

Posted: 12/12/2019

At: All Hudson schools, SAU building, district website



HUDSON SCHOOL DISTRICT  
Hudson, New Hampshire  
December 16, 2019  
Hills Memorial Library – 18 Library Street

6:30 pm Non-public Session  
7:00 pm Public Hearing  
followed by 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. **Non-Public Session** 6:30-7:00  
1. Student Matter
- C. **Public Hearing** 7:00-7:10  
1. Funding Acceptance for Project AWARE (MW): Attachments # 1
- D. **Public Input** 7:10-7:20
- E. **Presentations to the Board**
- F. **Requests of the Board**
- G. **Old Business**  
1. Scope & Responsibilities of School Board Members (MP): Attachments # 2, 3 7:20-7:35  
2. Policies (2<sup>nd</sup> readings, MW): Attachment # 4 7:35-7:45  
a) BIE Board Member Indemnification  
b) CFB Building Principals  
c) CHB Board Review of Regulations  
d) CHCA Approval of Handbooks and Directives  
e) CHD Administration in Policy Absence  
f) CLA Handling of Non-SAU Matters
- H. **New Business**  
1. Public School Infrastructure Fund: 7:45-7:50  
Project Completion & Request for Payment (LR): Attachment # 5  
2. Policies (1<sup>st</sup> readings, MW): Attachment # 6 7:50-8:00  
a) JH Attendance, Tardiness, and Truancy  
b) EBB School Safety  
c) EBBB Accident Reports  
d) EBBC Emergency Care & First Aid

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- e) EBBD Indoor Air Quality
- f) EBCA Crisis Prevention & Emergency Response Plans
- g) EBCB Fire Drills
- h) EBBC Bomb Threats
- i) EBCD Emergency Closings
- j) EBCE School closings

**I. Recommended Action**

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

**J. District Administration Reports**

**K. Legislative Updates (LR)**

- 1. 2019 Legislative Summary 8:00-8:05

**L. Committee Reports**

- 1. Strategic Plan Update (LR): Attachment # 7 8:05-8:15

**M. Correspondence**

- 1. Discipline Data (LR): Attachment # 8 8:15-8:25
- 2. Technology Integration Specialist Report (MW): Attachment # 9
- 3. Outreach Coordinator Report (MW): Attachment # 10

**N. Board Member Comments**

8:25-8:35

**O. Upcoming Meetings**

Meeting	Date	Time	Location	Purpose
School Board	01/06/20	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	01/27/20	6:30 pm	Hills Memorial Library	Regular Meeting

**P. Non-Public Session**

- 1. Student Matter: Non-public Attachment # 11
- 2. AFSCME Negotiations: Non-public Attachments # 12, 13
- 3. Teamsters Negotiations

*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.*

**PUBLIC NOTICE**  
**RESCHEDULED PUBLIC HEARING DUE TO INCLEMENT WEATHER**

Pursuant to RSA 198:20-b, 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 December 16, 2019 which starts at 7:00 pm and is held in the Hills Memorial Library, 18 Library Street, Hudson NH

to accept funding from the  
Office of Social & Emotional Wellness, Bureau of Student Wellness  
Department of Education for  
Project AWARE (Advancing Wellness & Resiliency in Education)  
in the amount of \$350,000.00

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

This is a follow up to the discussion at the principals' meeting last week.

Project AWARE Grant (Advancing Wellness and Resiliency in Education)

Ready to Learn

Every student. Every day.

The Hudson School District has been awarded a five-year Project AWARE grant. The NH Department of Education (NH DOE) will lead this effort through the Office of Social & Emotional Wellness.

The funding for this grant supports multi-tiered systems for support for behavior (MTSS-B)\* and includes a program manager/wellness coordinator and support positions as necessary.

The project manager will:

- Develop a community management team
- Develop collaborative agreements with one or more community mental health providers
- Provide high-quality professional development and training
- Implement tiered prevention framework (Tier 1, 2 and 3)
- Implement universal behavior expectations and positive discipline policies/procedures
- Data-based screening/assessment procedure to identify Tier 2/3 students
- Implement evidence-based school behavioral health interventions to address Tier 2/3 needs
- Systematic referral, disposition, and follow-up of Tier 2/3

The timeline for hiring the project manager is January 2019. The grant has conditions and reporting requirements. The job listing includes more details of the position:

<https://www.applitrack.com/sau81/onlineapp/1BrowseFile.aspx?id=64103>

There will be more information to come as we get more details.

\*Details about MTSS-B as presented by the NH Center for Effective Behavioral Interventions and Supports:

There are three types for students in schools in terms of behavior

- Typical students
- Students at risk of developing behavior problems or school failure due to behavior
- Students with intense and chronic behavioral health needs

The behavioral complexity of our students requires multi-tiered, school-wide systems of evidence-based supports that are:

- Positive and preventative
- Responsive to problem behavior
- Matched to student needs
- Matched to school/community

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**Terry Wolf**

Community Engagement Coordinator

Hudson School District

[twolf@sau81.org](mailto:twolf@sau81.org)

(603) 897-5163 cell

(603) 883-7765 x85033

## **New Hampshire School Boards Association** *Excellence in Public Education Through School Board Leadership*

### **Role of a School Board Member**

Even for those new board members who have studied the role of the board and attended numerous board meetings before they ran for election, the reality of school board service can be very different from what they imagined. Like any challenging leadership position, school board service is a learning experience that will stretch and grow one's leadership skills.

Schools exist to provide appropriate educational opportunities for our children. With this in mind it is vital to maintain the principle that all board decisions and actions of individual board members should be prioritized by what is best for students and what enhances student achievement. This can often be difficult as different constituents ask for different actions and different decisions on topics that vary greatly.

A fundamental rule, often misunderstood by new board members and sometimes not followed by experienced board members, is that individual board members have no individual authority to act on behalf of the school board or the district. School board action and authority can only be exercised by the school board as one whole, single entity. When the meeting is called to order, each board member is empowered with the right to discuss and vote on each issue. Only a majority of the board has the ability to set policy, establish the school district budget, negotiate contracts or make requests of the superintendent. The only employee of the board is the superintendent and the superintendent is the only school district employee the board may make requests of. By a vote of the majority, the board may empower, the chair or subcommittee to take action outside of the board meeting. But such power is only given by the full board, following discussion and a vote at a duly called and legally held meeting. In most matters school boards are legislative bodies, meaning they set and adopt policy. The exception to this rule is when a board serves as a judicial body conducting staff or student hearings.

The board and superintendent form the school district leadership team. The effective functioning of this team requires mutual trust and a clear understanding as to the school board's role in governance and the superintendent's roles in administering the daily functions of the district. This does not mean everyone agrees on the issues or the best way to address challenges. Indeed, healthy debate is vital for prudent school board decision-making. A well-functioning team with a high-level trust will have vigorous and impassioned discussions over those issues they care greatly about. Trust also means that all board members will support board decisions. Respecting that majority rules is a key component to effective school board governance. To do otherwise reduces team effectiveness and tends to diminish respect for the board from the staff and community.

Last, school board leadership should be focused on end results. The board should ask questions of what, why, how much and how well? Board action should be focused on mission statements, goals-based outcomes, local board policies, academic standards, and sufficient communication with the community.



**New Hampshire School Boards Association**  
**25 Triangle Park Drive, Suite 101**  
**Concord, NH 03301**  
**(603) 228-2061**  
**(603) 228-2351 (fax)**

### Effective School Board Meetings

#### A. Establishing Goals of the Board Meeting:

##### A1. General Concepts.

Effective meetings will not simply happen. They require forethought about the order in which issues should be discussed, the amount of time that will be needed to adequately discuss an issue, the information that the board members will need to receive prior to the meeting, and the proper wording of motions or resolutions that are being considered by the board.

New Hampshire law defines the primary functions and responsibilities for school boards. Generally, they include:

1. Establishing policy (Ed 302; Ed 306; bullying; truancy; etc.)
2. Setting a district budget and related fiscal oversight (Ed 303; RSA 32)
3. Hiring and evaluating the superintendent (Ed 303; RSA 194-C)
4. Occasional hearings (discipline, non-renewal, grievance, etc.)
5. Collective bargaining (RSA 273-A)
6. Strategic planning and establishing long-term and short-term goals (Ed 303.01(g))

Have the agenda relate to these board functions; and if the agenda relates to these items, it follows that the goal of each meeting should relate to these functions, as well.

#### A2. Desired Outcomes:

What are the board's desired outcomes for each meeting?

What are the administration's desired outcomes for each meeting?

For example, if the desired outcome is to adopt a recommendation, the meeting should be designed so there is a proposal, followed by discussion and a vote. To plan an effective agenda, it's essential that the board and administration know their respective desired outcomes.

### **B. Agenda-setting:**

#### B1. Initial Planning.

The agenda and pre-meeting planning are keys to successful meetings. Set the order in which items will be handled during the board meeting. Create a pace for the board to do business. Allow board members time to study and think about complex or controversial matters before the meeting.

Agenda may include:

1. **Action items** on which the board is expected to reach a decision during the meeting;
2. **Consent items** addressing the routine matters, such as minutes and monthly expenses, which can be approved together without discussion;
3. **Discussion items** that require comment but do not require action; and
4. **Information items** that require no action or discussion.

## B2. Consent Agenda.

The consent agenda should include only non-controversial items, such as adoption of the minutes, receipt of reports, general information and items that don't require any specific board discussion or board action. The consent agenda allows for all the reports to be received with one motion.

Any member can request that an item be removed from the consent agenda and placed on the regular agenda for consideration and vote. The remaining consent-agenda items are then unanimously approved as a unit without discussion.

## B3. New Business:

Most work in a meeting is accomplished during the time slot devoted to "new business."

### **Reminder:**

**As discussed above, a school board's primary roles and responsibilities are listed above. The "new business" listed on the agenda should relate to these board functions.**

Your agenda may want to include an "anticipated action" for each agenda item. Examples:

1. Finance Committee report, brief questions and answers: no action needed.
2. Volunteer recruitment and philosophy: Anticipated Action: form committee of 3-4 board members.
3. Public Policy Committee: Anticipated Action: approve organizational statement to city council on zone changes.
4. Review and adoption of Policies ABC and XYZ.



### Reminder:

**Keeping with the concept that no surprises should come to light at a board meeting, “new business” is not the place for board members to surprise the rest of the board and administration with previously unannounced agenda items or topics.**

#### B4. Sticking to the Business of the Agenda:

Of course, all the planning in the world will mean nothing if you can't then use that planning to run a smooth, productive meeting.

1. Stick to the agenda. Stay focused on your desired outcomes by using an agenda. If you're using a timed agenda, stay on track by ending each item on time.

2. Have an endpoint. Similarly, to avoid unproductive tangents and circular discussions, establish an end time in advance—and adjourn the meeting when you reach it.

3. Preempt debate. Resolve non-controversial items through “general consent” or “unanimous consent.” The board chair asks if there is any objection closing discussion on a particular topic. If no one objects, debate is closed. If a member objects, the board can resolve the matter with a motion and vote.

4. Start on time and stay on task. District administrators, staff and others asked to attend board meetings should understand when meetings begin and that they will always begin on time. Parliamentary procedure can help as board members move through the agenda. Certain situations and topics will cause meetings to go much longer than normal. This is to be expected, but should be the exception rather than the rule.

5. Organize the meeting to minimize disruption and delay. Issues that will require lengthy debate and discussion should be tackled at the beginning of the meeting, when board members are fresh, and should be limited in number during a single meeting, if possible.

### **C. Public Comments:**

Some boards adopt a highly restrictive policy requiring that individuals wishing to address the board sign up several days before the meeting and be placed on the agenda. Other boards allow members to sign up the night of the meeting. There are some boards that allow the public to speak on any item on the agenda at an appropriate time.

#### **C1. Preparing for Public Input:**

It is important to remember that the meeting is a gathering of the board of education that the public has a right to attend, rather than a meeting where everyone is given the same rights as board members regarding participation. Extremely flexible rules could lead to a situation where the public takes over a meeting. Extremely restrictive rules could be so inflexible that the public might have little or no input. Some recommendations include:

1. A specific portion of the meeting agenda, not to exceed 15-30 minutes, shall be set aside to allow comments by members of the public. Boards may choose to set aside more or less than and include a provision that the time may be extended by vote of the board. If there is a volatile issue, more time may be required or the board may choose to have an additional meeting on the topic.
2. Individuals desiring to address the board must sign up prior to the meeting and indicate the subject that they wish to address to the board. Some boards adopt policies requiring individuals to sign up several days before the meeting. Other boards allow members to sign up the night of the meeting. Some boards allow the public to speak on any item, even if it's not on the agenda. Allowing someone to speak without knowing his or her topic is risky and should be discouraged.
3. Complaints about personnel will not be heard. Individuals are expected to contact the superintendent, members of the administrative staff or local administrators to secure a satisfactory solution to any concern.

4. Individuals should be as brief as possible, limiting their comments to no more than five minutes, unless the board votes to extend. The board may choose to establish a different time limit at each session, depending on the number of people who desire to speak. Groups should be encouraged to select a single spokesperson.

5. Board members will not respond to comments or questions posed by citizens during their presentation but will take any comments or questions under advisement. While this guideline should not totally prohibit responses, it is not a good idea to get into extended discussions with the public until the board and Superintendent have had a chance to gather necessary information.

6. The board chair is responsible for clearly communicating to the public attending the meeting what the board's policy is on public input, that the board cannot vote on comments made to the board during input sessions or that the board won't make comments about the presentations.

#### C2. Tips on Managing Public Comment:

1. Place controversial issues early on the agenda;
2. Have sufficient copies of the agenda and summary of reports for the public;
3. Use language the audience can understand – avoid jargon;
4. Never argue or engage members of the public in debate;
5. Have copies of your “public comments” policy to distribute; and
6. Read the policy before comments are allowed (or at least summarize it before comments are allowed)

## **D. Parliamentary Procedure:**

Basic provisions of parliamentary procedure may include:

1. Each motion may deal with only one issue or idea.
2. Debate should follow, not precede, a motion.
3. Debate must be limited to the motion at hand.
4. When a motion is on the floor, no new motions may be made.
5. No member can speak twice on the same issue under debate until everyone else wishing to speak has spoken to it once.
6. Formality imposed by strict adherence to rules of order does not necessarily apply to small legislative bodies.
6. Board chairs should vote on every issue.
7. People have a right to know beforehand what they will be discussing.
8. Public meeting does not mean unlimited public participation.

### **D1. Motions for Reconsideration**

NHSBA receives many inquiries about motions for reconsideration and the specifics of Robert's Rules of Order. Robert's Rules of Order provides very specific and very restrictive conditions when a motion for reconsideration is or should be allowed, primarily that such a motion must be made at the same meeting as the original motion and must be made by a board member who voted in the majority on the original motion.

NHSBA advises that school boards do not follow these rigid and restrictive rules. However, at the same time, NHSBA advises that school boards limit their practice of reconsidering issues that the board has already voted on and acted upon.

There may be legitimate times when reconsidering past board action is necessary – a new statute or administrative rule is implemented; a certain program is not effective; unanticipated financial changes occur. In these circumstances, it may be prudent to reconsider previous board actions.

However, reconsideration should not be used as a tool for political gain. A change in board membership may change the board's priorities – which is fine. But constant doing and undoing can render a school board ineffective and undermine public trust.

## D2. Abstaining from Voting on a Motion

Abstentions are not votes. Only the number of votes cast is counted in determining a majority or two-thirds vote. For example, if a school board has five members and a motion receives two yes votes, one no vote, and two board members abstain, the motion passes.

NHSBA advises that school board members do not abstain unless a conflict of interest or bias/prejudice issue is present. If board members feel they do not have enough information, knowledge or resources to support the motion, then they should vote against the motion.

### **E. Role of the Board Chair**

The board chair is responsible for enforcing the procedures that they have adopted.

Guide the flow to discussions at meetings:

1. Do not take sides. You must be impartial while chairing the meeting.
2. Recognize all who have comments or questions.
3. Keep the group on the topic.
4. Clarify questions. Restate them so that everyone understands. Do not make long speeches.
5. Practice the art of summarization. Clarify and restate motions.
6. Keep order in the discussion and be alert to members' reactions.

Manage discussion. Set the discussion time prior to addressing potentially lengthy issues: "Is there a motion to limit total debate to 30 minutes?" And encourage new discussion—and prevent repetition—by asking for speakers who have not spoken.

Alternate pro and con. After hearing from a proponent, ask if there anyone who wishes to speak against the motion. When no one wishes to speak on a particular side, ask for unanimous consent to end debate: "Is there any objection to closing discussion? Hearing no objection, discussion is closed." If people from both sides do continue to speak, pay attention to the length and quality of their remarks. When the discussion seems to have reached the point of repetition, ask for a motion to end discussion: "Is there a motion to close debate?"

Encourage and equalize participation. A single person may monopolize discussion at meetings. For example, no one should speak a second time while there are members who wish to speak for the first time.

Control interruptions and digressions. A good board chair might acknowledge a tangential issue that has been raised, but note that it's not relevant to the discussion and should be taken up later. If a member attempts to monopolize discussion, you may have to nicely state that because the member has already spoken, other opinions are needed.

Manage conflict. During meetings, members should never get into an argument—or even a direct discussion—with each other. If a confrontation begins between two members, your board chair should remind everyone to address all remarks to the chair.

End on a positive note. Thanking members for their time is not only gracious, but also likely will result in greater enthusiasm for the board's work. And that in turn can lead to even better meetings.

#### **F. Pertinent NHSBA Sample Policies:**

- BBAB – Roles and Duties of the Board Chairperson
- BCB – Board Member Conflict of Interest
- BEA – Regular Board Meetings
- BEDB – Agenda Preparation and Dissemination
- BEDD – Rules of Order
- BEDH – Public Participation at Board Meetings
- KE, KEB – Public Complaints; Complaints About School Personnel

## HUDSON SCHOOL DISTRICT

HSB 2<sup>nd</sup> readings 12/16/2019

Code/Title	Category	Detail	# of ¶	Page
BIE School Board Member Indemnification	R	new, NHSBA verbatim	2	1
CFB Building Principal(s)	R	new, NHSBA w/addition of highlighted text		2
CHB Board Review of Regulations	R	new, NHSBA w/addition of highlighted text	1	3
CHCA Approval of Handbooks and Directives	R	new, NHSBA verbatim	2	4
CHD Administration in Policy Absence	R	new, NHSBA verbatim	2	5
CLA Handling of Non-SAU Matters	O	new, NHSBA w/addition of highlighted text	1	6

R: recommended

O: optional

P: priority, required by law



## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: BIE Board Member Indemnification</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

*Category R*

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

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

**Legal References:**

- RSA 31:104, Powers and Duties of Towns: Liability of Municipal Executives*
- RSA 31:105, Powers and Duties of Towns: Indemnification for Damages*
- RSA 31:106, Powers and Duties of Towns: Indemnification: Civil Rights Act*
- RSA 31:107, Powers and Duties of Towns: Purchase of Insurance*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> CFB Building Principal(s) Evaluation	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 2

### *Category R*

The Superintendent shall conduct an ongoing process of evaluating the principal(s) on his/her skills, abilities, and competence. Annually, the Superintendent or his/her designee will formally evaluate the principal(s).

The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, **ensuring implementation of the mission and vision of the district**, clarify the building principal's role, ascertain areas in need of improvement, and identify the immediate priorities.

The formal evaluation will include written criteria related to the job duties. The principal may make comments responding to the formal evaluation.

This policy supports and does not preclude the ongoing informal evaluation of the principal's skills, abilities and competence, **which may include staff input**.

### **Legal References**

*Littkey v. Winchester School District, 219 NH 626 (1987)*

*NH Code of Administrative Rules Section 302, Duties of Superintendents*

*NH Code of Administrative Rules Section 304, Duties of School Principals*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: CHB Board Review of Regulations</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES: BGD</b>	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, therefore they may be revised when it appears they are not consistent with Board policy. Superintendent may request prior Board approval **when necessary**.

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: CHCA Approval of Handbooks and Directives</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

The principal(s) and other administrators are responsible for the development of employee and student handbooks.

The contents of all handbooks must conform with District-wide policies and regulations.

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: CHD Administration in Policy Absence</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES: BFE</b>	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

In the absence of established Board policy or Board direction, the Superintendent shall assume responsibility making necessary decisions. In such instances, Principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the Schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his/her decisions shall be subject to review and ratification by action of the Board at a regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> CLA <b>Handling of Non-SAU Matters</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category 0*

After receiving reports from such outside agents **including but not limited to** the auditor, fire department, health department, the Superintendent shall inform the Board **by the next Board meeting** of action s/he has taken pursuant to recommendations made in such reports.

**PUBLIC SCHOOL INFRASTRUCTURE FUND  
 PROJECT COMPLETION & REQUEST FOR PAYMENT**

Complete, scan, and e-mail to: [Matthew.Welch@doe.nh.gov](mailto:Matthew.Welch@doe.nh.gov) or mail to the above mailing address.

**INSTRUCTIONS:**

- 1) Complete the project.
- 2) Keep receipts and photos of the project neatly organized and clearly marked.
- 3) If the project is selected for audit, receipts and photos will need to be electronically submitted to the Department of Education within 10 business days of the audit request.
- 4) Section A includes *total project cost* which is the total cost to complete the approved work identified in the application for the referenced project. For Life-Safety projects, this only includes costs that would have been eligible for building aid.
- 5) Section B requires you to attach a notarized affidavit from the superintendent, business administrator, and all school board members. If you are a charter school, have the school director, the person in charge of finances, and all members of the board of trustees sign the application.
- 6) Section B requires e-rate state match recipients to attach the *Funding Commitment Decision Letter (FCDL)* from USAC and the *Form 471* if it was not included in your original application.
- 7) Section C is your request for payment. The award amount will be your total eligible costs times your award rate, up to but not exceeding your approved award amount found on your approval letter.
- 8) Payment from the Department will be made within 30 days from receipt of this completed form.
- 9) Submit this completed form to Matthew Welch at [Matthew.Welch@doe.nh.gov](mailto:Matthew.Welch@doe.nh.gov) or to the above mailing address (c/o Matthew Welch).

**SECTION A - APPLICANT/PROJECT INFORMATION:**

	SAU #:	81	
	School Name:	Hudson School District	
	Project Title:	Glass Impact Resistant Film	
Line 1	Maximum Award Amount:	\$86,700	Found on the award letter or listed in the Project Status report online at: <a href="https://www.education.nh.gov/program/school_approval/infrastructure-fund.htm">https://www.education.nh.gov/program/school_approval/infrastructure-fund.htm</a>
Line 2	Award Rate:	80%	
Line 3	Total Project Cost:	\$84,807	<i>Total project cost may differ from the estimated cost cited in the application. Total project cost is the amount spent to complete the approved work identified in the application.</i>
Line 4	Total Request for Payment:	\$67,846	<i>Line 2 times Line 3 or Line 1, whichever is less</i>

**SECTION B – REQUIRED ATTACHMENTS**

Attach notarized affidavit from the superintendent, business administrator, and all school board members. The affidavit should certify that the project is complete and that in accordance with the provisions of the Public School Infrastructure Fund, RSA 198:15-y, the total eligible costs listed on this form for the referenced project is accurate to the best of their knowledge.

A sample affidavit can be found online at: [https://www.education.nh.gov/program/school\\_approval/infrastructure-fund.htm](https://www.education.nh.gov/program/school_approval/infrastructure-fund.htm)

Notarized affidavit is attached.

Funding *Commitment Decision Letter (FCDL)* from USAC is attached (for e-rate state match recipients only).

Form 471 is attached, if not included in your original application (for e-rate state match recipients only).

**SECTION C - REQUEST FOR PAYMENT:**

Request for payment in the amount of \$ 67,846 to Hudson School District SAU81  
Line 4 in section A school name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools or Charter School Director

Lawrence Russell/Superintendent of Schools

\_\_\_\_\_  
Title of Signer

**DOE Use Only:**

Invoice Number: _____
Vendor Code: _____
Remit Code: _____
Account Unit: <u>19640000-073-500583</u>
Amount: _____
Description: <u>PSI Fund</u>
<i>Due Upon Receipt</i>
Authorized Signature: _____ Date: _____
Name: <u>Frank Edelblut</u> Title: <u>Commissioner of Education</u>
Security projects only:
HSEM sign-off: _____ Date: _____
Name: _____ Title: _____

Submit completed form to Matthew Welch at [Matthew.Welch@doe.nh.gov](mailto:Matthew.Welch@doe.nh.gov) or to the address on the top of this form.



**AFFIDAVIT**

Signatures required: school administrator, the person in charge of finances and all school board members or board of trustees

School Name: Hudson School District

SAU #: 81

Project Title: Glass Impact Resistant Film

The above reference project was completed in accordance with the approved Public School Infrastructure application and the total costs listed in the Project Completion & Request for Payment Form is truthful and accurate to the best of our knowledge:

\_\_\_\_\_  
signature (school administrator)                      Lawrence Russell/Superintendent  
print name/title

\_\_\_\_\_  
signature (person in charge of finances)                      Karen Burnell/Business Administrator  
print name/title

Board members (attach additional signatures if necessary). All board members are required to sign:

Malcom Price \_\_\_\_\_

Darcy Orellana \_\_\_\_\_

Gary Gasdia \_\_\_\_\_

Diana LaMothe \_\_\_\_\_

Gretchen Whiting \_\_\_\_\_

NOTARIZE:  
State of New Hampshire  
County of Hillsborough

Signed and affirmed before me on \_\_\_\_\_, 2019 that the statement is truthful and accurate to the best of his or her knowledge and belief.

Signature of notary: \_\_\_\_\_  
Name of notary: \_\_\_\_\_  
My commission expires on: \_\_\_\_\_

## HUDSON SCHOOL DISTRICT

1<sup>st</sup> reading 12/16/2019

Code/Title	Category	Detail	# of ¶	Page
JH Attendance, Tardiness, and Truancy	P	Revision of current policy		1
EBB School Safety	R	New, using NHSBA sample w/tracked changes	1	4
EBBB Accident Reports	R	New, using NHSBA sample w/tracked change	3	6
EBBC Emergency Care & First Aid	P	Replacing outdated policy w/NHSBA sample, verbatim		7
EBBD Indoor Air Quality	P	Replacing outdated policy w/NHSBA sample, verbatim	3	9
EBCA Crisis Prevention & Emergency Response Plans	R	Replacing outdated policy w/NHSBA sample, verbatim		10
EBCB Fire Drills	R	New, using NHSBA sample, verbatim	2	11
EBCC Bomb Threats	R	New, using NHSBA sample w/tracked changes		12
EBCD Emergency Closings	R	New, using NHSBA sample w/tracked changes	2	13
EBCE School Closings	R	New, using NHSBA sample w/tracked changes		14

R: recommended

O: optional

P: priority, required by law

## HUDSON SCHOOL DISTRICT

**POLICY CODE: JH Attendance, Tardiness, and Truancy**

**RELATED POLICIES: [IKE](#)**

**FIRST ADOPTION: 08/16/2010**

**LATEST REVISION: 08/06/2018**

Page 1 of 2

*Category: Priority*

### **Purpose and Intent**

The purpose of this Policy is to ensure that students are in school and learning. School attendance is critical to successful academic performance and to ensure we meet the goals of the district mission and vision. Class discussions, student collaborative work, and teacher guidance and directives all offer learning opportunities that are hard to make up outside the classroom. Therefore, in order to be successful, students must attend school and be on time for classes and other scheduled activities. Tardiness is a disruption to the educational process. It sets a tone that de-values education, detracts from the lesson, is discourteous to the teacher and other students and results in a loss of instructional time.

### **Parent/Guardian, Student, and School Responsibilities**

Under New Hampshire law, specifically RSA 193:1, parents/guardians have a legal obligation to make sure that their children who are at least 6 years of age and under 18 years of age attend school for the entire school year and during all the time that public schools are in session. Parents/Guardians should, therefore, plan activities and appointments for their children at times when school is not in session. Parents/Guardians must contact the school to inform the school of their child's absence.

Parents/Guardians, students, school administrators, and teachers all have important roles in ensuring that students attend school and are on time.

Students have an obligation to attend school and to be on time for class and scheduled activities.

School officials determine whether students' absences are excused or unexcused. The school must also maintain accurate attendance records for each student. Each teacher must accurately report daily attendance and punctuality. The building principal is designated as the person responsible for truancy issues. The building principal must submit attendance information to the Superintendent's office and must communicate with parents when a student's attendance becomes a concern and as required by this Policy. School officials and parents/guardians must then work together to come up with a plan to address the child's absences.

### **Policy Development**

It is the intent of the Hudson School Board to involve parents/guardians in the development of its Attendance, Tardiness and Truancy Policy and any amendments to the Policy. The School Board will notify parents about the proposed Policy or amendments through appropriate communication channels. The School Board will also invite them to attend the School Board meeting at which the proposed Policy or amendments will be discussed.

### **Excused and Unexcused Absences Defined**

The School Board recognizes that absences from school may be necessary under certain circumstances. The School District recognizes two kinds of absences from school: excused and unexcused absences.

Excused absences ~~are limited to~~ may include the following situations:

1. School sponsored events such as field trips or athletic events.
2. Absences due to chronic health conditions or illness ~~documented by a physician (includes dentists and orthodontists) or mental health or physical health appointments. (The principal may require parents to produce additional documentation.)~~
3. Death of an immediate family member.
4. Religious holidays or attendance at religious ceremonies.
5. Absences approved by the Superintendent under RSA 193:1, I(c).
- ~~6. Absences as a result of waivers from the Superintendent for alternative learning plans under RSA 193:1, I(h).~~
- ~~7.6.~~ College visits.
- ~~8.7.~~ Mandated court appearances.

Students will have five (5) school days from the date of absence to present documentation of absence. Unexcused absences and all other absences will include but are not limited to ~~undocumented illness,~~ family vacations, other vacations, absences for other personal reasons, tardiness, cutting classes, dismissals, truancy, absence from any study hall or activity for which the student is scheduled.

#### Limitations on Unexcused Absences

A half-day absence is defined as missing up to half of the total minutes in a school day. Missing more than half the total minutes in a school day is two half-day absences.

Unexcused absences from school are considered truancy. A student who skips class or scheduled activity, arrives late for class or a scheduled activity, or leaves a class or scheduled activity without permission of school personnel is considered truant and will be deemed to have missed the entire class or scheduled activity.

Under New Hampshire law, ten half days of unexcused absence during a school year shall constitute habitual truancy. The District has created a procedure and put in place a series of interventions to assist the student with reintegrating back into school. Interventions will occur at eight (8) days and fifteen (15) days absent. A student with fifteen (15) days absent will be considered truant. Contact with DCYF, school administration, ~~or and~~ the Hudson Police Department will occur when a student has missed ~~25% of the school year at that time~~ 15 consecutive days or when the threshold of days absent exceeds 25% for the year. A student that has been absent fifteen (15) or more days may be subject to retention according to policy IKE Promotion and Retention of Students.

#### Appeal

A parent/guardian or student seeking an exception for an absence that is not otherwise excused may file a request with the School ~~Attendance~~ Board. A parent/guardian or student may also appeal to the School ~~Attendance~~ Board the following:

1. A determination that a specific absence/tardy, etc. was unexcused;
2. A determination that an absence occurred at all; or
3. Whether exceptional circumstances exist which make strict application of this Policy inappropriate with respect to one or more absences.

~~The School Attendance Board shall consist of two teachers, a school counselor and principal or assistant principal. The School Attendance Board shall consider the following factors in reviewing a request or appeal:~~

1. ~~The spirit and intent of the Policy.~~
2. ~~Whether the absence was due to the action or inaction of the student or parents.~~
3. 1. \_\_\_\_\_ Whether exceptional circumstances exist that warrant an exception to the Policy. Legal reference: RSA 193:1, I (c,h)

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> EBB/ <del>ADD</del> School Safety	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [ <del>Related Policy Codes</del> ]; <u>ADD</u>	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of <u>22</u>

*Category: Recommended See also ADD, EB*

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes: consistent with ADD.

- ~~1. Procedures that address the supervision and security of school buildings and grounds.~~
- ~~2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.~~
- ~~3. Procedures that address persons visiting school buildings and attending school-sponsored activities.~~
- ~~4. Training programs for staff and students in crisis prevention and management.~~
- ~~5. Training programs for staff and students in emergency response procedures that include practice drills.~~
- ~~6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.~~
- ~~7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.~~
- ~~8. Procedures for safe, confidential reporting of security and safety concerns at each school building.~~
- ~~9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.~~
- ~~10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.~~
- ~~11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.~~
- ~~12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health,~~

~~traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.~~

~~13.— Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.~~

**Legal References:**

*RSA 193-D, Safe School Zones*

*RSA 193-F, Pupil Safety and Violence Prevention*

*NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> EBBB Accident Reports	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> EBBC, JLCE	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

In the event of an accident on school grounds, the school district employee who witnessed or first responded to the accident must fill out an accident form within 24 hours of the accident. Such form must then be filed with the Principal.

If the accident involves the services of a physician and/or is likely to result in an insurance claim, two accident reports are to be prepared: one copy filed at the school office and one copy given to the District's insurance agent. If the ~~incident~~ accident is not one involving the services of a physician and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed at the school.

The procedures for accidents and accident reporting are to be reviewed in September by the Principal in association with school district staff of each school.

### **Legal References:**

*RSA 200, Health and Sanitation*

*N.H. Code of Administrative Rules, Section Ed 306.12, School Health Services*

*N.H. Code of Administrative Rules, Section Ed 311, School Health Services*



## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: EBBC Emergency Care and First Aid</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES: JLCE</b>	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 2

*Category: Priority/Required by Law*

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents or legal guardian for each student and staff member. See appendix JLCE-R for a sample form.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law. The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required.

Additionally, the school physician, school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians.

For significant injuries, the staff person witnessing the event must fill out an accident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

**Naloxone/Narcan and Opioid Antagonists:**

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. Such medication will be locked at all times except when needed for administration. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

Records related to the administration of such medication shall be made and maintained by the school nurse. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

**Legal References:**

*RSA 200:40, Emergency Care*

*RSA 200:40-a, Administration of Oxygen by School Nurse*

*RSA 200:44-a, Anaphylaxis Training Required*

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

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

*Ed 306.04(a)(21), Emergency Care For Students And School Personnel*

*Ed 306.12, School Health Services*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> EBBD Indoor Air Quality	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

*Category: Priority/Required by Law*

In order to ensure that all school buildings have adequate indoor air quality, the Board directs the Superintendent to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent may delegate the implementation of these methods to building principals. The Board encourages the Superintendent to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the Superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

### **Legal References:**

*RSA 200:11-a, Investigation of Air Quality*

*RSA 200:48, Air Quality in Schools*

*NH Code of Administrative Rules, Section Ed. 306.04(a)(24), Air Quality in School Buildings*

*NH Code of Administrative Rules, Section 306.07(a)(4), School Facilities*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: EBCA Crisis Prevention &amp; Emergency Response Plans</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES: EB, JICK</b>	<b>LATEST REVISION:</b> [Latest Revision]
	Page 1 of 1

*Category: Recommended*

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

The Superintendent is responsible for ensuring that at least two times per year, the District conducts emergency response drills. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liaison with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school.

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is update/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

**Legal References:**

- *RSA 189:64, Emergency Response Plans*
- *RSA 193-D, Safe School Zones*
- *RSA 193-F, Pupil Safety and Violence Prevention*
- *NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: EBCB Fire Drills</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> [Related Policy Codes]	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

Fire drills will be scheduled by the building principal. Fire Drills should be conducted at least once per month while school is in session. Exceptions to the frequency of such drills may be granted pursuant to state law.

The purpose of a fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside. The building principal is responsible for creating fire drill routes and procedures, and for maintaining all documentation relative to fire drills.

### **Legal Reference:**

*NH Code of Administrative Rules, Section SAF-C 6008.04, 6008.05, State Fire Code, Building Safety*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE: EBCC Bomb Threats</b>	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES: JICD</b>	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

The Board recognizes that bomb threats are a significant concern to the schools. Whether the threat is real or a hoax, a bomb threat represents a potential danger to the safety and welfare of students, staff, and school property.

No person shall make or communicate, by any means, a threat that a bomb has been or will be placed on school premises.

Any bomb threat will be regarded as a serious matter and will be treated accordingly. In the event a bomb threat is made, the following procedures shall be followed:

1. The Superintendent or his/her designee shall call for an immediate evacuation of ~~all~~ the school buildingsbuilding(s).
2. Simultaneously, local law enforcement authorities shall be notified.
3. An investigation of the threat should be made by local law enforcement authorities or applicable state department.

Any decision to re-enter the school or buildings will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.

Making a bomb threat is a crime. As such, any person found to have made a bomb threat will be subject to arrest and prosecution according to law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action, in accordance with applicable Board policy.

### **Legal References:**

*RSA 158:9, Possession of Explosives*

*RSA 644, Breaches of the Peace and Related Offenses*

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> EBCD Emergency Closings	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> EBCE	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

### *Category R*

The Superintendent shall establish criteria and procedures for emergency closings of the schools.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closing, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with ~~Board policy in reporting for work~~ superintendent instructions.

## HUDSON SCHOOL DISTRICT

<b>POLICY CODE:</b> EBCE School Closings	<b>FIRST ADOPTION:</b> [Policy Adopted Date]
<b>RELATED POLICIES:</b> EBCD	<b>LATEST REVISION:</b> [Latest Revision] Page 1 of 1

*Category R*

### **SCHOOL CLOSINGS**

No school, office, or ~~system event~~ district activity cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by the ~~Assistant Superintendent or School Board Chairperson~~ documented chain of command.

Announcements: When the Superintendent decides it is necessary to delay opening or close any facility or school or cancel any school event, he/she will initiate all related communications to the public by radio, television, website, or other available means.

Delayed Opening of Schools: The Superintendent may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of morning kindergarten, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.

Closing of Schools Only for the Entire Day: When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated ~~to radio and television stations~~ shall state that the school district is closed. If school is closed for the entire day, all evening programs will be cancelled.

Afternoon and Evening Program Cancellations: When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.

Weekend Closings: When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent is responsible for decisions regarding cancellations and for notifying the appropriate media.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.



## HUDSON SCHOOL DISTRICT STRATEGIC PLAN 2019-2020 Work Plan

**Vision: Hudson exemplifies excellence in education.**

**Mission: Innovative learning practices and empowered educators facilitate and inspire learners to achieve personal academic excellence in a safe and dynamic environment that elevates their engagement as valued active community members.**

Month	Pillar	Goal	Work Plan	School	Assigned to	Date Completed	School	Assigned to	Date Completed	School	Assigned to	Date Completed	School	Assigned to	Date Completed	School	Assigned to	Date Completed	School
12/1/2019	Vibrant Learning System	1.18	Develop a plan for students to leverage technology to communicate learning schoolwide.																
12/20/2019	Strong Connections: School, Family, Community	3.5	Develop and implement a plan for communicating monthly school updates and happenings to parents				HMS	Principal	9/13/2019	NWS	Admin and Teachers	9/15/2019	ELC	Sandie/ Mary-Ellen and Teachers		HILLS	Admin/ Teachers	9/11/2019	AHS
12/20/2019	Strong Learning Environment	2.16	Review and revise the school's mission and vision statement to align with the district's mission and vision				HMS	Principal		NWS	All Staff	11/18/2019	ELC	All Staff		HILLS	Admin/ Teachers		AHS
12/20/2019	Vibrant Learning System	3.12	Create and Implement Authentic and Common Summative Assessments that are vertically and horizontally aligned and offer student choice in all content areas.				HMS	Department Heads/Teachers	on going	NWS	Admin and Teachers	Ongoing	ELC	Sandie/ Mary-Ellen and Teachers		HILLS	Admin/ Teachers		
12/20/2019	Vibrant Learning System	3.13	Create and implement Common Assessment Rubrics that are vertically and horizontally aligned in all content areas.				HMS	Department Heads/Teachers	on going	NWS	Admin	Ongoing	ELC	Sandie/ Mary-Ellen and Teachers		HILLS	Admin/Teachers		

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

**Lawrence W. Russell, Jr.**  
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**Karen Burnell**  
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[kburnell@sau81.org](mailto:kburnell@sau81.org)

To: Hudson School Board  
 From: Lawrence W. Russell  
 Date: December 11, 2019  
 RE: November Discipline Data

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

School	In-School Suspension	Out-of-School Suspension	Reported Incidents of Bullying	Incidents of Bullying Being "Found"
ELC	1	1	0	0
Nottingham West	1	1	0	0
Hills Garrison	2.5	0	0	0
Hudson Memorial	47	27	10	8
Alvirne	26	32	1	0

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

ELC: 1 student served both an ISS and OSS.

HMS ISS detail: 29x1; 6x2; 2x3

HMS OSS detail: 17x1; 2x2; 2x3

14 students served both an ISS and OSS.

AHS ISS detail: 17x1; 3x2; 1x3

ASH OSS detail: 21x1; 4x2; 1x3

7 students served both an ISS and OSS.

See reverse for previous month.

**HUDSON SCHOOL DISTRICT**  
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To: Hudson School Board  
From: Lawrence W. Russell  
Date: November 18, 2019  
RE: October Discipline Data

---

Please see the data below describing discipline throughout the month of October 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	1	0
Nottingham West	1	1	0	0
Hills Garrison	0	0	0	0
Hudson Memorial	64	20	3	1
Alvirne	26	43	1	0

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

HMS ISS detail: 32x1; 9x2; 2x3; 2x4  
HMS OSS detail: 11x1; 1x2; 1x3; 1x4  
8 students served both an ISS and OSS.

AHS ISS detail: 22x1; 2x2  
ASH OSS detail: 20x1; 7x2; 3x3  
9 students served both an ISS and OSS.

# Technology Integration Status Report

## November 2019

### District-wide

- I met with my PLC group during our monthly meeting.
- I continue to send out a monthly Newsletter for Technology use in the classrooms.
- I send emails regularly to communicate with staff/teachers regarding any updates or information for topics such as, websites, appropriate apps or educational sites for teachers to use with students and information regarding using google classroom.
- I met with Terry Wolf to discuss how teachers communicate with parents and if it is an effective way of communicating.
- I have kept in contact with Jennifer S. regarding read write extension.
- I met with Mary to discuss strategic planning ideas regarding Technology in the schools.

### ELC – H.O. Smith

- A few teachers were unable to have their photos upload correctly onto their webpages. I assisted them with instructions on how to upload photos correctly.
- Also, spoke with Lori M. and she stated that if they take their pictures landscape then the pictures will be uploaded correctly.
- I worked with Beverly and gave her some training on how to use the option for remote PC access along with training her on how to use the smartboard. She had specific things she wanted to learn, and I taught her how to do them.
- I met with Mary-Ellen to work on enhancing the school website.
- I met with Kathy W. to finish up our lesson and packet that will go home with students after the lesson is taught.
- I worked with Denise and Mary-Ellen to fix an issue with editing the school website.
- I met with a few teachers that said they try to make shortcuts on their classroom computers so it's easier for 1<sup>st</sup> graders to access the learning websites during their center time. Each night it resets, and the network removes it from the desktop. I advised teachers I will inquire with IT to see if we can get a shortcut created by IT to help centers be more productive.

### Hills-Garrison

- I have continued to teach Digital Citizenship lessons with students for 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders.
- I worked on a Digital Citizenship lesson for Kate and Meredith's 5<sup>th</sup> grade classes. I had students recap what we discussed in a lesson regarding digital footprints. I had the students fill in a pre-drawn foot print representing their own digital footprint.
- I worked with Gina's 4<sup>th</sup> grade class using appropriate search techniques. I taught the students how to narrow their search topics to get the best results for the research.
- I met with Joe Hurley to help him enhance his lessons using technology. We will begin to meet weekly.
- I met with his class to discuss technology and safety guidelines.
- I met with Pegeen regarding an app she would like to use and implement into a student's curriculum.
- I advised Pegeen that I would go through this app and review its purpose and see if it can be vetted.

## Nottingham West

- I taught lessons on Digital Footprints and had discussions about what Digital Citizenship is in several classes for second, third, fourth and fifth graders.
- Assisted teachers with updating their webpage for their class. Answering questions, they had regarding uploading and saving documents via email.
- I met with Amanda Fredette several times this month and assisted in her class while students were learning to use google classroom and their google drive.
- I met with Kristi several times regarding Digital Citizenship curriculum and some videos that she will be using to demonstrate positive online etiquette. She will be using BrainPOP.
- I was able to assist some third-grade teachers in the computer lab.
- I assisted teachers with questions they had with using google classroom.

## HMS

- I stopped by to visit Amanda Brand to follow-up from our previous meeting. I wanted to see how read write was going for her students. She had some concerns with a student's using it for math. I reached out to Jennifer S. and gave Amanda her email so she could get specific details to better assist this student.
- I met with Rebecca to follow-up from our PLC meeting the previous week.
- I followed up with Jamison regarding students being able to use read write. He stated the issue was resolved.
- I stopped by to see Elaine to see if there was anything, I could help her with she was working on coding.
- I met with Jennifer and another teacher at HMS regarding using a couple of students to try some of the assistive technology device or extensions available to see what is working and what is not working for the students.
- I met with Dan Pooler regarding the process to display information on the Schools TV in the front lobby.

## November 2019 Outreach Activities

- Took part in numerous SST meetings in order to identify students/families in need of resources
- Referrals to various agencies in the community to provide supportive services to families
- Provided access to clothing and food items to families/holiday help sign up's
- Identified alternative resources for holiday help
- Assisted in intake process for mental health support
- Provided referrals and educational resources around MH resources
- Met as a member of the South-Central System of Care
- General referrals
- Volunteered at Fairview Craft Fair that supports Hudson At-Risk Fund
- Attended roundtable meeting with Juvenile Probation
- Attended IMPAACT Program advisory meeting
- Worked with staff to identify various needs within the schools
- Met with and provided support to families in the community
- Attendance Interventions/Home visits
- Provided referrals for MH counseling and supports
- Met with SAP counselor and Student/Family Interventionists to coordinate supports
- Vetted counseling resources to update resource list (ie; availability/wait lists etc.)
- Identified potential resources to provide additional MHIS
- Provided emergency food resources to several families in need

There is a continued focus around gaining access to appropriate social/emotional supports and resources in the Hudson Community and providing support to family to assist with access to these supports.