assets with ~~appraised values~~ original cost greater than \$5,000 will be maintained by the Superintendent's office on buildings and contents including (1) buildings and grounds equipment, (2) furniture, (3) administrative equipment, and (4) educational equipment, ~~and~~ (5) ~~vehicles and~~ (6) ~~textbooks and supplementary books.~~

The Superintendent will designate the person responsible for maintaining an inventory of equipment, ~~materials and supplies in his/her shop, laboratory or classroom.~~

These inventories will be brought up-to-date as needed, but no less than once per fiscal year. ~~Two copies of the inventory will be filed with the building administrator.~~

First Adoption: 065/XX/2019
 Second Reading: 05/XX/201906/17/2019
 Initial Reading: 05/XX/201906/03/2019

POLICY CODE: DJ Purchasing RELATED POLICY CODES: DJE	FIRST ADOPTION: 056/XX/2019 LATEST REVISION: 065/XX/2019 Page 1 of 1
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PURCHASING

The acquisition of supplies, equipment, and services will be centralized in the business office, which functions under the supervision of the Superintendent, and through whose office all purchasing transactions are conducted.

The Board assigns the Superintendent the responsibility for the quality and quantity of purchases made. The prime guidelines governing this responsibility are that all purchases fall within the framework of budgetary limitations and that they be consistent with the approved educational goals and programs of the District.

The Business Administrator will be solely responsible for the final approval of all **non-educational** purchases. ~~The Superintendent or his/her designee will approve educational purchases beyond budget limitations.~~

The Business Administrator shall be responsible for all phases of purchasing in accordance with Board Policy; for requisitions, current order purchasing, writing of specifications for bids, **deliveries, storage**, and other tasks related to the purchases, acceptance and distribution of supplies.

Legal References:

RSA 195-C:4 II (a) Superintendent Services
 NH Code of Administrative Rules Section 303.01 (b), Substantive Duties of the School Board

First Adoption: 056/XX/2019
 Second Reading: 05/XX/201906/17/2019
 Initial Reading: 05/XX/201906/03/2019

POLICY CODE: DJE	FIRST ADOPTION: 10/02/2017
Bidding Requirements	LATEST REVISION: 065/XX/2019
RELATED POLICY CODES: DJB	Page 1 of 2

BIDDING REQUIREMENTS

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

- If the total expenditure is in excess of \$10,000, a competitive bid shall be advertised in at least one newspaper with local distribution. The selection of, and awarding of, a winning bid shall be made by the Hudson School Board.
- If the total expenditure is in excess of \$5,000 for General fund and \$3,500 for Food Service fund to a maximum of under \$10,000, the school administration shall secure a minimum of three (3) competitive price quotations. The selection shall be made from the quote that is in the best interest of the District.
- If the total expenditure is \$5,000 or less, school administration shall use sound business practices to select a proposal that is in the best interest of the District.
- Per RSA 95:1 No person holding a public office, as such, in state or any political subdivision governmental service shall, by contract or otherwise, except by open competitive bidding, buy real estate, sell or buy goods, commodities, or other personal property of a value in excess of \$200 at any one sale to or from the state or political subdivision under which he holds his public office.

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

The Hudson School District recognizes there are certain circumstances where a formal bid process is not feasible. The Superintendent, or his/her designee, is authorized to make this determination. Examples of circumstances a formal bid process may not be feasible, include but is not limited to, specialized services, critical shortages and emergency situations.

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

Legal References:

[RSA 95:1](#)

[Public Officials Barred From Certain Private Dealings](#)

POLICY CODE: DJE Bidding Requirements	FIRST ADOPTION: 10/02/2017 LATEST REVISION: 065 /XX/2019
RELATED POLICY CODES: DJB	Page 2 of 2

RSA 194-C:4 II (a) Superintendent Services
NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards

Revision: 0~~56~~/XX2019
Second Reading 06/17/2019
First Reading 06/03/2019
First Adoption: 10/02/2017
Second Reading 10/02/2017
Initial Reading: 09/11/2017

PROPOSED REVISIONS

CHAUFFEURS, TEAMSTERS AND HELPERS

LOCAL UNION NO. 633 OF MANCHESTER, NEW HAMPSHIRE

Affiliated with the
International Brotherhood of Teamsters

MAIN OFFICES AND HALL: 53 GOFFSTOWN ROAD, SUITE A — MANCHESTER, NH 03102 — TEL. (603) 625-9731
MAILING ADDRESS: P.O. BOX 870 — MANCHESTER, NH 03105 — FAX (603) 625-6767

JEFFREY PADELLARO
Secretary Treasurer

BUSINESS AGENTS
KEVIN FOLEY
KEITH JUDGE

June 3, 2019

BUSINESS AGENT/
ORGANIZER
RICHARD J. LAUGHTON, JR.

FIELD REPRESENTATIVE
ROGER TRAVERS

Ms. Karen Burnell
Business Administrator
Hudson School District
20 Library Street
Hudson, NH 03051

RE: Expiration Letter

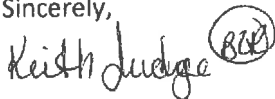
Dear Ms. Burnell:

Be advised that the current working Agreement between the Hudson School District and Teamsters Union Local 633 of Manchester, NH is due to expire on June 30, 2020.

In accordance with Article 3 – Negotiations Procedure (A), kindly accept this letter as due and proper notice of our intent to renegotiate a new Collective Bargaining Agreement. This office will await your reply as to when and where to meet to begin negotiations.

Please be advised that agencies require by law have been properly notified.

Sincerely,



Keith Judge, Business Agent
Teamsters Union Local 633 of Manchester, NH

Sent: Certified Return Receipt Requested: 7014 1820 0001 9218 7607

Cc: Douglas L. Ingersoll, Esq. PELRB, Certified Return Receipt Requested: 7012 3050 0000 3630 6480
Jason Rabinowitz, Director PSD, Certified Return Receipt Requested: 7012 3050 0000 3630 6497
Jeffrey Padellaro, Secretary Treasurer

KJ:blr

HUDSON SCHOOL DISTRICT
 SAU # 81
 20 Library Street
 Hudson, NH 03051-4240
 phone (603) 883-7765 fax (603) 886-1236

Lawrence W. Russell, Jr.
Superintendent of Schools
 (603) 886-1235
lrussell@sau81.org

Mary Wilson
Assistant Superintendent
 (603) 886.1235
mwilson@sau81.org

Rachel Borge
Director of Special Services
 (603) 886-1253
rborge@sau81.org

Karen Burnell
Business Administrator
 (603) 886-1258
kburnell@sau81.org

To: Hudson School Board

From: Karen Burnell, Business Administrator



Re: District Wide Ramp Renovation RFP

Date: June 12, 2019

Four vendors submitted a proposal in response to the district's advertised RFP for the District Wide Ramp Renovation. The ramps are located at the portable buildings at Nottingham West and Hills Garrison. One vendor, Paxor Construction, LLC, did not comply with the specified composite materials and will not be considered.

VENDOR	Nottingham West	Hills Garrison	Project Totals
Paxor Construction, LLC	\$14,003.03	\$14,003.03	\$28,006.06
Solid Roots Construction	\$19,975	\$21,638	\$41,613
Dempro Construction	\$24,500	\$24,500	\$49,000
RJG Universal Builders	\$36,564.69	\$36,564.69	\$73,129.38

Upon reviewing the supplied bid documents, Solid Roots Construction has the most competitive bid pricing for both projects. The project consists of removing the existing pressure treated ramp materials with new composite decking, railings, and balusters. The existing structural framing will remain and replaced as needed.

After reviewing all bid documents with John Pratte, Facilities Director, I recommend the School Board award both projects to Solid Roots Construction in a base bid amount of \$41,613. Additional services, if required, shall be agreed upon at the time of construction.

Recommended Action:

The Hudson School Board awards a contract to Solid Roots Construction for the DW Ramp Renovation at Nottingham West and Hills Garrison per the bid specifications in the base bid amount of \$41,613 in accordance with policy DJ.

Thank you in advance for support of the above motion.

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rborge@sau81.org

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Business Administrator
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kburnell@sau81.org

MEMORANDUM

TO: Hudson School Board
FROM: Stephanie Colton, Benefits Coordinator
SUBJECT: Team Facilitator Nominations
DATE: June 11, 2019

The following nominations have been submitted for the 2019-2020 school year:

Hudson Memorial:

Team 1	Jeannine Hines	\$2,000
Team 2	Katie LeLievre	\$2,000
Team 3	Rebecca Leary	\$2,000
Team 4	Joy Whitaker	\$2,000
Team 5	Michel Stilphen	\$2,000
Team 6	Leanne Phaneuf	\$2,000
Team 7	Carla Griffin	\$2,000
Team 8	Kim Bourassa	\$2,000
UA Team	John Fichera	\$2,000

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MEMORANDUM

TO: Hudson School Board
FROM: Stephanie Colton, Benefits Coordinator
SUBJECT: Fall Intramural Nominations
DATE: June 11, 2019

The following nominations have been submitted for the 2019-2020 school year:

Hudson Memorial:

Volleyball	Jeannine Hines	\$500
Volleyball	Leanne Phaneuf	\$500
Volleyball	Meghan Glaude	\$500
Volleyball	Rebecca Leary	\$500
Volleyball	Michel Stilphen	\$500
Volleyball	Karen O'Brien	\$500
Robotics Club	Tyler Beaudoin	\$500

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kburnell@sau81.org

MEMORANDUM

TO: Hudson School Board
FROM: Stephanie Colton, Benefits Coordinator
SUBJECT: Extracurricular Nominations
DATE: June 11, 2019

The following nominations have been submitted for the 2019-2020 school year:

Hudson Memorial:

Ambassador of Hope	Karen O'Brien	\$475
Art Club	Janice Walsh	\$950
Athletic Director	Adam Goldstein	\$4,700
Battle of Books	Rebecca Orcutt	\$500
Book Club	Leanne Phaneuf	\$250
Book Club	Meghan Glaude	\$250
Chess Club	John Curtis	\$500
Computer Club	Elaine Reinitzer	\$950
Destination Imagination Advisor	Rebecca Decker	\$2,000
Drama Club	Sue Weis	\$2,350
Drama Club	Sarah Herron	\$2,350
Grade 8 Advisor	Daniel Pooler	\$625
Intramural Advisor	Daniel Pooler	\$2,000
Jazz Band	Michael Seckla	\$2,000
Math Club	Sarah Fichera	\$500
Sewing Club	Rebecca Decker	\$500
Ski Club	John Curtis	\$950
Special Olympics	Terry Savage	\$2,000
Student Activities	Carla Griffin	\$1,000
Student Activities	Rebecca Decker	\$1,000
Student Council	Carla Griffin	\$475
Student Council	Rebecca Decker	\$475
Swing Choir	Sarah Herron	\$950
Woodwind Choir	Samantha Fowler	\$2,000
Yearbook Advisor	Elaine Reinitzer	\$1,000
Yearbook Advisor	Amber Skach	\$1,000

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kburnell@sau81.org

MEMORANDUM

TO: Hudson School Board
FROM: Stephanie Colton, Benefits Coordinator
SUBJECT: Fall Sports Nominations
DATE: June 12, 2019

The following nominations have been submitted for the 2019-2020 school year:

Alvirne High School:

Girls Varsity Soccer	Gerald Ruigrok	\$3,500
Boys Varsity Soccer	Marcos Vieira-Filho	\$3,500
Girls Cross Country	Colleen Currier	\$3,500
Girls Assistant Cross Country	Sue Sawyer	\$2,450
Boys Cross Country	Tom Daigle	\$3,500
Head Football Coach	Tarek Rothe	\$6,200
Assistant Football Coach	Andrew Conrad	\$4,300
Assistant/JV Assistant Football Coach	Nick Goldsack	\$1,700
Assistant Football Coach	Paul Masotta	\$1,500
Assistant/JV Football Coach	Charles Brisk	\$2,300
Assistant Football Coach	Russell Farrar	\$3,100
Assistant Football Coach	Chris Goldsack	\$3,100
Varsity Volleyball	Kevin Cole	\$3,500
Junior Varsity Volleyball	Justin Scott	\$2,450
Freshman Volleyball	Melanie Packard	\$2,275
Varsity Fall Cheerleading	Shyla Francoeur	\$2,900

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MEMORANDUM

TO: Hudson School Board
FROM: Stephanie Colton, Benefits Coordinator
SUBJECT: Extracurricular Nominations
DATE: June 13, 2019

The following nominations have been submitted for the 2019-2020 school year:

Alvirne High School:

Academic World Cup	Gerry Gibson	\$500
Anime & Gaming Club	Christopher Cole	\$500
Art Club	Maria Oakley	\$950
Assistant Band Director	Michael Seckla	\$1,000
Assistant Band Director	Samantha Fowler	\$1,000
Assistant Class Act	Michael Gallagan	\$1,000
Assistant Class Act	Sarah Nassif	\$1,000
Assistant Morning Band Director	Lisa Hansen	\$500
Astronomy Club	Courtney Scott	\$250
Astronomy Club	Daniel Collins	\$250
AV Tech Advisor	Lauren Denis	\$250
AV Tech Advisor	Jennifer LaFrance	\$250
Chess Club	Ernest Brown	\$500
Class Act	Jennifer LaFrance	\$4,700
Color Guard	Cara Sevigny	\$2,000
Debate Club	Gerry Gibson	\$500
DECA	Sarah Compagna	\$2,000
Drill Team	Gerry Gibson	\$500
Educators Rising CTSO	Kara Saranich	\$500
Faculty Manager	Andrew Conrad	\$2,350
Faculty Manager	Sara Conrad	\$2,350
FFA Agriculture	Elizabeth Craig	\$2,000
FFA Competition	Michael Gagnon	\$3,700
FFA Competition	Jenny Beaudry	\$1,000
Fitness Club	Seth Garon	\$1,000
Fitness Club	Andrew Conrad	\$1,000
French National Honor Society	Svetlana Stewart	\$475
French National Honor Society	Gil LaChance	\$475

Gender Sexuality Alliance	Scott Rush	\$475
Gender Sexuality Alliance	Donna Morin	\$475
HOSA	Jane Colavito	\$2,000
Junior Class	Doug Peckham	\$950
Key Club	Dave Nesbitt	\$950
Leo Club	Lynn Waisanen-Morin	\$475
Leo Club	Leslie Reven	\$475
Math Team	Cara Sevigny	\$500
Model UN	Scott Rush	\$475
Model UN	Gerry Gibson	\$475
National Honor Society	Cara Sevigny	\$1,000
National Honor Society	Colleen Carrier	\$1,000
National Technical Honor Society	Eiric Marro	\$950
Percussion Director	Toby Stillson	\$2,000
Photo Club	Caroline Bonsaint	\$950
Robotics Club	Melissa Marchant	\$950
Russian Language Club	Svetlana Stewart	\$250
Russian Language Club	Brett Vance	\$250
School Play	Lauren Denis	\$4,700
Science Olympiad	Doug Peckham	\$950
Senior Class	Maureen Menard	\$2,350
Senior Class	Christopher Cole	\$2,350
Ski Club	Doug Peckham	\$950
Skills USA Building Trades	Matt Somers	\$500
Skills USA Culinary	Dave Bressler	\$500
Skills USA Heavy Equipment	Ernest Brown	\$500
Spanish National Honor Society	Sarah Nassif	\$475
Spanish National Honor Society	Lauren Marsden	\$475
Student Council	Jacob Reece	\$2,350
Student Council	Donna Morin	\$2,350
Student Publication Club	Melissa Tse	\$475
Student Publication Club	Nathan Mann	\$475
Studio 19	Melanie O'Toole	\$1,000
Studio 19	Lauren Denis	\$1,000
Theater Costuming	Marianne Hedges	\$500
WATS Club	Joanne Curry	\$950
Weightlifting Club	Andrew Conrad	\$500
Yearbook	Maria Oakley	\$2,350
Yearbook	Melanie O'Toole	\$2,350

TABLE 1		
CAPITAL IMPROVEMENTS PROGRAM – PROJECT IDENTIFICATION		
Department: School District		Department Priority: 12 of 13 Projects
		FY TBD
Type of Project (Check One)	Primary effect of project is to: <input type="checkbox"/> Replace or repair existing facilities or equipment <input type="checkbox"/> Improve or repair existing facilities or equipment <input type="checkbox"/> Expand capacity of existing service level facility <input checked="" type="checkbox"/> Provide new facility or service capacity	
Service Area of Project (Check One)	<input type="checkbox"/> Region <input type="checkbox"/> Town <input checked="" type="checkbox"/> School District	<input type="checkbox"/> Neighborhood <input type="checkbox"/> Street <input type="checkbox"/> Other Area _____
Project Name: Early Learning Center – Full Day Kindergarten Description: This project is located at the Early Learning Center (HOS/LSS). The program will expand the current half day kindergarten to full day.		
Rationale for Project: (Check those that apply; elaborate below.)	<input type="checkbox"/> Removes imminent threat to public health or safety <input type="checkbox"/> Alleviates substandard conditions or deficiencies <input type="checkbox"/> Responds to federal or state requirement to implement <input checked="" type="checkbox"/> Improves the quality of existing services <input checked="" type="checkbox"/> Provides added capacity to serve growth <input type="checkbox"/> Reduces long term operating costs <input type="checkbox"/> Provides incentive to economic development <input type="checkbox"/> Eligible for matching funds available for limited time	
Narrative Justification: The full day kindergarten program will serve the Hudson community and will provide services that surrounding towns currently provide.		
Cost Estimate: (Itemize as necessary)	Impact on Operating & Maint. Costs or Personnel Needs (highlight or circle all applicable)	
Capital Costs Dollar Amount (in current \$'s) \$ _____ Planning/feasibility analysis \$ _____ Architecture & engineering fees \$ _____ Real estate acquisition \$ _____ Site Preparation \$ _____ Construction \$ _____ Furnishing & equipment \$ _____ Vehicles & Capital Equipment \$960,000 Educational Curriculum Implementation _____ \$960,000 Total Project Cost	Add Personnel Increase O&M costs Reduce Personnel Decreased O&M costs Dollar Cost of Impacts if known Plus \$ _____ annually Minus \$ _____ annually	
Source of Funding: <u>AMOUNT</u> Grant from: _____ Loan From: _____ Donation/bequest/private _____ User fees & charges _____ Capital reserve withdrawal _____ Impact fee account _____ Warrant Article <u>\$960,000</u> Bonds _____ Total project cost \$960,000	Form Prepared By: _____ (Signature) _____ Title _____ Department/Agency	

TABLE 1

CAPITAL IMPROVEMENTS PROGRAM – PROJECT IDENTIFICATION

Department: School District

Department Priority: 13 of 13 Projects

FY TBD

Type of Project (Check One)	Primary effect of project is to: <input type="checkbox"/> Replace or repair existing facilities or equipment <input checked="" type="checkbox"/> Improve or repair existing facilities or equipment <input type="checkbox"/> Expand capacity of existing service level facility <input type="checkbox"/> Provide new facility or service capacity
--------------------------------	---

Service Area of Project (Check One)	<input type="checkbox"/> Region <input type="checkbox"/> Town <input checked="" type="checkbox"/> School District	<input type="checkbox"/> Neighborhood <input type="checkbox"/> Street <input type="checkbox"/> Other Area _____
--	---	---

Project Name: Alvirne High School – Renovation

Description: This project is located at Alvirne School. The main building will be renovated to allow for a safer environment with new mechanical systems and building upgrades.

Rationale for Project: (Check those that apply: elaborate below.)	<input type="checkbox"/> Removes imminent threat to public health or safety <input checked="" type="checkbox"/> Alleviates substandard conditions or deficiencies <input type="checkbox"/> Responds to federal or state requirement to implement <input checked="" type="checkbox"/> Improves the quality of existing services <input checked="" type="checkbox"/> Provides added capacity to serve growth <input type="checkbox"/> Reduces long term operating costs <input type="checkbox"/> Provides incentive to economic development <input type="checkbox"/> Eligible for matching funds available for limited time
---	--

Narrative Justification:

The main building renovation will provide mechanical system upgrades and incorporate a secure building entrance.

Cost Estimate: (Itemize as necessary) <p align="center">Capital Costs</p> <p align="center">Dollar Amount (in current \$'s)</p> \$ _____ Planning/feasibility analysis \$ _____ Architecture & engineering fees \$ _____ Real estate acquisition \$ _____ Site Preparation \$18,000,000 Construction \$ _____ Furnishing & equipment \$ _____ Vehicles & Capital Equipment \$ _____ \$ _____ \$18,000,000 Total Project Cost	Impact on Operating & Maint. Costs or Personnel Needs (highlight or circle all applicable) <p align="center">Add Personnel</p> Increase O&M costs Reduce Personnel Decreased O&M costs Dollar Cost of Impacts if known Plus \$ _____ annually Minus \$ _____ annually
--	--

<table style="width:100%;"> <tr> <td style="width:20%;">Source of Funding:</td> <td style="text-align: center;"><u>AMOUNT</u></td> </tr> <tr> <td>Grant from: _____</td> <td>_____</td> </tr> <tr> <td>Loan From: _____</td> <td>_____</td> </tr> <tr> <td>Donation/bequest/private</td> <td>_____</td> </tr> <tr> <td>User fees & charges</td> <td>_____</td> </tr> <tr> <td>Capital reserve withdrawal</td> <td>_____</td> </tr> <tr> <td>Impact fee account</td> <td>_____</td> </tr> <tr> <td>Warrant Article</td> <td align="right">\$18,000,000</td> </tr> <tr> <td>Bonds</td> <td>_____</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total project cost \$18,000,000</td> </tr> </table>	Source of Funding:	<u>AMOUNT</u>	Grant from: _____	_____	Loan From: _____	_____	Donation/bequest/private	_____	User fees & charges	_____	Capital reserve withdrawal	_____	Impact fee account	_____	Warrant Article	\$18,000,000	Bonds	_____	Total project cost \$18,000,000		Form Prepared By: _____ (Signature) _____ Title _____ Department/Agency
Source of Funding:	<u>AMOUNT</u>																				
Grant from: _____	_____																				
Loan From: _____	_____																				
Donation/bequest/private	_____																				
User fees & charges	_____																				
Capital reserve withdrawal	_____																				
Impact fee account	_____																				
Warrant Article	\$18,000,000																				
Bonds	_____																				
Total project cost \$18,000,000																					

NHMBB New Hampshire Municipal Bond Bank

Hudson School District

June 2020 Bond Sale

30 Year Estimated Schedule - Level Principal

2018 Assessed Valuation: \$3,333,547,933

Date Prepared: 06/12/19

Bonds Dated: June 2019 08/15/20

Interest Start Date: 215 Days 07/10/20

First Interest Payment: 02/15/21

Net Interest Costs: 4.25% *

Debt Year	Period Ending	Principal Outstanding	Principal	Rate	Interest	Total Payment	Fiscal Year Total Payment	Assessed Valuation	FY-Est. Tax Rate Inc.
	2/15/2021				\$ 456,875.00 **	\$ 456,875.00	\$ 456,875.00	\$ 3,333,547,933	\$ 0.14
1	8/15/2021	\$ 18,000,000.00	\$ 600,000.00	4.25%	382,500.00	982,500.00			
	2/15/2022				369,750.00	369,750.00	1,352,250.00	3,333,547,933	0.41
2	8/15/2022	17,400,000.00	600,000.00	4.25%	369,750.00	969,750.00			
	2/15/2023				357,000.00	357,000.00	1,326,750.00	3,333,547,933	0.40
3	8/15/2023	16,800,000.00	600,000.00	4.25%	357,000.00	957,000.00			
	2/15/2024				344,250.00	344,250.00	1,301,250.00	3,333,547,933	0.39
4	8/15/2024	16,200,000.00	600,000.00	4.25%	344,250.00	944,250.00			
	2/15/2025				331,500.00	331,500.00	1,275,750.00	3,333,547,933	0.38
5	8/15/2025	15,600,000.00	600,000.00	4.25%	331,500.00	931,500.00			
	2/15/2026				318,750.00	318,750.00	1,250,250.00	3,333,547,933	0.38
6	8/15/2026	15,000,000.00	600,000.00	4.25%	318,750.00	918,750.00			
	2/15/2027				306,000.00	306,000.00	1,224,750.00	3,333,547,933	0.37
7	8/15/2027	14,400,000.00	600,000.00	4.25%	306,000.00	906,000.00			
	2/15/2028				293,250.00	293,250.00	1,199,250.00	3,333,547,933	0.36
8	8/15/2028	13,800,000.00	600,000.00	4.25%	293,250.00	893,250.00			
	2/15/2029				280,500.00	280,500.00	1,173,750.00	3,333,547,933	0.35
9	8/15/2029	13,200,000.00	600,000.00	4.25%	280,500.00	880,500.00			
	2/15/2030				267,750.00	267,750.00	1,148,250.00	3,333,547,933	0.34
10	8/15/2030	12,600,000.00	600,000.00	4.25%	267,750.00	867,750.00			
	2/15/2031				255,000.00	255,000.00	1,122,750.00	3,333,547,933	0.34
11	8/15/2031	12,000,000.00	600,000.00	4.25%	255,000.00	855,000.00			
	2/15/2032				242,250.00	242,250.00	1,097,250.00	3,333,547,933	0.33
12	8/15/2032	11,400,000.00	600,000.00	4.25%	242,250.00	842,250.00			
	2/15/2033				229,500.00	229,500.00	1,071,750.00	3,333,547,933	0.32
13	8/15/2033	10,800,000.00	600,000.00	4.25%	229,500.00	829,500.00			
	2/15/2034				216,750.00	216,750.00	1,046,250.00	3,333,547,933	0.31
14	8/15/2034	10,200,000.00	600,000.00	4.25%	216,750.00	816,750.00			
	2/15/2035				204,000.00	204,000.00	1,020,750.00	3,333,547,933	0.31
15	8/15/2035	9,600,000.00	600,000.00	4.25%	204,000.00	804,000.00			
	2/15/2036				191,250.00	191,250.00	995,250.00	3,333,547,933	0.30
16	8/15/2036	9,000,000.00	600,000.00	4.25%	191,250.00	791,250.00			
	2/15/2037				178,500.00	178,500.00	969,750.00	3,333,547,933	0.29
17	8/15/2037	8,400,000.00	600,000.00	4.25%	178,500.00	778,500.00			
	2/15/2038				165,750.00	165,750.00	944,250.00	3,333,547,933	0.28
18	8/15/2038	7,800,000.00	600,000.00	4.25%	165,750.00	765,750.00			
	2/15/2039				153,000.00	153,000.00	918,750.00	3,333,547,933	0.28
19	8/15/2039	7,200,000.00	600,000.00	4.25%	153,000.00	753,000.00			
	2/15/2040				140,250.00	140,250.00	893,250.00	3,333,547,933	0.27
20	8/15/2040	6,600,000.00	600,000.00	4.25%	140,250.00	740,250.00			
	2/15/2041				127,500.00	127,500.00	867,750.00	3,333,547,933	0.26
21	8/15/2041	6,000,000.00	600,000.00	4.25%	127,500.00	727,500.00			
	2/15/2042				114,750.00	114,750.00	842,250.00	3,333,547,933	0.25
22	8/15/2042	5,400,000.00	600,000.00	4.25%	114,750.00	714,750.00			
	2/15/2043				102,000.00	102,000.00	816,750.00	3,333,547,933	0.25
23	8/15/2043	4,800,000.00	600,000.00	4.25%	102,000.00	702,000.00			
	2/15/2044				89,250.00	89,250.00	791,250.00	3,333,547,933	0.24
24	8/15/2044	4,200,000.00	600,000.00	4.25%	89,250.00	689,250.00			
	2/15/2045				76,500.00	76,500.00	765,750.00	3,333,547,933	0.23
25	8/15/2045	3,600,000.00	600,000.00	4.25%	76,500.00	676,500.00			
	2/15/2046				63,750.00	63,750.00	740,250.00	3,333,547,933	0.22
26	8/15/2046	3,000,000.00	600,000.00	4.25%	63,750.00	663,750.00			
	2/15/2047				51,000.00	51,000.00	714,750.00	3,333,547,933	0.21
27	8/15/2047	2,400,000.00	600,000.00	4.25%	51,000.00	651,000.00			
	2/15/2048				38,250.00	38,250.00	689,250.00	3,333,547,933	0.21
28	8/15/2048	1,800,000.00	600,000.00	4.25%	38,250.00	638,250.00			
	2/15/2049				25,500.00	25,500.00	663,750.00	3,333,547,933	0.20
29	8/15/2049	1,200,000.00	600,000.00	4.25%	25,500.00	625,500.00			
	2/15/2050				12,750.00	12,750.00	638,250.00	3,333,547,933	0.19
30	8/15/2050	600,000.00	600,000.00	4.25%	12,750.00	612,750.00			0.18
TOTALS			\$ 18,000,000.00		\$ 11,931,875.00	\$ 29,931,875.00	\$ 29,931,875.00		

*These interest rates are slightly conservative for budgeting purposes.

** When budgeting the first years interest payment, take the total bond amount x 5% / 2 = estimated interest amount for 2/15/20.

The market is very volatile. Please check with us periodically for current rates

TABLE 2: LIST OF PROJECTS SUBMITTED FOR REVIEW IN CAPITAL IMPROVEMENT PROGRAM

Description of Project or Equipment	Dept.	Dept. Priority Rank	Proposed Program Year	Total Cost	Project Notes	Priority Class or Point Score
Alvime High School - Tennis Court Renovation	School District	1	FY21	\$200,000		
Alvime High School - Football Field Renovation	School District	2	FY21	\$250,000		
Alvime High School - Gym Floor & Bleacher Renovation	School District	3	FY21	\$255,000		
Hudson Memorial School - Roof Replacement	School District	4	FY21	\$250,000		
Hudson Memorial School - Roof Replacement	School District	5	FY22	\$250,000		
Hudson Memorial School - Football/Soccer Field Renovation	School District	6	FY22	\$350,000		
Library Street School - Roof Replacement	School District	7	FY23	\$250,000		
Dr. H.O. Smith - Parking Lot Paving	School District	8	FY23	\$100,000		
Dr. H.O. Smith - Roof Replacement	School District	9	FY24	\$200,000		
SAU Central Office - Parking Lot Paving	School District	10	FY24	\$150,000		
Hills Garrison School - Roof Replacement	School District	11	FY25	\$250,000		
Early Learning Center-Full Day Kindergarten	School District	12	TBD	\$960,000		
Alvime High School - Renovation	School District	13	TBD	\$18,000,000		

ALVIRNE HIGH SCHOOL

MEMORANDUM

TO: LARRY RUSSELL, SUPERINTENDENT
FROM: STEVE BEALS, AHS PRINCIPAL
SUBJECT: 2019-2020 ALVIRNE TRUSTEE FUND
DATE: MAY 31, 2019

We are grateful for the continued generosity of the Alvirne Trustees. The list below includes their approved funding for 2019-2020.

2019-2020 ALVIRNE TRUSTEES' APPROVED FUNDING

Funded Requests		\$147,000
Science Rooms 106 & 107 Renovations	E. Foskitt	\$ 60,000
Alvirne Hall of Fame	S Beals	\$ 2,500
Athletic Department	K. Bonney	\$ 2,000
Music Department	R. Scagnelli	\$ 2,000
Class Act	J. Lafrance	\$ 2,000
DECA	S. Compagna	\$ 2,000
FFA	M. Gagnon	\$ 2,000
HOSA	J. Colavito	\$ 2,000
Model UN	S. Rush	\$ 2,000
SKILLS USA	D. Bressler	\$ 2,000
Leo Club	L. Reven	\$ 1,000
Educator's Rising	K. Saranich	\$ 2,000
Band Music Filing System	R. Scagnelli	\$ 4,000
Choral Music Filing System	M. Gallagan	\$ 2,500
IT Infrastructure	K. Hancock	\$ 10,000
Science Chromebooks w/cart (25)	E. Foskitt	\$ 8,000
Maniken Human Body Model Kits	J. Colavito	\$ 13,000
Kvernland 3 Blade Plow	E. Nadeau	\$ 10,000
Unverferth Perfecta Model 10 Cultivator	E. Nadeau	\$ 6,000
Athens Model 76 Harrow	E. Nadeau	\$ 12,000

**HUDSON SCHOOL DISTRICT
FINANCE POLICY LIST**

NHSBA POLICY	PRIORITY CATEGORY	NHSBA PROPOSED POLICIES	ACTION	PAGE NUMBER	POLICY SOURCE
DA	R	Fiscal Management Plan	New to District		Adopted NHSBA version, as is
DAF	P	Administration of Federal Grant Funds	New to NHSBA		Adopted NHSBA version, position changes only
DB	R	Annual Budget	Revised		Updated existing District policy
DBC	R	Budget Preparation	Reference only in DB		Updated existing District policy
DBI	R	Budget Implementation	Reference only in DB		Updated existing District policy
DBJ	O	Transfer of Appropriation	Revised		Updated existing District policy
DC	O	Taxing and Borrowing Authority/Limitations	Not Applicable		
DD	O	Funding Proposals and Applications	Not Applicable		
DEA	O	Revenues from Local Tax Sources	Not Applicable		
DFA	P	Investment	Revised		Updated existing District policy
DG	O	Depository of Funds	Not Applicable		
DGA	R	Authorized Signatures	New to District	Page 1 of 7	Adopted NHSBA version, with modifications
DGD	O	School District Credit Cards	Revised	Page 2 of 7	Updated existing District policy
DH	R	Bonded Employees	New to District	Page 4 of 7	Adopted NHSBA version, as is
DI	R	Fiscal Accounting and Reporting	New to District	Page 5 of 7	Adopted NHSBA version, with modifications
DIA	R	Fund Balances	Revised	Page 6 of 7	Updated existing District policy
DID	R	Fixed Assets (Inventories)	New to District		Adopted NHSBA version, with modifications
DIE	R	Audits	Revised		Updated existing District policy
DIH	R	Fraud Prevention and Fiscal Management	Revised		Updated existing District policy
DJ	R	Purchasing	New to District		Adopted NHSBA version, with modifications
DJC	R	Petty Cash Accounts	Revised		Updated existing District policy
DJD	O	Cooperative Purchasing	Not Applicable		
DJE	R	Bidding Requirements	Revised		Updated existing District policy
DJF	O	Local Purchasing	Not Applicable		
DJG	O	Vendor Relations	Not Applicable		
DK	R	Payment Procedures	Reference only in DGA		
DKA	R	Payroll Procedures	New to District		Adopted NHSBA version, with modifications
DKC	O	Expense Reimbursements	Revised		Updated existing District policy
DM	R	Cash in School Buildings	New to District		Adopted NHSBA version, with modifications
DN	R	Equipment and Supplies Sales	New to District		Adopted NHSBA version, with modifications

POLICY CODE: DGA Authorized Signatures RELATED POLICY CODES: DK	FIRST ADOPTION: 05/XX/2019 LATEST REVISION: 06/XX/2019 Page 1 of 1
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AUTHORIZED SIGNATURES

Accounts payable Checks drawn on the general fund or any special fund (except for the activity fund) will require the signature of the School District Treasurer and will be released to the payee, who is authorized to sign only after approval of manifests by a majority of the Board. All manifest will be supported by original invoices.

A check may be released by the Business Administrator, with approval from the Superintendent and prior to Board approval, under extreme circumstances.

Checks drawn on an activity fund will require two signatures.

The checks used by the District will be pre-numbered.

Legal References:
 RSA 197:23-a Treasurer's Duties

First Adoption:
 Second Reading:
 Initial Reading: 06/17/2019

CREDIT CARD POLICY

I. — PURPOSE

~~To establish criteria for the use of credit cards issued on behalf of Hudson School District for the purpose of conducting School District business.~~

II. — OVERVIEW

The use of credit cards has proven to be a cost-effective method of obtaining supply and service items for the School District. The use of credit cards also makes the District more accountable by providing detailed purchase histories and other important record keeping and time saving information. Some travel and training costs may also be handled best through the credit card process. All benefits of School District credit cards will belong to the School District.

Credit cards will be provided to the Superintendent, Assistant Superintendent, Business Administrator and any other employees deemed necessary by the Superintendent.

A. Use of the Credit Card

1. An employee will receive a unique card with “Hudson School District” and his/her name on it. The Cardholder has the ability to make transactions on behalf of others. However, the Cardholder is responsible for all use of his/her card.
2. The credit card is to be used to conduct School District business only. The use of a District credit card to acquire or purchase goods and services for other than official use of the District is fraudulent use and may subject the employee to disciplinary action up to and including dismissal as specified in the District’s Personnel Policy and/or criminal prosecution. All purchases should adhere to the Purchasing Policy of the School District.
3. The Cardholder will retain vendor’s receipts and/or records of telephone, Internet, and/or mail orders and file for future reconciliation of the credit card statement.

B. Unauthorized Credit Card Use

1. The credit card SHALL NOT BE USED for the following:
 - a. Personal purchases or identification
 - b. Cash Advances through bank tellers or automated teller machines.
 - c. Personal purchases or expenses with the intention of reimbursing the School District.

POLICY CODE: DGD
School District Credit Cards

FIRST ADOPTION: 06/21/2010
LATEST REVISION: 06/XX/2019

RELATED POLICY CODES: --

Page 2 of 2

A Cardholder who makes unauthorized purchases will be liable for the total dollar amount of such unauthorized purchases, plus any administrative fees charged by the Bank or card company in connection with the misuse. The Cardholder will also be subject to disciplinary action, which may include termination.

2. A Cardholder who makes unauthorized purchases with the credit card will receive a written warning on the first offense. A notation of ~~each~~ misuse will be made in the Cardholders personnel file. Any subsequent offense may subject the employee to disciplinary action up to and including dismissal as specified in the District's Personnel Policy and/or criminal prosecution.~~The second offense will be followed by a written warning and card privileges will be suspended for 30 days. If a third offense should occur, the employee's card privileges will be revoked permanently. A notation of each misuse will be made in the Cardholders personnel file.~~

Latest Revision:
Second Reading
First Reading 06/17/2019
First Adoption: 06/21/2010
Second Reading 02/21/2010
Initial Reading: 07/06/2009

POLICY CODE: DH Bonded Employees RELATED POLICY CODES: --	FIRST ADOPTION: 06/XX/2019 LATEST REVISION: 06/XX/2019 Page 1 of 1
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BONDED EMPLOYEES

State law requires that the Treasurer and Assistant Treasurer be bonded. The District will arrange a Public Officials Bond to cover the Treasurer and each Assistant Treasurer, if any, in the amount of \$100,000. It is the practice that any employee who administers student activity money shall be bonded.

Any employee who administers funds for the District will be bonded appropriately. The District will arrange a Blanket Position Bond, including a Faithful Performance endorsement, in the amount of \$100,000 on all employees who administer funds for the District.

Legal References:
RSA 197:22 Treasurer’s Bond

First Adoption:
Second Reading
Initial Reading: 06/17/2019

POLICY CODE: DI
Fiscal Accounting and Reporting

FIRST ADOPTION: 06/XX/2019
LATEST REVISION: 06/XX/2019

RELATED POLICY CODES: --

Page 1 of 1

FISCAL ACCOUNTING AND REPORTING

The District's accounting system will be in conformance with the New Hampshire Financial Accounting Handbook published by the State Department of Education. An adequate system of encumbrance accounting will be maintained.

The Board shall periodically receive financial reports and statements (~~typically presented in May~~) showing the financial condition of the School District. These statements/reports shall contain estimates to project cost for the full year including actual encumbered expenses. The School Board may ask for a statement or report at any time.

Legal References:

NH Code of Administrative Rules Section Ed. 302:02(e)(j), Substantive Duties of the Superintendent

First Adoption:
Second Reading
Initial Reading:

06/17/2019

POLICY CODE: DIA
FUND BALANCE

FIRST ADOPTION: 07/25/2011
LATEST REVISION: 06/XX/2019

RELATED POLICY CODES: --

Page 1 of 2

FUND BALANCE ~~S~~-POLICY

1. In accordance with the governmental accounting standard, GASB Statement No. 54, the School Board recognizes the following five categories of fund balance for financial reporting purposes:
 - a. Nonspendable Fund Balance – non-cash assets such as inventories or prepaid items.
 - b. Restricted Fund Balance – funds legally restricted for specific purposes, such as grant, food service and expendable trust funds.
 - c. Committed Fund Balance – amounts that can only be used for specific purposes pursuant to a formal vote of the School Board.
 - d. Assigned Fund Balance – amounts intended by the Board for specific purposes. The Board can choose to delegate this authority to the Superintendent or Business Administrator, depending on the situation. Items that would fall under this type of fund balance could be encumbrances.
 - e. Unassigned Fund Balance – residual spendable fund balance after subtracting all of the above amounts.
2. Committed Fund Balance. The School Board, as the government’s highest level of decision-making authority, may commit fund balance by a formal vote prior to the government’s fiscal year-end for that fiscal year. Future modification or rescission of committed funds must likewise be accomplished by a formal vote of the School Board prior to fiscal year-end.
3. Assigned Fund Balance. The School Board expressly delegates to the Superintendent, through the Business Administrator, the authority under this policy to assign funds for particular purposes.
4. Spending Prioritizations:
 - a. When an expenditure is incurred that would qualify for payment with either restricted or unrestricted funds, it will be paid from restricted funds.
 - b. When an expenditure is incurred that qualifies for payment from either of the three unrestricted fund balance categories, it will be applied in the following order:
 - 1) Committed, 2) Assigned, and 3) Unassigned.
5. Deficit Fund Balance. At year end if any of the special revenue funds (i.e. food service, vocational education funds, etc.) has a deficit unassigned fund balance then the Superintendent is authorized to transfer funds from the general fund to cover the deficit, providing the general fund has money to do so.

POLICY CODE: DIA
FUND BALANCE

FIRST ADOPTION: 07/25/2011
LATEST REVISION: 06/XX/2019

RELATED POLICY CODES: --

Page 2 of 2

6. The School Board will return to the Town any unassigned general fund balance at year-end to offset the next fiscal year's tax rate unless the school district legislative body authorizes the school district to retain year-end unassigned general funds in accordance with RSA 198:4-b.
- ~~6. The School Board will turn back any unassigned general fund balance at year-end to offset the next fiscal year's tax rate for the Town.~~
7. Annual Review. Compliance with the provisions of this policy shall be reviewed as a part of the annual budget adoption process.

Legal References:

RSA32 Municipal Budget Law
RSA 33 Municipal Finance Act
RSA 35 Capital Reserve Funds
RSA 198:4-b Contingency Fund
Governmental Standards Board Statement 54 (GASB 54)

Latest Revision:

Second Reading
First Reading 06/17/2019
First Adoption: 07/25/2011
Second Reading 07/24/2011
Initial Reading: 07/11/2011

**Hudson School District
Hudson School Board Meeting
June 3, 2019
Draft Minutes**

Present:

Mr. Malcolm Price, Board Chair
Dr. Darcy Orellana, Vice Chair
Mr. Gary Gasdia
Ms. Diana LaMothe
Ms. Gretchen Whiting
Mr. Lawrence Russell, Superintendent
Ms. Mary Wilson, Assistant Superintendent
Ms. Karen Burnell, Business Administrator
Ms. Caitlin Lynch, AHS Student Representative
Mr. Jack Gasdia, Incoming Student Representative

A. Call to Order

Mr. Price Board Chair called the meeting to order and Dr. Orellana led the audience in the Pledge of Allegiance at 6:30 pm.

B. Public Input

None

C. Presentations to the Board

Graduation Requirement Proposal

Steve Beals and Susan Bureau addressed the Board.

Ms. Bureau – As part of Portrait of a Graduate we would like to raise the credits needed to graduate from 23 to 24. This change will increase student achievement and gain new and valuable skills and experiences for the future. This plan aligns with our Strategic Plan.

Currently students are looking to have late arrival or early release instead of taking an extra class. (141 students leave early/arrive late once a day; 54 students twice a day.

Faculty is in favor of this change (received no negative feedback). This change will affect our current 10th graders, current 9th graders and incoming freshmen. (No change for incoming seniors). High expectations = more rigor.

ACE (Alvirne Continuing Education) will still need 20 credits to graduate. (Some students do both traditional and ACE). Extended Learning Opportunities (ELOs) will allow students to gain experiences through internships.

Reviewed data from neighboring high schools; credits vary from Nashua 27 (because of their 4X4 schedule), Bedford 24, Windham 24, Londonderry 24, Sanborn 28 (rotating), and on the low side, Souhegan and Goffstown at 22.25 and 22.50. For best data, compare schools with like schedules.

Students will rise to this challenge; most are already on target for 24 credits already.

Discussed Capstone Project – a small pilot program next year with volunteer students.

Ted Talks were great; students found a subject they were passionate about and did a great job presenting. Caitlin did her Ted Talk on The Keto Diet.

The Board was concerned about the timing of this credit addition. Especially for at-risk students. 9% of students are at-risk, must come up with a solution to keep moving students forward.

Mr. Beals:

Our current 9th graders have specific needs will be holding IMPACT Academy this summer. 15 seniors may not graduate next week; parents have been notified.

Dr. Orellana moved to increase the credits needed to graduate from 23 to 24 starting in the fall 2019, second by Mr. Gasdia. Motion passes 5-0.

D. Requests of the Board

None

E. Old Business

Budget Transfer SB #12

Mr. Beals addressed the Board.

Furniture replacement \$6,025.86 (from paper savings)

Will cover 6 classrooms including teachers' desks, chairs, filing cabinets, and bookshelves (no student furniture).

Classrooms have been renovated unexpectedly due to many Eagle Scout Projects.

The Board feels we should be doing a better job with budgeting and Ms. Burnell reminded them that our budgets are done 18 months out so the district is never sure what will come up.

The board wants to be sure the public understands what contributed to this transfer.

The Board would like to see a furniture inventory.

Ms. Wilson stated the district is now on a furniture replacement plan.

Ms. LaMothe moved to approve Budget Transfer SB #12 as presented, second by Mr. Gasdia. Motion passes 5-0.

F. New Business

AFSCME Request to Negotiate

For your information.

Mr. Price and Dr. Orellana are on the negotiating team.

Audit Representation letter

Ms. Burnell Addressed the Board

Financial Statement

For your information.

Budget Transfer SB#13

Ms. Burnell addressed the Board.

\$11,073

Replace 24 chairs in Randy Bell Conference room (SAU)

Ms. Whiting moved to approve Budget Transfer SB #13 as presented, second by Mr. Gasdia. Motion passes 5-0.

Budget Transfer SB #14

Kyle Hancock addressed the Board.

Upgrade the Virtual Desk Top License.

This will allow us to run more high-powered APPS, 1:1 devices, CAD now part of curriculum – Project Lead the Way; numbers are increasing. Will be adding more 1:1 devices each year, will see a decline in the need for computer labs.

Dr. Orellana moved to approve SB #14 as presented, second by Ms. LaMothe.

Motion passes 5-0.

Brief Recess 8:15-8:25 pm

Use of End-of-year Fund Balance

Ms. Burnell addressed the Board.

Reviewed priority list

Tennis court replacement Approx. cost \$200,000

Gym floor replacement based on cost of sod

Bleacher replacement

Basket replacement

Stadium field replacement

The board questioned if any items were a safety hazard or noncompliance.

Yes; bleachers not ADA compliant, gym floor at end of life, tennis court, end of life.

Do yearly “patch” work.

Recommend moving the tennis courts behind maintenance shed and using the old court space for parking. New courts will not be lit.

If gym floor is replaced, we would need to purchase covers.

Mr. Beals feels the biggest need is the gym floor. He would urge not giving back the entire fund balance to the community.

This will come back to the Board.

Bid Award Copiers

Ms. Burnell addressed the Board.

To replace 5 copiers (2@HMS, 1@AHS, 1@HO, 1@Nottingham West).

The Board discussed how we could lower the number of copiers in district. Mr. Russell stated most of the smaller printers have been removed, staff are now only using the copy machines for printing that have been centrally located.

Discussed teachers using more internet-based programs like Google Classroom which has also helped lowering our paper usage.

Caitlin and Jack both stated many of their teachers use Google Classroom.

Our district copiers all track usage.

Ms. Whiting moved to award the copier bid to Canon Direct, second by Ms. LaMothe. Motion passes 5-0.

Bid Award Copy Paper

Ms. Burnell addressed the Board.

This is a shared purchase with the Town.

Ms. LaMothe moved to award the copy paper bid to WB Mason for \$ 57,757 as presented, second by Mr. Gasdia. Motion passes 5-0.

Bid Award Alvirne Roof

Shingles

Six vendors at pre-bid conference, only received 4 bids.

Dr. Orellana moved to award the Alvirne roof bid to DeSalvo Contracting at a cost of \$188,590, second by Ms. LaMothe. Motion passes 5-0.

Bid Award District- wide Air Conditioning

Mr. Gasdia moved to award district-wide air conditioning to ENE Systems of NH at a cost of \$42,945, second by Ms. LaMothe. Motion passes 5-0.

Contracted Services Agreements

Attachments 12-16 rates are set by contractors, Attachment 16 no rate change.

Dr. Orellana moved to approve Contracted Services agreements, Attachments 12-16 as presented, second by Ms. Whiting. Motion passes 5-0.

Policies (1st reading)

Ms. Burnell addressed the Board. These are all financial policies from the New Hampshire School Boards Association. Each policy has been reviewed by policy committee and again by Dr. Orellana. All changes are shown in red. Reviewed each policy.

DA Fiscal Management Plan

DAF Administration of Federal Grant Funds

Ms. Whiting moved to approve Policy DAF Administration of Federal Grant Funds as presented and waive the second reading, second by Dr. Orellana. Motion passes 5-0.

DB Annual Budget

DBC Budget Preparation

DBI Budget Implementation

DID Fixed Assets (inventory)

DJ Purchasing

DJE Bidding Requirements

All policies except DAF will come back to the board for a second reading.

G. Recommended Action

1. Manifests – Recommended action:

Manifests are available to be signed. Make necessary corrections

2. Draft Minutes – Recommended action: Make necessary corrections and approve. May 20, 2019 Draft Minutes

Minor change under Mr. Gasdia’s comments.

Ms. LaMothe moved to approve the draft minutes of May 20, 2019 as amended, second by Dr. Orellana. Motion passes 5-0.

H. Reports to the Board

None.

I. Legislative Update

For your information.

J. Committee Reports

None

K. Correspondence

Letters of Resignation

Matt Dalzell, Gabriel Falzarano, and Cassidy Spencer, and Rachel Goldstein (hers was hand-carried). All have a signed contract, but the district usually releases staff from their contract this time of the year.

Dr. Orellana moved to accept the resignations as presented, second by Ms. Whiting. Motion passes 5-0.

ESOL Coordinator Report

91% have made outstanding growth.

The district will be receiving Title 3 grant money.

L. Board Member Comments

Caitlin Lynch- Thanks for this opportunity, learned a lot about education. Jack will be our new student rep. Looking forward to seeing you all at graduation.

Jack – Looking forward to taking over and bringing student voice.

Ms. Whiting- Gook Luck Caitlin. 8th grade Grad dance on Friday

Board of Selectmen have requested a list of who will be attending meetings so they can forward agendas – forward to SAU administration and will send out in meeting packet.

June 11 – Dr. Orellana will attend BOS meeting; June 25- Mr. Gasdia will attend.

Ms. LaMothe- Congrats Caitlin and good luck class of 2019.

Symposium is scheduled for June 6 (can’t attend due to Strategic Planning meeting).

Mr. Gasdia- Caitlin great job representing students.

Tonight, awards at AHS for Spanish exam, 60 students received honors or higher.

Dr. Orellana – Thanks, Caitlin; good luck. Welcome, Jack. Let’s think about how we can intersect capstone with ELL students.

Mr. Price – Congrats, Caitlin and welcome, Jack.

M. Non-Public Session

Ms. LaMothe moved to enter into Non-Public Session at 9:26 pm under RSA 91-A:3II (B) second by Mr. Gasdia. Chair called for a roll call vote: Ms. Whiting-yes, Ms. LaMothe-yes, Mr. Gasdia-yes, Dr. Orellana-yes, Mr. Price-yes. Motion passes 5-0.

Enter Non-Public at 9:26 pm.

The board discussed personnel matters; no action taken.

The board discussed three staff nominations brought to this meeting. Ms. LaMothe moved to approve all three, second by Mr. Gasdia. Motion passes 5-0.

Jillian Provencher	Grade 2	\$44,000
Efthimios (Tim) Stamoulis	English	\$41,200
Patricia Stilphen	Grade 8 Language Arts	\$58,000

Mr. Gasdia moved to exit non-public and adjourn, second by Ms. LaMothe. Motion passes 5-0.

N. Adjourn

Meeting adjourned at 9:45 pm.

Respectfully submitted,

Dotty Murray (public)
Mary Wilson (non-public)



New Hampshire School Boards Association

Excellence in Public Education Through School Board Leadership

New Hampshire School Boards Association Legislative Bulletin

Weeks of May 20th and 28th

Dear NHSBA Members -

We have moved into the home stretch of the 2019 legislative session with key deadlines facing both the House and Senate. As previously reported, the volume of bills NHSBA is tracking continues to dwindle. Much of the remaining legislation represents those bills most impactful to local school districts.

Upcoming Legislative Deadlines

June 6, 2019 Last day for the House to act on Senate Bills

June 13, 2019 Last day to form Committees of Conference

June 20, 2019 Last day to sign Committee of Conference reports

June 27, 2019 Last day for the House and Senate to act on Committee of Conference reports

What is a Committee of Conference?

Committees of conference occur when the second chamber of the legislature acts upon a bill and passes a different version from the chamber of origin. In essence, they have passed a bill with an amendment.

The House and the Senate are currently in process of taking final action on all bills they received from the other chamber. If the House has passed a Senate bill without amendment, or if the Senate has passed a House bill without amendment, the bill finds its way to the Governor's desk. If the second chamber has amended and passed a bill it received from the first chamber, the bill goes back to the first chamber, which may either concur with the amendment and send the bill to the Governor, "non-concur" and let the bill die, or non-concur and request a committee of conference. When the first chamber requests a committee of conference, the second chamber can either accede (pronounced "ack-SEED," as we note every year at this time, with limited success) to that request and form a committee of conference or reject the request and let the bill die.

A committee of conference may agree on the House version of a bill, the Senate version, or a compromise between the two. Or it may fail to reach agreement at all, in which case the bill

dies. Assuming the committee of conference reaches agreement, it reports its recommendation to both the House and the Senate, and each chamber then votes separately on the recommendation. It is an up-or-down vote, with no opportunity for amendment. If both chambers approve the committee of conference report, the bill passes and goes to the Governor; if either chamber rejects it, the bill dies.

Adapted from New Hampshire Municipal Association, April 2017

Full House Action

SB 282, relative to suicide education prevention in schools.

SB 282 landed on the House floor with an amendment and unanimous vote of support out of the House Education Committee. Summarized rather simply, SB 282 requires each school district and chartered public school (within 9 months of the effective date of the bill) to offer all school faculty and staff, including contracted personnel, at minimum 2 hours of training in suicide awareness and prevention annually. SB 282 passed the house floor on a voice vote. Because this bill was amended in the House it will now return to the Senate.

SB 196, relative to non-academic surveys administered by a public school to its students.

SB 196 returns the non-academic survey process to an opt-out process rather than an opt-in. SB 196 was amended by the House Education committee and passed on the House floor with a vote of 219-150. This bill now returns to the Senate as amended.

SB 140, relative to credit for alternative, extended learning, and work-based programs.

SB 140 corrects SB 435 passed during the 2018 legislative session. SB 435 gave the state board of education rule-making on alternative learning programs which has resulted in the Learn Everywhere proposal. SB 140 makes clear that it is the local board of education who has the credit bearing authority for alternative, extended, and work-based learning programs. SB 140 passed the House on a vote of 224-146. This bill now moves onto the Governor's desk where we anticipate a veto.

Call to Action: In anticipation of this veto we urge local school boards to contact the Governor's Office seeking support of local control and decision-making. Passage of SB 140 will restore local control to school boards and will recognize local authority with respect to granting high school credit.

SB 141, establishing a committee to study violence in schools.

SB 141 establishes a legislative study committee to explore violence in NH schools. The House Education Committee made significant changes to this bill better defining the scope of the committee's work. SB 141 passed the full House on a voice vote and now returns to the Senate.

House Judiciary Committee

SB 263, relative to anti-discrimination protection for students in public schools.

SB 263 has been a widely debated bill this session having origins in the Senate, traversing to House Education, the House floor, and then House Judiciary. Three amendments were proposed Tuesday morning attempting to address a variety of stakeholder concerns. All three

amendments failed, and the bill passed the Judiciary committee as it arrived with a vote of 13-6. We believe this bill has to return to the full House for a second vote. SB 263 creates a cause of action for persons injured by discrimination in public schools. This bill also creates a cause of action for the attorney general in cases of discrimination in public schools.

Learn Everywhere Update

The State Board of Education is scheduled to vote on the Commissioner's proposed rules for Learn Everywhere at the June 13, 2019 meeting. Reaching Higher NH is in the process of publishing a series of stories about Learn Everywhere educating the public on the proposal and impact to schools, students, and families. Links have been provided to read their material. Two posts have been issued and we expect more.

<http://reachinghighernh.org/2019/05/21/learn-everywhere-pathway-to-privatization/>

<http://reachinghighernh.org/2019/05/30/learn-everywhere-would-outsource-nh-public-school-classes-to-private-vendors/>

[Click here to view the legislative calendar for the week of June 3, 2019](#)

Nicole Heimarck

NHSBA Director of Governmental Relations

nheimarck@nhsba.org

(603) 228-2061

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The New Hampshire School Boards Association, 25 Triangle Park Dr.,
Ste 101, Concord, NH 03301

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Sent by nheimarck@nhsba.org in collaboration with

Constant Contact 

Superintendent's Office

Hudson School District

20 Library St.

Hudson, NH 03051

Dear Mr. Price, Board Members and Mr. Russell,

Please accept this letter as a formal notice that I will be resigning from the Hudson School Board as Board Recorder effective July 1, 2019.

It has been a great 17+ years (2002) but feel it is time to move on. I initially took on this role to learn more about the district as my family was new to the community. My children have long since graduated and my husband and I are now enjoying our time traveling.

Thank you for the opportunity to work for such a hard-working group of professionals.

Dotty Murray

55 Kienia Road

Hudson, NH 03051

RECEIVED

JUN - 6 2019

SUPERINTENDENT'S OFFICE

HUDSON SCHOOL DISTRICT
 SAU # 81
 20 Library Street
 Hudson, NH 03051-4240
 phone (603) 883-7765 fax (603) 886-1236

Lawrence W. Russell, Jr.
Superintendent of Schools
 (603) 886-1235
lrussell@sau81.org

Mary Wilson
Assistant Superintendent
 (603) 886-1235
mwilson@sau81.org

Rachel Borge
Director of Special Services
 (603) 886-1253
rborge@sau81.org

Karen Burnell
Business Administrator
 (603) 886-1258
kburnell@sau81.org

To: Hudson School Board
 From: Lawrence W. Russell
 Date: June 13, 2019
 RE: April Discipline Data

Please see the data below describing discipline throughout the month of April for the Hudson School District:

School	In-School Suspension	Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
ELC	0	1	0	0
Nottingham West	5	2	0	0
Hills Garrison	1	3	1	0
Hudson Memorial	73	21	10	4
Alvirne	33	14	1	0

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

NWES ISS detail: 3 served 1 day; 1 served 2 days

HGS OSS detail: 1 student served 3 days

HMS ISS detail: 40 served 1 day; 12 served 2 days; 3 served 3 days

HMS OSS detail: 16 served 1 day; 1 served 2 days; 1 served 3 days

11 students served both an ISS and OSS.

AHS ISS detail: 29 served 1 day; 2 served 2 days

ASH OSS detail: 10 served 1 day; 2 served 2 days

1 student served both an ISS and OSS.

SEE REVERSE FOR PREVIOUS MONTH

HUDSON SCHOOL DISTRICT
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lrussell@sau81.org

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Karen Burnell
Business Administrator
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kburnell@sau81.org

To: Hudson School Board
 From: Lawrence W. Russell
 Date: May 20, 2019
 RE: April Discipline Data

Please see the data below describing discipline throughout the month of April for the Hudson School District:

School	In-School Suspension	Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
ELC	0	0	0	0
Nottingham West	0	2	0	0
Hills Garrison	0	5	1	0
Hudson Memorial	41	8	8	6
Alvirne	28	31	4	2

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

HGS OOS detail: 5x1

HMS ISS detail: 25x1; 8x2

HMS OSS detail: 6x1; 1x2

3 students served both an ISS and OSS.

AHS ISS detail: 21x1; 2x2; 1x3

ASH OSS detail: 26x1; 1x2; 1x3

8 students served both an ISS and OSS.

Technology Integration Status Report May 2019

District-wide

- Met with Librarians during our PLC time. We discussed what they were planning for next year.
- Met three times this month with Jennifer Stylianous our Assistive Technology Consultant to create Self Help Documents for teachers.
- I continue to support teachers throughout the district answering questions and assisting them in their classroom on ways to integrate technology into their lessons.
- I sent out a Technology Newsletter this month as an informational resource for teachers.
- I went to the Digital Learning Roundtable in Brookline NH.
- I have been following up with the YMCA consultants Christine and Clark.

ELC – H.O. Smith

- I have worked with Kindergarten classes this month practicing logging on/off laptops and using reading sites during their center times.
- The focus with kindergarten is they improve their listening skills and fine motor skills using the laptops.
- I Continue to support teachers with classroom questions regarding Technology.
- I met with Kathy W. to discuss/work on lessons to show teachers how to use Pebble Go as a Technology resource in their classroom.
- Assisting Deana M. using the laptops as a daily center for listening skills. She has been signing out 4 laptops weekly in May to promote listening skills and independence using the laptops.

Hills-Garrison

- Jane and I collaborated and came up with lessons/activities for Online safety week starting 4/29 – 5/3.
- Jane and I have had discussions with the students before/after showing them net safe online safety videos.
- I met with Jennifer to follow up and make sure the issue was fixed with student's accounts using read & write. Students would speak into the mic and words wouldn't show.
- Met with Christine K. regarding a student's completing a research project and creating a slide show with their information.
- Christine and I discussed setting her up for next year using Google Classroom. I will show her how to navigate using Google Classroom.
- I was in lab during some testing days for SAS if teachers needed assistance.

Nottingham West

- I met with Kristi LeShane a few times regarding Pebble Go.
- I was available in the lab if teachers needed assistance during tests or classwork.
- I reached out to teachers through emails regarding their webpages needing updating.

Memorial Middle School

- Tracy and I have been emailing regarding a project she would like to do next year. We are working together to put things in order, so it will be ready to discuss with students at the beginning of next school year.
- I met with Rebecca we discussed some things regarding technology and saving photos and ways to transfer photos.
- I met with Elaine R. regarding covering her classes while she was out and what I could do to help her students continue to work on their assignments.
- I met with Elaine going over lesson plans for the last 14 days of school. I met her classes as well.
- I am covering her Computer Classes for Grades 6-8.
- The students are working on various assignments such as, PowerPoint presentations, coding and PLTW classes working on coding.

SCHOOL ADMINISTRATIVE UNIT NUMBER EIGHTY-ONE
Hudson, New Hampshire

FINANCE OFFICE MEMORANDUM

To: Karen Burnell, Business Administrator

From: Cindy McNickle, Finance Director

Date: June 7, 2019

Re: June Financial Statement

As of June 5, 2019, the General Fund is projected to have a Fund Balance of \$1,055,116 for fiscal year 2019.

Medicaid revenue is lower than planned but overall revenue is expected to be \$131,699 higher than planned primarily due to an increase in:

- Special Education Aid;
- Pre-school Tuition;
- Benefit refunds; and
- Interest Income.

Expenditures, including prior year encumbrances, are expected to be \$923,416 lower than planned primarily due to lower than anticipated, salaries, medical and dental insurance costs and lower special services tuition costs.

Compared to the prior report, the fund balance has increased \$108,724.

- Revenues are lower (\$377) than previously expected primarily due to lower expected Medicaid revenue offset by increased interest income and E-Rate revenue.
- Expenditures are lower (\$109K) than previously anticipated primarily due to lower than anticipated salaries and benefits partially offset by building improvement and transportation costs.

Year to date revenues for the CTE Renovation Construction Fund include the proceeds from the Bond Anticipation Note (\$1,500,000) and the proceeds from the NH Municipal Bond offering (\$8,262,500). Upon receipt of the bond proceeds, the Bond Anticipation Note was repaid in full in February 2019.

Year to date expenditures of \$1,115,053 are for architect fees and environmental study fees.

**HUDSON SCHOOL DISTRICT
FY2019
UNAUDITED FUND BALANCE**

GENERAL FUND

as of: 6/5/2019

<u>REVENUE</u>	REVENUE BUDGET	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
10 1121 CURRENT TAX APPROPRIATION	41,374,156	41,374,159	(3)	41,374,156	-
10 1320 TUITION FROM OTHER LEA'S	70,000	26,287	44,745	71,032	1,032
10 1340 PRE-SCHOOL TUITION	85,000	82,545	7,000	89,545	4,545
10 1510 INTEREST ON INVESTMENTS	20,000	52,826	20,000	72,826	52,826
10 1710 ATHLETIC FEES	9,000	9,350	-	9,350	350
10 1730 1:1 COMPUTER INSURANCE	-	4,430	-	4,430	4,430
10 1900 OTHER LOCAL REVENUE	10,000	45,927	704	46,631	36,631
10 1901 ERATE	25,000	37,730	-	37,730	12,730
10 1903 IMPACT FEES	250,000	-	250,000	250,000	-
11 1910 RENTALS	30,000	23,227	6,774	30,000	-
10 1921 ROTC PROGRAM CONTRIBUTIONS	65,000	57,772	6,805	64,577	(423)
10 3210 SCHOOL BUILDING AID	278,632	278,632	0	278,632	-
10 3241 SPECIAL EDUCATION AID	368,729	460,567	-	460,567	91,838
10 3242 VOCATIONAL TUITION AID	145,000	(42,111)	169,007	126,896	(18,104)
10 3800 EDUCATION GRANT	7,572,068	7,575,891	-	7,575,891	3,823
10 4580 MEDICAID	300,000	188,885	40,000	228,885	(71,115)
10 5220 INDIRECT COSTS	35,000	48,138	-	48,138	13,138
				-	
TOTAL GENERAL FUND REVENUE	50,637,586	50,224,253	545,032	50,769,285	131,699
10 5202 UNRESERVED FUND BALANCE	358,542				
	50,996,128				

as of: 6/5/2019

**HUDSON SCHOOL DISTRICT
FY2019
UNAUDITED FUND BALANCE**

GENERAL FUND					
<u>REVENUE</u>	REVENUE BUDGET	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
TOTAL GENERAL FUND REVENUE (From Page 1)	50,637,586	50,224,253	545,032	50,769,285	131,699
<u>EXPENDITURES</u>	APPROPRIATION BUDGET	ACTUAL YTD EXPENDITURES	ANTICIPATED EXPENDITURES	TOTAL ANTICIPATED EXPENDITURES	(EXCESS)/ SHORTFALL
FY18 PRIOR YEAR ENCUMBRANCES					
Prior Year Encumbrances (FY18)	360,940				
Prior Year Encumbrances Paid to Date		396,584			
Anticipated Revenue - State Infrastructure Fund			(53,588)		
Anticipated Prior Year Encumbrance Payments			-		
EXCESS/SHORTFALL					17,944
FY19 APPROPRIATION BUDGET	50,996,128				
Expenditures		47,325,080			
Current Year Encumbrances			1,885,605		
Anticipated Revenue - State Infrastructure Fund			(352,943)		
Anticipated Expenditures			1,232,914		
TOTAL ANTICIPATED EXPENDITURES				50,090,656	
EXCESS/SHORTFALL					905,472
<u>ANTICIPATED FUND BALANCE</u>					1,055,116

**HUDSON SCHOOL DISTRICT
FY2019
UNAUDITED FUND BALANCE**

CONSTRUCTION FUND

as of: **6/5/2019**

<u>REVENUE</u>	REVENUE BUDGET	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
30 3243 VOCATIONAL AID	17,000,000		17,000,000	17,000,000	-
30 5110 SALE OF BONDS AND NOTES	8,262,500	8,262,500	-	8,262,500	-
30 5110 BOND ANTICIPATION NOTE		1,500,000	-	1,500,000	1,500,000
TOTAL CONSTRUCTION FUND REVENUE	25,262,500	9,762,500	17,000,000	26,762,500	1,500,000

<u>EXPENDITURES</u>	APPROPRIATION BUDGET	ACTUAL YTD EXPENDITURES	ANTICIPATED EXPENDITURES	TOTAL ANTICIPATED EXPENDITURES	(EXCESS)/ SHORTFALL
FY19 APPROPRIATION BUDGET	25,262,500				
EXPENDITURES		1,115,053			
BOND ANTICIPATION NOTE REPAYMENT		1,500,000			
CURRENT YEAR ENCUMBRANCES			-		
ANTICIPATED EXPENDITURES			24,147,447		
TOTAL ANTICIPATED EXPENDITURES				26,762,500	
EXPENDITURE (EXCESS)/SHORTFALL					(1,500,000)

<u>ANTICIPATED FUND BALANCE</u>	-
--	----------

**HUDSON SCHOOL DISTRICT
FY2019 FINANCIAL STATEMENT
FUNCTION SUMMARY REPORT**

GENERAL FUND

as of: 6/5/2019

FUNCTION	DESCRIPTION	BUDGET	REVISED BUDGET	YTD EXPENDED	ENCUMBERED	ANTICIPATED EXPENDITURE	AVAILABLE BUDGET
1100	Regular Programs	19,668,157	19,379,337	18,724,173	144,984	315,690	194,489
1200	Special Education	8,122,085	8,071,914	7,064,009	281,000	208,734	518,171
1300	Vocational	1,946,059	1,978,189	1,790,781	52,450	86,172	48,786
1400	Student Activities	717,841	717,841	651,919	34,376	23,588	7,958
2100	Student Services	4,780,328	4,818,315	4,493,153	124,731	(496)	200,927
2200	Student Support (Instruction)	1,543,672	1,636,104	1,417,200	86,329	121,866	10,709
2300	Student Support (Administration)	825,382	843,409	783,032	33,545	16,884	9,948
2400	School Administration	3,201,013	3,220,776	3,024,112	136,622	15,741	44,301
2500	School Resources	1,001,798	1,038,966	916,811	51,933	47,406	22,815
2600	Operations/Maint. Of Plant	5,334,860	5,351,363	5,174,855	515,372	130,363	(469,227)
2700	Student Transportation	2,217,797	2,217,797	1,941,322	304,003	6,629	(34,158)
2800	Information Mgt Services	345,011	429,992	246,322	120,259	65,600	(2,189)
4000	Facilities	25,447,500	185,000	156,481	-	28,519	-
5100/5200	Principal/Interest/Fund Transfers	1,107,125	1,107,125	940,909	-	166,466	(250)
TOTAL		76,268,628	50,996,128	47,325,080	1,885,605	1,233,164	552,279

**HUDSON SCHOOL DISTRICT
FY2019 FINANCIAL STATEMENT
OBJECT SUMMARY REPORT
GENERAL FUND**

as of: 6/5/2019

FUNCTION	DESCRIPTION	BUDGET	REVISED BUDGET	YTD EXPENDED	ENCUMBERED	ANTICIPATED EXPENDITURE	AVAILABLE BUDGET
100	Salaries	25,923,933	25,760,550	24,842,358	206,996	361,832	349,364
200	Benefits	14,013,711	13,839,382	13,182,079	176,054	87,520	393,729
300-500	Purchased Services	32,336,420	7,255,741	5,985,745	1,004,669	391,666	(126,338)
600	Supplies	2,335,292	2,373,707	1,926,819	328,580	182,624	(64,315)
700	Property	469,562	591,455	383,146	168,916	39,184	209
800	Other	73,336	68,919	65,024	391	3,623	(119)
900	Principal/Interest/Fund Transfers	1,106,375	1,106,375	939,909	-	166,466	-
TOTAL		76,258,628	50,996,128	47,325,080	1,885,605	1,232,914	552,529

**HUDSON SCHOOL DISTRICT
PROPOSED BUDGET CALENDAR AND DUE DATES
FY 2020/2021**

All activities are due by End of Day, EXCEPT where noted.

DATE	DAY	OWNER	ACTIVITY
9/11/2019	Wednesday	Joyce Coll	Salaries and Benefit Budgets in MUNIS
9/11/2019	Wednesday	Principals & Dep't Heads	1st Draft School and Department Budget in MUNIS
9/16/2019	Monday	Cindy McNickle	Deliver Budget to Superintendent
9/18/2019 -	Wed-Fri	Larry Russell	Principal and DH Budget Review with SAU
9/20/2019			
9/26/2019	Thursday	Principals & Dep't Heads	Final School and Department Budgets in MUNIS
9/30/2019	Monday	Principals & Dep't Heads	Budget Narratives Due
10/2/2019	Wednesday	Cindy McNickle	Draft Presentations with Numbers Available
10/3/2019	Thursday	Cindy McNickle	Final Budget PDFs to Gail for Printing
10/4/2019	Friday	Principals & Dep't Heads	Preliminary School Board Budget Presentations Due
10/4/2019	Friday	Gail Porter	Budget Books Compiled
10/7/2019	Monday	Burnell/McNickle	School Board - Budget Overview
10/7/2019	Monday	Burnell/McNickle	Deliver Budget to School Board
10/8/2019	Tuesday (Noon)	Principals & Dep't Heads	Final School Board Presentations Due
10/9/2019 -	TBD	Principals & Dep't Heads	School Board Budget Meetings: #1 - Special Ed, Facilities, Technology & Elem #2 - HMS, AHS
10/17/2019			
10/21/2019	Monday	Burnell/McNickle	SB Meeting #3 - SAU, WAS, Default Budget
10/28/2019	Monday	Cindy McNickle	Updated Presentation Numbers Available
10/31/2019	Thursday	Principals & Dep't Heads	Revised Budget Narratives Due, if required
11/1/2019	Friday	Principals & Dep't Heads	Preliminary Budget Comm Presentations Due
11/4/2019	Monday	Burnell/McNickle	SB Meeting #4 - Budget Wrap Up
11/5/2019	Tuesday	Cindy McNickle	Final Budget PDFs to Gail for Printing
11/7/2019	Thursday (Noon)	Principals & Dep't Heads	Final Budget Comm Presentations Due
11/7/2019	Thursday	Gail Porter	Budget Books Compiled
11/8/2019	Friday	Gail Porter	Deliver Budget to Budget Committee

Budget Due Dates
Superintendent Mtgs

School Board Budget Meeting
Budget Committee or Town Meeting

PROPOSED FY 2020/2021 BUDGET CALENDAR

SEPTEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3	4	5	6	7
8	9 School Board Meeting	10	11 Preliminary Budgets in MUNIS	12	13	14
15	16 Preliminary Budget to Superintendent	17	18 *	19 *	20 *	21
22	23 School Board Meeting	24	25	26 Final Budgets in MUNIS	27	28
29	30 Narratives Due					

* - Superintendent to review Budgets with Principals and Department Heads

School Board Budget Meeting

Budget Due Dates

Budget Committee or Town Meeting

PROPOSED FY 2020/2021 BUDGET CALENDAR

OCTOBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Draft Presentations with Numbers Available	3 Final Budget PDF to Gail	4 Prelim SB Budget Presentations Due Budget Books Compiled	5
6	7 School Board Meeting Budget Overview Deliver Budget Books to School Board	8 Final SB Budget Presentations Due (noon)	9 *	10 *	11 Columbus Day	12
13	14 *	15 *	16 *	17 *	18	19
20	21 School Board Meeting SAU, WAs, Revenue Default Budget	22	23	24	25	26
27	28 Updated Presentation Numbers Available	29	30	31 Revised Narratives Due (if required)		

* - Schedule 2 School Board Meetings to review FY20/21 Budgets: (1) Spec Ed, Facilities, Tech & Elementary (2) HMS, AHS

School Board Budget Meeting

Budget Due Dates

Budget Committee or Town Meeting

PROPOSED FY 2020/2021 BUDGET CALENDAR

NOVEMBER 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Prelim. Budget Comm. Presentations Due	2
3	4 School Board Meeting Budget Wrap-Up	5 Final Budget PDF to Gail	6	7 Final Presentations Due (noon) Budget Books Compiled	8 Budget due to Budget Committee	9
10	11 Veterans Day	12	13 *	14 *	15	16
17	18 School Board Meeting *	19 *	20 *	21 *	22	23
24	25 *	26 *	27	28 Thanksgiving	29 Thanksgiving	30

* - 4 Budget Committee Meetings likely between 11/13 - 11/26

School Board Budget Meeting

Budget Due Dates

Budget Committee or Town Meeting