

Posted: 01.03.19

At: All Hudson schools, SAU building, district website



HUDSON SCHOOL DISTRICT
Hudson, New Hampshire
January 7, 2019
Hills Memorial Library – 18 Library Street

6:30 pm Public Session
followed by Non-public Session

AGENDA

- A. Call to Order:** Chairman Malcolm Price will call the meeting to order.
- Pledge of Allegiance
- B. Public Input**
- C. Presentations to the Board**
1. CTE Center Renovations
- D. Requests of the Board**
1. Professional Development Travel Request (MW): Attachment # 1
 2. BAE Systems Donation Acceptance Requests (KB): Attachments # 2, 3
- E. Old Business**
1. Full-day Kindergarten Discussion: Attachment # 4
 2. Full-day Kindergarten Petition Warrant Article: Attachment # 5
- F. New Business**
1. Budget Transfer SB #9 (1st reading): Attachment # 6
 2. Policy JBAA Sexual Harassment/Students (1st reading, MB): Attachments # 7, 8
 3. Policy GBAA Sexual Harassment/Employees (1st reading, MB): Attachment # 9
 4. Policy GBA Equal Employment Opportunity (1st reading, MB): Attachment # 10
 5. Policy IHBA Programs for Pupils with Disabilities (1st reading, MB): Attachment # 11
- G. Recommended Action**
1. Manifests – Recommended action: Make necessary corrections and sign.
 2. Minutes – Recommended action: Review and approve.
 - a) 12.17.18 Draft Minutes (LR): Attachment # 12
- H. Reports to the Board**
1. Superintendent's Report
 2. Assistant Superintendent's Report
 3. Director of Special Services' Report
 4. Business Administrator's Report

Posted: 01.03.19

At: All Hudson schools, SAU building, district website

I. Committee Reports

J. Correspondence

1. Letter of Resignation (LR): Attachment # 13
2. Technology Integration Specialist Report (December, MW): Attachment # 14
3. Building Committee Minutes (KB): Attachment # 15

K. Board Member Comments

L. Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	01.14.19	6:30 pm	Hills Memorial Library	Regular Meeting
Policy Committee	01.15.19	2:45 pm	SAU Building	Regular Meeting
Policy Committee	01.28.19	6:00 pm	SAU Building	Regular Meeting
School Board	02.04.19	6:30 pm	Hills Memorial Library	Regular Meeting
Policy Committee	02.12.19	2:45 pm	SAU Building	Regular Meeting
School Board	03.04.19	6:30 pm	Hills Memorial Library	Regular Meeting

M. Non-Public Session

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

These conditions are:

- (a) 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.*

N. Adjourn

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) 883-7765 x1302
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: Mary Wilson
DATE: January 7, 2019
RE: Request to travel for Professional Development

Request for airfare (approximately \$300) to Dallas for the Personalized Learning Summit January 24-25, 2019. It is budgeted under travel and the summit, hotel, and meals are paid for by District Administration Learning Institute.

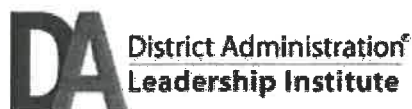
Respectfully,



Mary E. Wilson
Assistant Superintendent for Curriculum and Instruction

Mary Wilson

From: JD Solomon, Editorial Director <clientservices@lrp.com>
Sent: Friday, December 28, 2018 9:56 AM
To: Mary Wilson
Subject: Join us next month in Dallas



Dear Mary,

How, exactly, can the promise of personalized learning be delivered at scale? I invite you to be our guest at DA's upcoming Personalized Learning Summit, January 24-25 in Dallas, where a nationwide group of K-12 academic leaders will convene to discuss the most important topics in education today, including delivering on the promise of personalized learning.

Jim Shelton, Senior Advisor at the Chan Zuckerberg Initiative, and former U.S. Deputy Secretary of Education will set the stage with a keynote on ***Keeping the Promise: Unlocking the Potential of Each and Every Student***.

Other speakers and panelists include:

- Sara Schapiro, Vice President of Education at PBS
- Valerie Truesdale, Associate Superintendent for Personalization and School Partnerships at Charlotte-Mecklenburg Schools in North Carolina
- Lisa Kotowski, Assistant Superintendent for Curriculum and Instruction and Assessment at Lodi USD in California
- Jessie Woolley-Wilson, President and CEO of DreamBox Learning
- Matthew Gross, CEO and Founder of Newsela

In addition to expert-led presentations, our summit will feature breakout and tabletop discussions to facilitate peer learning, and plenty of unstructured time to foster professional networking. The full summit agenda is [here](#).

The DA Personalized Learning Summit is an **invitation-only** event for deputy superintendents, chief academic officers, assistant superintendents, CIOs and directors of curriculum from across the country.

There is **no cost to register** and DA will provide one night's lodging at the conference hotel including all meals during the event. Attendance is limited to just 50 participants,

who will be accepted on a first-come, first-served basis.

To accept this invitation and reserve your seat, click 'yes' below.

**Personalized Learning Summit
January 24-25, Dallas, TX**

YES

I am not able to attend

NO

If you have any questions you may contact Melissa Gallagher at (203) 663-0141 or [**mgallagher@districtadministration.com**](mailto:mgallagher@districtadministration.com).

I look forward to seeing you at our Personalized Learning Summit in Dallas in January.

Sincerely,

JD Solomon
Editorial Director, District Administration

If you no longer want to receive emails from the District Administration Leadership Institute, please [Opt-Out](#).

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Agenda

*Titles subject to change.

Thursday, January 24, 2019

3:00 PM - 3:15 PM	Welcome and Introductions
3:15 PM - 3:45 PM	Opening Keynote: Keeping the Promise: Unlocking the Potential of Each and Every Student <i>Behind the rhetoric and excitement about "personalized learning" is a promise to meet each child where she is and help her recognize and realize her potential. To keep that promise, we need to address the holistic developmental needs and opportunities required for each child to thrive - some of which we know how to do well but most about which we still have a lot to learn. Starting the journey and building the path to deliver on the promise is our most important challenge and the calling of a lifetime.</i> Speaker: Jim Shelton, Senior Advisor, Chan Zuckerberg Initiative and former U.S. Deputy Secretary of Education
3:45 PM - 4:15 PM	Tabletop Discussions
4:15 PM - 5:10 PM	Advancing Equity Through Next-Gen Personalized Learning <i>Innovative leaders are rethinking how to design learning experiences and educational systems that unlock the learning potential of every student. But what impact do these new models have on key stakeholders within the learning ecosystem? In this session, panelists will unpack definitions of personalized learning and envision how it will evolve in the next-generation classroom to promote equity.</i> Speakers: Sara Schapiro, VP, Education, PBS; Valerie Truesdale, Associate Superintendent for Personalization and School Partnerships, Charlotte-Mecklenburg Schools; Lisa Kotowski, Assistant Superintendent, Curriculum and Instruction and Assessment, Lodi Unified School District; Jessie Woolley-Wilson, President and CEO, DreamBox Learning; Matthew Gross, CEO and Founder, Newsela; moderated by JD Solomon, Editorial Director, District Administration
5:45 PM - 6:30 PM	Reception
6:30 PM - 9:00 PM	Dinner

Friday, January 25, 2019

7:45 AM - 8:30 AM	Breakfast
8:30 AM - 8:50 AM	Leading, Implementing, and Scaling Innovations in Personalized Learning <i>There are many factors to consider when implementing new technology-enhanced learning models to benefit students, teachers, parents, and school culture. This session will provide a real-world framework for leading innovation in your district, including creating alignment, measuring district readiness for change, and utilizing backward-design thinking to produce meaningful outcomes.</i> Speaker: Dr. Tim Hudson, Chief Learning Officer, DreamBox Learning
8:55 AM - 9:15 AM	Leveling the (Literacy) Playing Field: A Playbook for Change Agents <i>Engaged readers read 5x more than average. But how do you build reading engagement? Learn four research-based answers - with examples - to this essential question.</i> Speaker: Dan Cogan-Drew, Chief Product Officer, Newsela
9:15 AM - 9:30 AM	Break
9:30 AM - 9:55 AM	The Future of Learning: Building Global Citizens Through Digital Learning Ecosystems <i>To foster global citizens that have the tools and passion for positively influencing the world around them, international education leaders are redefining the learning experience. Learn</i>

how Knotion, a Mexico-based provider of integrated learning ecosystems, has built a framework for student and educator success by developing a cohesive trans-disciplinary learning ecosystem with the help of efficient edge technology.

Speakers: Noel Trainor, Founder and CEO, Knotion, and Mimi Trainor, Chief Learning and Inspiration, Knotion

10:00 AM - 10:25 AM

Pathways to Personalization

The United States education system is littered with failed reforms from the past several decades. Why have so many school reform efforts produced so little sustained improvement? As the personalized learning movement gains traction, it is an apt moment to reconsider traditional change management practices that have continuously yielded discouraging results and contemplate how new, more customized approaches to change can shift the narrative. The Pathways to Personalization Framework for change was designed by the Highlander Institute team based on lessons learned from collaborating with hundreds of schools and districts. The linear process centers on three critical shifts away from traditional approaches to change management to support more sustainable reform efforts.

Speaker: Cathy Sanford, Director of Special Projects, Highlander Institute

10:30 AM - 10:55 AM

District Strategies for Raising Math Achievement: Cultivating Teacher Readiness

Whether your district is at the beginning of its personalized learning journey or fully engaged in scaling effective models, this session will provide actionable strategies for improving math learning outcomes and building capacity. Panelists will discuss how to implement targeted supports that enable teacher readiness and growth, and how to empower a collaborative data-informed culture.

Speakers: Valerie Truesdale, Associate Superintendent for Personalization and School Partnerships, Charlotte-Mecklenburg Schools; Lisa Kotowski, Assistant Superintendent, Curriculum and Instruction and Assessment, Lodi Unified School District. Moderated by David Woods, Director of Curriculum and Reporting, DreamBox Learning

11:00 AM - 11:45 AM

Roundtable Breakout Discussion

You will get an opportunity to select one of the roundtable topics during registration.

Getting a Personalized Learning Model Off the Ground

Facilitator: Tim Hudson, Chief Learning Officer, DreamBox Learning

Evaluating and Improving Your Personalized Learning Model

Facilitator: David Woods, Director of Curriculum and Reporting, DreamBox Learning

What's Your "hiring" Process for Software?

Facilitator: Dan Cogan-Drew, Chief Product Officer, Newsela

You Can Have it All: Marrying Personalized Learning with Standards-based Instruction

Facilitator: Matt Gross, CEO and Founder, Newsela

11:50 AM - 12:20 PM

Drill Down Sessions

12:20 PM - 12:30 PM

Closing Remarks

12:30 PM - 1:30 PM

Luncheon

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Shared Services, Inc. -AP
11215 Rushmore Drive
Charlotte NC 28277

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PAY One Thousand Dollars And 00 Cents*****

TO THE ORDER OF
Citibank Delaware
One Penn's Way
New Castle DE 19720

HUDSON SCHOOL DISTRICT

Jennifer Crull
AUTHORIZED SIGNATURE

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Shared Services, Inc.-AP
11215 Rushmore Drive
Charlotte NC 28277

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AUTHORIZED SIGNATURE

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38834684



Hudson School District

Full Day Kindergarten Proposal

FY2020



Executive Summary

In June 2017, lawmakers approved a plan to provide state support for full-day kindergarten in New Hampshire. The new law will use revenue from the electronic gambling game keno to give school districts more money for full-day kindergarten.

Historical Kindergarten Funding

For an average student, the State provides ~\$3,600 per student with additional funding for student from low-income households and/or with special needs. Kindergarteners are counted at a rate of half of a student or ~\$1,800.

New Kindergarten Funding

- Historic Funding continues - Districts will continue to receive the ~\$1,800 per student for kindergarteners.
- Keno Funding (NEW) - Beginning in FY19, school districts with full-day kindergarten programs will receive an additional \$1,100 per kindergartener.
- Starting in FY2020, the amount will depend on how much revenue is raised from taxing keno. It won't drop below \$1,100 and it could be as high as \$1,800

Committee Proposal

The Committee:

- Formed in April 2018 to address full day kindergarten.
- Held monthly meetings
- Included representation from Teachers, Related Service Providers, School and District Administrators and Parents.

Committee proposes implementing full day Kindergarten beginning with the 2019/2020 School Year.

Current half-day program

- 156 students enrolled
- 5 Classrooms in the AM and 4 Classrooms in the PM

Proposed full-day program

- Assumes 216 students enrolled (based on current 1st grade enrollment)
- 12 Classrooms – 18 students per classroom

State Funding

FY2019 State Funding*

Base Funding per Student	\$	1,800
Current Enrollment		156
Total Base Funding	\$	280,800

FY20 State Funding (Estimated)*

Base Funding per Student	\$	1,800
Current Enrollment		216
Total Base Funding	\$	388,800

Keno Funding per Student	\$	1,100
Current Enrollment		216
Total Base Funding	\$	237,600

Total FY20 Base Funding

\$	626,400
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**Estimated funding. Actual funding is based on final funding and Average Daily Membership (ADM) based upon attendance and residence.*

3 Implementation Options

	Scenario I	Scenario II	Scenario III
Class Room Locations:			
1st Grade	HO Smith	HO Smith	Hills/Nottingham
Kindergarten	Library Street	Library Street	HO Smith
Pre-School	Portables (ELC)	Nottingham West	Library Street
Infrastructure:			
Acquisition of Portable Unit	✓		
LSS Kitchen Renovation	✓	✓	
HOS Age Appropriate Retrofit	✓	✓	✓
Staffing Requirements:			
Teachers	✓	✓	✓
ParaProfessionals	✓	✓	✓
Part Time Guidance Counselor	✓	✓	✓
Department Head - Special Ed		✓	
Interventionist			✓
Specialists (Increased Hours)	✓	✓	
Specialists (Convert PT to FT)	✓		✓
Lunch Monitors (New Hires)	✓	✓	
Lunch Monitors (Increased Hours)			✓
Part Time Custodian	✓		
Other			
Furniture	✓	✓	✓
Supplies & Materials	✓	✓	✓
Technology	✓	✓	✓
Cost Savings			
Elimination of Midday Bus Routes	✓	✓	✓

Cost Summary

	Scenario I	Scenario II	Scenario III
Costs			
Implementation Costs	\$ 475,813	\$ 265,813	\$ 140,813
Recurring Annual Costs	892,212	839,212	929,250
Annual Cost Savings			
Elimination of Midday Bus Routes	(65,628)	(65,628)	(65,628)
State Revenue Increase			
Base Funding (Enrollment Increase)	(108,000)	(108,000)	(108,000)
Keno Funding	(237,600)	(237,600)	(237,600)
Net FY 2020 Cost			
Total Cost, net	\$ 956,797	\$ 693,797	\$ 658,835
One-Time Implementation Costs	\$ 475,813	\$ 265,813	\$ 140,813
Annual Costs, net	\$ 480,984	\$ 427,984	\$ 518,022

ADDITIONAL MATERIALS

Cost Details (page 1 of 2)

Description	1st Grade Kindergarten Pre-School Frequency	Scenario I		Scenario II		Scenario III	
		#	Cost	#	Cost	#	Cost
Portable Classroom Costs:							
Down Payment	One-Time	1	\$ 100,000	-	-	-	-
Annual Fee (\$9,600/mo)	Annual	1	115,200	-	-	-	-
Add-ons (Ramps, hookups)	One-Time	1	100,000	-	-	-	-
Add-ons (Technology fiberoptic cable hookup)	One-Time	1	10,000	-	-	-	-
Annual Utilities	Annual	1	7,600	-	-	-	-
Additional Personnel							
Teachers	Annual	7	530,502	7	530,502	7	530,502
Paras	Annual	7	120,400	7	120,400	7	120,400
Part Time Custodian	Annual	1	21,000	-	-	-	-
Part Time LPN	Annual	-	-	-	-	-	-
Part Time Guidance Couns.	Annual	1	25,000	1	25,000	1	25,000
Lunch Monitors	Annual	1	22,680	1	22,680	1	13,230
Interventionist	Annual	-	-	-	-	1	101,488
Department Head - Special Ed	Annual	-	-	1	90,800	-	-
Specialists (Add'l Hours or PT to FT)	Annual	-	41,400	-	41,400	-	130,200
Renovations/Moving Costs							
Kitchen	One-Time	1	-	-	-	-	-
HO Smith - Bar/Counter Height	One-Time	1	150,000	1	150,000	-	-
Moving Costs (1st Grade)	One-Time	1	15,000	1	15,000	1	15,000
Moving Costs (PreSchool)	One-Time	-	-	-	-	1	25,000
Technology Wiring (Data Cables)	One-Time	7	8,400	7	8,400	7	8,400
Furniture per Kindergarten Classroom							
Desk - Teacher (1)	One-Time	7	2,363	7	2,363	7	2,363
Chair - Teacher (1)	One-Time	7	1,120	7	1,120	7	1,120
Chair - Student (25)	One-Time	7	4,900	7	4,900	7	4,900
Table - Student (5)	One-Time	7	5,600	7	5,600	7	5,600
Table - Rectangular Small (2)	One-Time	7	2,240	7	2,240	7	2,240
Table - Kidney (1)	One-Time	7	2,100	7	2,100	7	2,100
Table - Computer (2)	One-Time	7	7,700	7	7,700	7	7,700
Book Cases (4)	One-Time	7	6,300	7	6,300	7	6,300
Closets (2)	One-Time	7	5,810	7	5,810	7	5,810
Rug (1)	One-Time	7	3,150	7	3,150	7	3,150

Cost Details (page 2 of 2)

Description	Frequency	Scenario I	Scenario II	Scenario III
Centers per Kindergarten Classroom				
Kitchen Sets	One-Time	7	1,820	-
Table - Lego	One-Time	7	840	1,820
Technology				
Desktop (1)	One-Time	7	4,550	-
Thin Clients (4)	One-Time	7	9,100	4,550
Smart Classroom Set Up	One-Time	7	32,900	9,100
Software License - Fountas & Pinnell	Annual	1	625	32,900
Software Licenses - A-Z	Annual	1	1,750	625
Software Licenses - DIBELS	Annual	1	700	1,750
Assessment Kits - Fountas & Pinnell	Annual	7	2,975	700
Additional Materials				
Reading	One-Time	1	800	-
Math	One-Time	1	160	-
Science	One-Time	1	200	800
Social Studies	One-Time	1	160	160
Art	One-Time	1	240	200
Music	One-Time	1	200	160
PE	One-Time	1	160	240
General Supplies	Annual	60	2,100	200
Headphones	Annual	2	280	160
Transportation Savings				
Eliminate Midday Buses	Annual	1	(65,628)	2,100
Total Costs		\$	1,302,397	\$
STATE REVENUE				
Current Funding	Annual	156	280,800	280,800
Current Funding - Increased Enrollment	Annual	216	(388,800)	156
Keno-Funding	Annual	216	(237,600)	216
Total Revenue Increase		\$	(345,600)	\$
Net Costs				
		\$	956,797	\$
		\$	693,797	\$
		\$	1,039,397	\$
		\$	1,004,435	\$
		\$	658,835	\$

Warrant Article 5

Petition for Full-Day Kindergarten

Shall the Hudson School District raise and appropriate the sum not to exceed nine hundred sixty thousand dollars (\$960,000), which represents the funding necessary to implement full-day kindergarten starting in the 2019-2020 school year? The total cost of full-day kindergarten will be offset in the amount of \$1800 per student from State funding and an amount of \$1100 per student, at minimum, from Keno funding. (This appropriation includes one-time implementation costs.)

Estimated tax rate impact: \$.31

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

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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: Rachel Borge, Director of Special Services



Date: January 7, 2019

Re: Transfer of Funds

Comments:

The Special Services Department respectfully requests a budget transfer of \$9,077 from 10-00-1200/569 (Tuition-Handicapped) to 10-00-1200/330 (Professional Services). This money will be used to provide additional contracted behavioral support services for additional students. This is necessary to maintain compliance with IEP services. The designated professional services are designed to prevent the need for out of district tuition services.

School Board - 1st Reading <u>01.07.19</u> (Date)	Under \$5,000	#
School Board - 2nd Reading _____ (Date)	Over \$5,000	SB# <u>19-09</u>

HUDSON SCHOOL DISTRICT BUDGET TRANSFER FORM

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

School: DISTRICT WIDE **Date:** 1/7/2019




Purpose: TRANSFER FUNDS FROM DISTRICT WIDE TUITION (HANDICAPPED) TO PROFESSIONAL SERVICES FOR ADDITIONAL BEHAVIORAL SUPPORT FOR STUDENTS

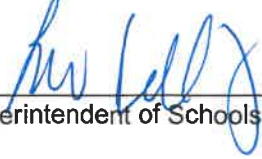
SOURCES OF FUNDS

Org/Object	Description	Current Available	Amount Reduced	New Balance
10-00-1200/569	TUITION (HANDICAPPED)	\$308,433.00	\$9,077.00	\$299,356.00
				\$0.00
				\$0.00
				\$0.00
		Total Reduced	\$9,077.00	

USES OF FUNDS

Org/Object	Description	Current Available	Amount Added	New Balance
10-00-1200/330	PROFESSIONAL SERVICES	-\$9,077.00	\$9,077.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
		Total Added	\$9,077.00	

Approved:  Principal/Supervisor  Finance Director  Business Administrator
For Purchases Over \$500

Purchases over \$1,500:  Superintendent of Schools Purchases over \$5,000: _____ Hudson School Board

HUDSON SCHOOL DISTRICT

**POLICY NUMBER: GBAA Sexual
Harassment & Employees**

Page 1 of 7

ADOPTED: 1/23/2017

First Reading: 12/19/2016

Second Reading: 1/23/17

SEXUAL HARASSMENT POLICY
PROCEDURE GUIDELINES

OLD
Policy

Preamble

It is the policy of the Hudson School District that all students and employees should be able to work and study in an environment that is free of harassment. The Hudson School District is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Each employee and student has the right to learn and work in an environment that is free of harassment. In the Hudson School District, harassment--whether verbal, physical or environmental - is unacceptable and will not be tolerated. Harassment is unlawful and hurts people. Each incident of harassment contributes to a general atmosphere where community members suffer the consequences, and employees and/or students feel their safety is compromised.

The Hudson School District is committed to the prevention of harassment based upon sex, race, color, national origin, ancestry, religion, age, disability, sexual orientation, and any other class or characteristic protected by law. This policy has been developed to ensure that the educational and employment opportunities of students and the working environment of employees is not threatened or limited by such harassment, and to ensure that individuals are free to learn, work, and develop relationships without fear of intimidation, humiliation or degradation. The Hudson School District fully complies with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

If any student, parent, employee or community member has questions regarding this policy or wishes to file a complaint alleging discrimination based on this policy they should contact the Hudson School District's Title IX Coordinator. Individuals may also refer questions regarding the application of the nondiscriminatory policy to: Assistant Secretary for Civil Rights, United States Department of Education Washington, D.C. 20202 or to Mr. Thomas Hibino, Regional Director, United States Department of Education, Office for Civil Rights, J.W. McCormack Post Office & Courthouse, Post Office Square, Boston, Massachusetts 02109; telephone (617) 223-9667.

This policy defines:

- unlawful and prohibited conduct
- reporting and investigation procedures
- disciplinary sanctions.

It shall be a violation of this policy for any full or part time employee or student of the Hudson School District to harass any student, full or part time employee, guest speaker, volunteer, applicant for employment, or other person conducting business with the Hudson School District.

HUDSON SCHOOL DISTRICT

**POLICY NUMBER: GBAA Sexual
Harassment ♦ Employees**

Page 2 of 7

ADOPTED: 1/23/2017

First Reading: 12/19/2016

Second Reading: 1/23/17

Definitions of Harassment and Statement of Prohibited Conduct are defined below:

Unlawful and prohibited conduct includes, but is not limited to, unwelcome actions which are related to a person's gender, race, color, national origin, ancestry, religion, age, disability or sexual orientation. Harassment based on a person's race, color national origin, ancestry, religion, age, disability or sexual orientation consists of conduct that:

- has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or education environment.
- has the purpose of substantially or unreasonably interfering with a person's work or academic performance.
- otherwise adversely affects a person's academic standing or employment opportunities.

Unlawful and prohibited sexual harassment conduct consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct, or communication of a sexual nature when:

- submission to, or rejection of, such conduct or communication is made explicitly or implicitly as a term or condition of employment, education or academic achievement;
- submission to, or rejection of, such behavior is used as a basis for employment or academic decisions;
- such behavior unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, humiliating, or offensive work or educational environment.

Examples of prohibited and unwelcome behaviors consist of but are not limited to, the following examples:

Verbal Conduct

- Use of negative or offensive racial, ethnic, religious or sexual slurs or epithets or comments about an individual's sexuality or sexual experience.
- Name calling, teasing, jokes, or other derogatory or dehumanizing remarks by an individual or group, as in verbal bullying, when it is based on an individual's sex, race, religion, ancestry, national origin, age, disability, sexual orientation, or any other class or characteristic protected by law.

Physical Contact

- Unwelcome touching of a person or person's clothing in a sexual or suggestive manner such as pinching, patting, grabbing, poking, or brushing against or any other act of physical intimidation.

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Written Conduct

- Use of symbols, notes, cartoons, calendars, graffiti, graphic posters, pictures, book covers, drawings, and computer terminal messages of an offensive nature, or designs on property that offends another on the basis of gender, race, color, ancestry, national origin, age, disability, or other identifying characteristic.

Visual Conduct

- Suggestive looks, leering, or gesturing of a suggestive nature.

Physical Assaults

- Physical assaults of a sexual nature such as rape, sexual battery, molestation or attempts to commit these assaults, any or all of which would be considered a violation of this policy and potentially a violation of state and/or federal criminal and civil law. In addition, the Hudson School District fully complies with Chapter 354-B of the New Hampshire Civil Rights Law and RSA 169-C:29.

Preferred or Differential Treatment

- Promises of preferred or differential treatment to any employee or student, for submitting to sexual conduct, including solicitation or attempted solicitation of any employee or student to engage in sexual activity; threatening to subject any student or employee to unwelcome sexual conduct or making the performance of the employee's job or the student's grade or work assignment more difficult because of the employee's or student's acquiescence or denial to requests for sexual favors or behaviors.

The forgoing list is to provide some concrete examples, but is not meant to be all inclusive. Inappropriate conduct not listed above will be subject to investigation and disciplinary action under this policy.

Responsibilities

All students, teachers, administrators and other personnel of the Hudson School District are responsible for creating and maintaining an environment that is free from harassment and other offensive behaviors. Also, they must conduct themselves in a manner consistent with the spirit and intent of this policy and must cooperate with an investigation of alleged harassment.

Reporting Procedures

Students, employees and others who believe they have been harassed should, if comfortable, inform the harasser that his/her behavior is unwelcome, offensive and unwanted. The student or employee must also inform a teacher, counselor, a school administrator, a member of the Title IX Committee or the district's Title IX Coordinator at the earliest opportunity. All Hudson School District employees must respond to student complaints of harassment by notifying the building principal, a member of the Title IX Committee or the Title IX Coordinator within twenty-four (24) hours. An employee who receives information from any source concerning employee/ student harassment is required to report such information immediately to an administrator, teacher,

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guidance counselor or the Title IX Coordinator or a Title IX Committee member. He/she must take every complaint of sexual harassment or discrimination seriously. When allegations of harassment are made in reference to an administrator, principal or the Title IX Coordinator the complaint shall be made or filed with the Superintendent. If a complaint involves the Superintendent, the report should be filed directly with the Board of Education.

It is recommended that complaints be filed as soon as possible after the alleged discriminatory or harassing act has occurred but no later than 120 days after the event. This limitation does not affect the right of the person to file a discrimination claim with state or federal agencies charged with investigating such matters. Claiming parties are advised to contact such agencies to ascertain any time limitations to such complaints. The complainant may forego the internal procedures and directly pursue legal or administrative resolutions, or may pursue both internal and external resolutions simultaneously.

The Title IX Coordinator and Title IX Committee members as well as school administrators will provide information to students, employees and others about the district's policies and procedures against harassment. The Title IX Coordinator will be available to discuss any concern a student, parent, employee or others may have.

Any and all documentation will be maintained by the Title IX Coordinator. Important information will be documented, including the nature of the allegation(s), responses, witness statements and the circumstances surrounding the complaint, the individual(s) involved, the chronology of events, and the summary of the investigation with outcomes and recommendations. All documentation will be maintained in separate confidential, investigative files in the Central Office. Irrelevant information will be expunged from any and all formal records. Information may be shared with and among the Superintendent of Schools, Title IX Coordinator, and/or the supervisor or building principal on an as needed basis.

Investigation Procedures

The Hudson School District has adopted this reporting and grievance procedure to provide a local avenue for persons to raise concerns as to whether discrimination or harassment has occurred within the district against students, employees or members of the school community based upon race, religion, age, color, national origin, sex, sexual orientation or physical or mental disability in any of the district's programs or activities. Questions about this reporting and grievance procedure may be directed to the district's Title IX Committee member, Title IX Coordinator or to a building principal/supervisor or the Superintendent of Schools.

- The Hudson School District will investigate all forms of harassment based on its policy of non-discrimination. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.

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- Consistent with the district's obligations under law, reports of harassment and related information will be kept confidential as long as such confidentiality does not hamper an investigation or interfere with the rights and responsibilities of others.
- Attempts will be made to resolve the complaint informally. The Hudson School District may elect to utilize a formal or informal process, depending upon the nature and severity of the conduct alleged.
- If a hearing is seen as appropriate in the investigative process the complainant and respondent are entitled to bring representation such as an attorney, parent, teacher or friend to the hearing. The complainant and respondent will be expected to speak on their own behalf and may present evidence relevant to the allegations. Any hearing will be conducted in a manner that provides safety and confidentiality to all parties to the extent provided by law.
- The Hudson School District will employ interim steps to protect parties and to prevent the possible continuation of harassment during the informal and formal investigations. The complainant and respondent will be apprised of the status of the processing and on-going investigation regularly throughout the process.
- The Title IX Coordinator will put in writing any recommendation(s) for resolving the complaint and present it to the Superintendent of Schools. The Title IX Coordinator will inform the complainant, the respondent, and the respective principal and/or supervisor(s) of the recommendation.

Informal Complaints

- If a student complaint can be resolved as a routine disciplinary matter, classroom teachers, building principals and other district employees are directed to make attempts to seek a resolution. However, students have the right to initiate an informal complaint by notifying the building principal or a Title IX Committee member.
- Informal complaints may be given to the school's Title IX Committee member or building principal at the school in which the complaint has been initiated. The complaint may be written or verbal.
- The Title IX Committee member or building principal or designee will explain to the complainant and respondent the normal course of action and explain to both parties the prohibition against retaliation.
- The Title IX Committee member and/or building administrator will investigate the complaint. The Title IX Committee member will apprise the building principal of the progress of the investigation and will recommend to the building principal a course of action.
- If all the parties involved in the complaint process agree to extend the informal process, the normal 5 (five) working day process requirement may be waived.
- The complainant and the respondent will receive notice of the building principal's decision and recommendations to resolve the complaint at the conclusion of the informal review level.

Formal Complaints

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- If the complainant or the respondent is dissatisfied with the building principal's response under the informal complaint procedure, either party may request the initiation of the formal procedure.
- The allegation(s) must be drafted in written form, then the formal complaint investigative procedures and processes explained to the complainant and respondent.
- The complainant or respondent may file a formal grievance with the Title IX Coordinator within 10 (ten) calendar days of the date the response to an informal complaint was made to the school's Title IX Committee member.
- If the complainant had previously lodged an informal complaint with the district's Title IX Coordinator and either the complainant or respondent is dissatisfied with the Title IX Coordinator's decision, the formal complaint will be forwarded to the Superintendent of Schools for review. In cases where no informal complaint was filed with the school's Title IX Committee member, the first review level of the formal procedure will rest with the Title IX Coordinator who will respond to the grievant and respondent within 10 (ten) calendar days.
- Once the allegations are forwarded to the Superintendent of Schools for appeal, the Superintendent of Schools will respond, in writing, within 10 (ten) calendar days. The Superintendent reserves the right to extend the 10 (ten) calendar response period, upon notice to all parties.
- If the complainant or respondent is dissatisfied with the findings of the Superintendent of Schools, either party may appeal the decision in writing to the Board of Education within 10 (ten) calendar days of the Superintendent's decision.
- The Board of Education shall have one month to schedule a Board meeting and after consultation with appropriate individuals as well as the complainant and respondent, the Board will review the findings of the Superintendent and respond within 15 (fifteen) calendar days of the Board meeting. The Board's decision shall be final.

Retaliation

Retaliatory or intimidating conduct against any individual who has made a harassment complaint or who has testified or assisted in any manner in an investigation are specifically prohibited and shall provide grounds for a separate harassment complaint. The initiation of a complaint of harassment will not reflect negatively on the student or employee who initiates the complaint nor will it affect the student or employee's rights or privileges. Retaliation for harassment complaints will be treated as a violation of this policy and shall be considered as serious as the harassment itself.

Response

If the Hudson School District determines that harassment or discrimination has occurred, it will take appropriate corrective action to end the harassment or discrimination. Steps which may be taken include, but are not limited to, an apology, direction to stop the offensive behavior,

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counseling or training, warnings, suspensions, expulsion from school-related activities, transfer, remediation, expulsion from school, or termination from employment. The Title IX Coordinator shall advise all parties of the various external options including filing charges with the Equal Employment Opportunity Commission of the United States Department of Labor, the Office of Civil Rights of the United States Department of Education, initiating a civil action and/or seeking redress under criminal statutes and/or state law.

Dissemination

The Hudson School District is responsible for the dissemination of this policy and education of students, parents, teachers, administrators, and their employees as well as independent contractors, volunteers and anyone else doing business with SAU #81. The district will ensure:

1. That the Hudson School District shall be conspicuously post this policy throughout each school in an area accessible to students, parents, employees and others;
2. The policy shall appear in student and employee handbooks;
3. The school district shall develop a method of discussing this policy with students, parents, employees and others;
4. All district employees and students who subsequently become part of the educational community shall be informed of this policy during their orientation;
5. All non-student recipients of this policy, now and in the future, shall be required to sign an acknowledgment form indicating that they have read this policy, understand it, and agree to abide by it.
6. The Hudson School District will appropriately train administrators and others who are responsible to implement the procedures of this policy.

HUDSON SCHOOL DISTRICT

POLICY: JBAA Sexual Harassment/Students	APPROVED: First Reading: 01.07.19 Second Reading:
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JBAA - Sexual Harassment - Students**POLICY AND PROCEDURE GUIDELINES****I. PURPOSE**

The Hudson School District is committed to creating and maintaining an educational environment where all individuals are treated with respect and dignity.

The purpose of this policy is to maintain a learning environment for students within the Hudson School District that is free from sexual harassment, or other improper or inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any student to harass another person through conduct or communication of a sexual nature as defined by this policy.

The Hudson School District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any student who sexually harasses another student.

II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or opportunities; or creates an intimidating, offensive or hostile educational environment.

Relevant factors to be considered will include, but not be limited to: did the student view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students.

Examples of sexual harassment may include, but not be limited to:

- physical touching or graffiti of a sexual nature

- displaying or distributing of sexually explicit drawings
- pictures and written materials
- sexual gestures or obscene jokes
- touching oneself sexually or talking about one's sexuality in front of others
- spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

III. REPORTING PROCEDURES

1. The Superintendent or his/her designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any student who believes he or she has been the victim of sexual harassment should report the alleged act(s) immediately to any District employee or the building Principal. If a student initially reports the alleged act to a District employee, that employee shall immediately notify the building Principal, who shall then immediately notify the Superintendent.
3. The Hudson School Board encourages all students and staff members to use the Report Form available from the Principal or Superintendent.
4. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.
5. The Board designates the Superintendent as the Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.
6. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program.
7. The use of formal Reporting Forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the individual against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

The Superintendent, as the Human Rights Officer, will authorize an investigation upon receipt of a report or complaint of alleging sexual harassment. This investigation may be conducted by District officials or by a third-party designated by the Superintendent.

If District officials conduct the investigation, the following considerations should be taken into account: surrounding circumstances, nature of the sexual advance, relationship between parties and the context in which

the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual (s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the Hudson School District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Superintendent determines that a third-party designee should conduct the investigation, the Hudson School District agrees to assent to that party's methods of investigation.

Upon completion of an investigation conducted by either the District official or a third-party, the Superintendent will be provided with a written factual report and recommended action.

V. SCHOOL DISTRICT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent or Principal may discipline the offending student. Discipline will be issued in accordance with other applicable Hudson School Board policies. Due to FERPA and other privacy-related laws, the victim will not be informed of what discipline was imposed.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by this policy but is nonetheless inappropriate or in violation of other related Hudson School Board policies, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending student to engage in some remedial action.

VI. REPRISAL

The Hudson School District will discipline any student who retaliates against any other student who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, threats, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any student to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the Hudson School District shall comply with all pertinent laws.

Nothing in this policy will prohibit the Hudson School District from taking immediate action to protect victims of alleged sexual abuse.

IX. AGE APPROPRIATE SEXUAL HARASSMENT POLICY

Per the requirements of Ed 303.01 (j), the Hudson School Board is required to establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all students. This policy is intended to apply to middle school and high school aged students.

The Superintendent and building Principals(s) are charged with establishing policies, rules, protocols and other necessary age appropriate information or materials for the District's elementary schools.

X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office of civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal Reference:

NH Code of Administrative Rules, Section Ed.303.01 (j), Substantive Duties of School Boards; Sexual Harassment Policy

NH Code of Administrative Rules, Section 306.04 (a) (8), Student Harassment

NH Code of Administrative Rules, Section 306.04 (a) (9), Sexual Harassment

RSA 354-A: 7, Unlawful Discriminatory Practices

Appendix: GBAA-R, BBA-R

Revised: April 2011

Revised: November 1999, December 2004, February 2008

HUDSON SCHOOL DISTRICT

POLICY: GBAA Sexual Harassment/Employees	APPROVED: First Reading: 01.07.19 Second Reading:
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Sexual Harassment – Employees/Staff**POLICY AND PROCEDURE GUIDELINES****I. PURPOSE**

The Hudson School District is committed to creating and maintaining a working environment where all individuals are treated with respect and dignity.

The purpose of this policy is to maintain a learning environment within the Hudson School District that is free from sexual harassment, or other improper or inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any employee to harass another person through conduct or communication of a sexual nature as defined by this policy.

For the purposes of this policy, the term “employee” shall include, but not be limited to all Hudson School District staff, teachers, non-certified personnel, administrators, volunteers, coaches and or other such personnel whose employment or position is directed by the Hudson School District.

The Hudson School District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any employee who sexually harasses or is sexually violent toward another employee or student.

II. SEXUAL HARASSMENT DEFINED

1. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and/or conduct of a sexual nature when:
2. Submitting to the unwelcome conduct is made a term or condition of an individual’s employment, either explicitly or implicitly.
3. Submitting to or rejecting the unwelcome conduct is used as the basis for decision affecting a person’s employment; or
4. The unwelcome conduct has the purpose or effect of unreasonably interfering with a person’s work performance or creating an intimidating, hostile, or offensive working environment.
5. Sexual violence.

Sexual harassment may include, but is not limited to:

- Verbal harassment and/or abuse of a sexual nature
- Subtle pressure for sexual activity
- Inappropriate patting, pinching or other touching
- Intentional brushing against an employee’s body

- Demanding sexual favors accompanied by implied or overt threats
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment
- Any sexually motivated unwelcome touching
- Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose

The forgoing list is to provide some examples and is therefore not meant to be all inclusive. Inappropriate conduct not listed above could be subject to investigation and disciplinary action under this policy.

III. REPORTING PROCEDURES

The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, The Superintendent may develop and implement additional administrative regulations in furtherance of this policy.

Any employee who believes he or she has been the victim of sexual harassment should report the alleged act to the building Principal. If the alleged perpetrator is the Principal, the alleged victim may report the allegation to any other district employee. That employee shall then report the allegation to the Superintendent. The board encourages the reporting employee to use the Report Form available from the Principal.

The Principal at each school building is the person responsible for receiving the oral or written report of sexual harassment. Upon receipt of the report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward to the Superintendent. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.

The Board designates the Superintendent as the Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board. The Hudson School District will post the name of the Human Rights Officer in conspicuous places throughout the school buildings, including a telephone number and mailing address.

Submission of a complaint or report of sexual harassment will not affect the employee's standing in school, future employment, or work assignments.

The use of formal reporting forms provided by the Hudson School District is voluntary. The Hudson School District will respect the confidentiality of the complainant and the person against whom the complaint is filed as much as possible, consistent with the Hudson School District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when such conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

The Superintendent will authorize an investigation upon receipt of a report or complaint of alleging sexual harassment. This investigation may be conducted by the HR Director or by a third-party designated by the Superintendent.

If the HR Director conducts the investigation, the following considerations should be taken into account: surrounding circumstances, nature of the sexual advance, relationship between parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual (s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by

the investigator. Employees who are members of a collective bargaining unit may have a union representation during an interview. Students who are interviewed, may have a parent or other representative present.

In addition, the Hudson School District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Superintendent determines that a third-party designee should conduct the investigation, the Hudson School District agrees to assent to that party's methods of investigation.

Upon completion of an investigation conducted by either the Hudson School District or a third-party, the Superintendent will be provided with a written factual report and recommended action.

V. SCHOOL DISTRICT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending employee. Such discipline may include, but is not limited to, a warning, training, temporary suspension or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by this policy but is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

VI. APPEAL OF INVESTIGATOR'S RECOMMENDATION

Either the complainant or the accused may appeal the investigator's recommendation and subsequent District action, if any, to the School Board.

After a hearing, the School Board will vote to either accept or deny the investigator's recommendation and resulting discipline.

Either party may then appeal the Board's decision in accordance with applicable law.

VII. REPRISAL

The Hudson School District will discipline any employee who retaliates against any other employee who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the Hudson School District shall comply with all applicable laws.

Nothing in this policy will prohibit the Hudson School District from taking immediate action to protect victims of alleged sexual abuse.

X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office of civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal Reference:

NH Code of Administrative Rules, Section Ed.303.01 (j), Substantive Duties of School Boards; Sexual Harassment Policy

NH Code of Administrative Rules, Section 306.04 (a) (8), Student Harassment

NH Code of Administrative Rules, Section 306.04 (a) (9), Sexual Harassment

RSA 354-A: 7, Unlawful Discriminatory Practices

Appendix: GBAA-R, BBA-R

Revised: April 2011

Revised: November 1999, December 2004, February 2008

HUDSON SCHOOL DISTRICT

POLICY: GBA Equal Employment Opportunity	APPROVED: First Reading: 01.07.19 Second Reading:
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EQUAL EMPLOYMENT OPPORTUNITY

The Hudson School District will recruit and consider candidates without regard to age, color, disability, ethnic origin, gender, gender identity, race, sexual orientation. When there are opportunities for promotions and qualifications are equal, consideration will be given first to employees. The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

The Hudson School District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job without regard to age, color, disability, ethnic origin, gender, gender identity, race, sexual orientation except for reasons related to ability to perform the requirements of the job.

Inquires, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee.

This policy of non-discrimination is applicable to all persons employed or served by the Hudson School District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

NHSBA Note, September 2014: Addition of new sentence in first paragraph prohibiting discrimination in employment matters against victims of domestic violence, harassment, sexual assault, or stalking, per RSA 275:71 (effective July 2014). Legal References contains numerous additions.

Legal References:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title II of The Americans with Disabilities Act of 1990

Title VII of The Civil Rights Act of 1964 (15 or more employees)

RSA 186:11, XXXIII, Discrimination

RSA 275:71, Prohibited Conduct by Employer

Appendix: AC-R

Revised: September 2014

Revised: July 1998, November 1999

HUDSON SCHOOL DISTRICT

<p>POLICY: IHBA</p> <p>Page 1 of 1</p>	<p>ADOPTED:</p> <p>First Reading: 01.07.19 Second Reading:</p>
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Programs for Pupils with Disabilities

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

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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

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

Legal References:

- 20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act*
- 34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities*
- RSA 186-C, Special Education*
- N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students with Disabilities*

Hudson School Board
December 17, 2018

Hills Memorial Library
Public Session 6:30 pm

**Hudson School District
Hudson School Board Meeting
December 17, 2018
Draft Minutes**

Present:

Mr. Malcolm Price, Board Chair
Mr. Lee Lavoie, Vice Chair
Mrs. Patty Langlais
Ms. Darcy Orellana
Mr. Michael Blau
Mr. Lawrence Russell, Superintendent
Ms. Mary Wilson, Assistant Superintendent
Ms. Rachel Borge, Director of Special Services
Ms. Karen Burnell, Business Administrator
Ms. Caitlin Lynch, AHS Student Representative

A. Call to Order

Mr. Price Board Chair called the meeting to order and Mr. Lavoie led the audience in the Pledge of Allegiance at 6:37 pm.

Certificates of Appreciation were presented to Dan Pooler and Fred Kemmerer in recognition of their dedication, passion, and hard work resulting in an ARISS contact for Hudson Memorial School.

B. Public Input

Roger Coutu addressed the board regarding a proposal to move voting to April. Inquired of the board why the Hudson School District cannot vote in April if Merrimack can. Was asked by Mrs. Langlais what he already knew of the HSB presentation regarding the question. Mr. Coutu responded that he had not watched the HSB meetings.

Discussion of legal ramifications of postponing the vote. Mrs. Langlais explained the risk of losing qualified applicants to other districts whose budgets are secure. Mr. Russell explained the requirements for teacher renewal and the timelines as they abut to an April vote. Also explained that a late vote risks the loss of viable teacher candidates to other districts whose budgets have been passed.

Mr. Russell also explained that currently there is only one town in the State of NH that votes for school budgets in April. After securing legal input, it was concluded that it is not good for our children to change the voting to April.

Mrs. Wilson shared concern that a late vote could have negative impact on staff morale.

Mr. Lavoie stated that there have been votes that were postponed due to weather in the past. Also reported that the news of the selectmen's proposal was not communicated to the school district until the warrant article was drafted.

Ms. Orellana shared that she was sorry to hear Mr. Coutu's comment that he was ill-informed on the issue but was reassured that he had been educated this evening. Also shared her concern that changing an entire voting day in response to a snow storm is shortsighted.

Mr. Coutu – considering a Petition Warrant to change the vote. Mr. Coutu reports that he did not learn any more about teacher pink slips than he had before.

Mr. Russell responded that ultimately it is not good for kids to vote later.

Mr. Blau offered comment that it is not uncommon for snow to occur in April and that it would be a shame to move the vote only to experience snow in April.

C. Presentations to the Board

Kim Galluzzo and Nicole Kivett presented on their experience at the Association for Experiential Education International Conference. Ms. Galluzzo and Ms. Kivett presented at the conference related to Adventure-Based Learning. Results of study indicated increased prosocial behavior, decreased internalizing behaviors, and decreased externalizing behaviors as compared to the control group. Control group showed decreased prosocial behavior and increased internalizing and externalizing behaviors over the course of 6th grade. Described next steps for applying research to practice at HMS.

Full-day Kindergarten Petition Warrant Article - Fabiana Fickett, 13 Tamarack St Hudson. Summarized efforts of the State and the Town to expand kindergarten to full-day culminating in HSB's decision not to move forward with Full-day K now and a subsequent Petition Warrant Article. She requests that the board vote to approve the Petition Warrant Article.

Mr. Price responded that the intent of the board is to enter into full-day K fully prepared and not to rush it into effect.

Mr. Lavoie expressed concern that if K fails and then is put forward again, that voters will not approve an effort that had failed once before.

Mrs. Langlais reported that she is in receipt of an email requesting that she recuse herself from voting because she owns a local full-day kindergarten. She reports that she is in favor of full-day (public) K. Mrs. Langlais will recuse herself from this vote but states that she would have voted yes.

Ms. Orellana states that she is a proponent of full day K but would like to enter into it fully informed. She would like it to go through a year of planning before implementation.

Ms. Fickett: How much time do you need? Some of the residents have been waiting 25 years.

Ms. Orellana: Would like it to be part of a strategic plan. Questioned the dollars provided by the State.

Mr. Lavoie: Currently guaranteed \$1100 per pupil. There is a proposal in Concord now that would provide the full per pupil adequacy rate to K and divert Keno revenue to building aide

Ms. Orellana: Do we have to provide half-day K?

Mr. Lavoie: For those who request it, yes, we do.

Ms. Orellana: Do you dictate which model to use in your petition?

Ms. Fickett: No, it's just a dollar figure. Full disclosure, my youngest child is 2 years old. By the time she goes to K, full-day will be a reality one way or another.

Mrs. Langlais: How long would it take to create a really clear survey to the Town?

Mr. Russell: It's very quick to put out a survey to those connected to the district, estimate 3-4 weeks to get surveys out to a broader population and returned for analysis.

Discussion of deadlines for Petition Warrant Articles – need to be posted by January 8.

Mr. Russell: If we did survey, we may obtain some qualitative data that we don't anticipate.

Discussion ensued on the emphasis on not repeating the events that followed redistricting of the past.

Mr. Price: Willing to table this tonight and call a special meeting if necessary. Special School Board meeting on Wednesday, January 2 to consider.

Mr. Lavoie: Deadline for Petition Warrant Articles is January 8. We don't have the board warrant articles deadline in front of us. And need to forward any Board Petitions to the Town Budget Committee. That meeting is tomorrow.

Mr. Price: Willing to call the Budget Committee together if need be.

****7:50 pm, 8-minute recess****

Reconvened at 7:58 pm.

Mary Wilson presented information on 17-18 student data. Data is available on NHDOE website on report link. Ms. Wilson demonstrated how to access. Kudos to HSD staff. Goal set last year to meet or exceed state averages in ELA. HSD has meet that goal. Student data exceeds State average in ELA and matches State average in Math and Science.

Discussion – many areas of improvement. Some to still focus on including low socioeconomic and specific ethnic groups.

Mr. Russell: One of the reasons for redistricting the elementary schools was to narrow the achievement gap. Not seeing a dramatic result from this effort. Mr. Russell described the initiatives over the previous years. He anticipates growth to come.

D. Requests of the Board

Request from Kyle Hancock to attend a technology conference in Florida. Conference focuses on implementation of 1:1 technology. Funds to come from an existing budget.

Mr. Price expressed concern that the 1:1 initiative was presented in one sum but that additional costs seem to be coming with it that were not originally anticipated.

Mr. Price: Should we have done this before 1:1?

Mr. Russell: It wasn't offered until this year.

Mrs. Langlais: If Kyle goes to this conference, is he the one who teaches staff how to implement what he learns? Is he the best one to send?

Mr. Russell: Yes, because he is the one who trains IT staff, attends principals' meetings, is the hub for the department.

Mr. Lavoie motioned to approve on condition that Kyle presents (to the board) afterward, second by Mr. Blau. Motion passes 5-0.

E. Old Business

Second readings on two budget transfers: Mr. Lavoie moved approved budget transfer SB #7, second by Mrs. Langlais. Motion passes 5-0.

Second readings on two budget transfers: Mr. Lavoie moved approved budget transfer SB #8, second by Mrs. Langlais. Motion passes 5-0.

F. New Business

Proposed FY20 Warrant Articles

WA 1 – HS Renovation \$23, 989,957

WA 2 – Operating Budget \$54,765,345. Default Budget of \$54, 226, 858.

WA 3 – Alvirne Roof \$270,000

WA 4 – Capital Reserve \$100,000 from fund balance with no tax impact.

Mr. Lavoie moved to accept all as presented, second by Mrs. Langlais. Motion passes 5-0.

NH Bond Bank Loan Agreement

\$8,262,500 Bond

Mrs. Langlais moved to approve Loan Agreement and Certificate of Authorization, second by Ms. Orellana. Motion passes 5-0.

Teamsters Memorandum of Understanding: Reclassifying a position as “Groundskeeper 2” a groundskeeper with Pesticide Certification effective January 1, 2019.

Mr. Lavoie moved to approve, second by Mrs. Langlais. Mr. Lavoie asked if this will save us money in the long run; Ms. Burnell replied that it will. ***Motion passes 5-0.***

Extracurricular Nomination: ***Mrs. Langlais moved to approve the extracurricular nomination, second by Ms. Orellana. Motion passes 5-0.***

G. Recommended Action

Manifests - Signed

Minutes: 12.3.18 Draft Minutes

Ms. Orellana suggests adding last names and titles to the minutes regarding Champions Reps.

Mrs. Langlais motioned to approve with recommended changes, second by Mr. Blau. Motion passes 5-0.

H. Reports to the Board

None.

I. Committee Reports

None.

J. Correspondence

November Discipline Report: Includes a count of how many students were impacted by disciplinary events. Question if HSB prefers data in this format. HSB collectively indicated yes.

Ms. Wilson asked the board if these reports have value for the board in this frequency. Ms. Orellana replied yes, especially in light of the efforts of the technology department.

Technology Integration Specialist Report (info only)

Outreach Coordinator Report (info only)

K. Board Member Comments

Mr. Blau – great reports tonight, reflecting a lot of hard work.

Ms. Orellana – appreciated the data reported tonight. Shows efforts and provides opportunity to reflect.

Mrs. Langlais – saw the Unified Holiday extravaganza. Was blown away. Message to Mr. Coutu: Sorry that you felt the need to blow out of the meeting. No one intended to disrespect your input.

Mr. Lavoie – presented Christmas gift to Mr. Russell – Alvirne sweatshirt

Message to Mr. Coutu – Sorry for any offence resulting in correcting language of School Committee to School Board. We are a school board and have been for years.

Wishes Merry Christmas to everyone.

Mr. Price – Merry Christmas to all.

Invited Mr. Coutu to meeting tonight to offer insight into the determination not to vote in April. Decision made because children are at stake. HSB is willing to work with Selectmen but need to meet on common ground.

L. Non-Public

None.

M. Adjourn

Motion to adjourn by Mr. Lavoie, second by Mrs. Langlais. Motion passes 5-0. Meeting adjourned at 8:59 pm.

Respectfully submitted by Rachel Borge.

Letter of Resignation

January 2, 2019

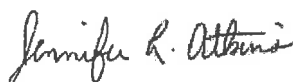
To Whom It May Concern:

My name is Jennifer Atkins, and I am formally resigning as a Fourth Grade teacher at Nottingham West Elementary. While I have dedicated nine years to the families and staff at Nottingham, I must continue in my professional career. For multiple years it has been my dream to be a Reading Specialist in order to remove the stigmas around reading and to help as many students as possible. Since the opportunity to progress is not an option in Hudson, I continued to look elsewhere.

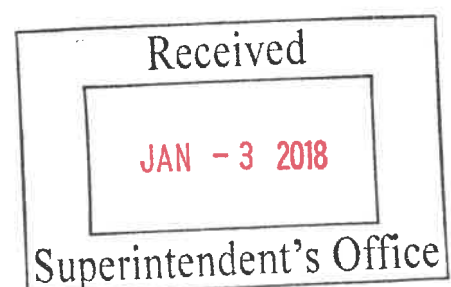
The Raymond School Board approved my nomination for Reading Specialist on the evening of January 2, 2019, and a job opening has been posted for Nottingham West. I look forward to quickly finding a replacement teacher and working with him or her to ensure a smooth and expedited transition for the students of Room 203. With this in mind, I would ideally like to begin my new position on Tuesday, January 22, 2019. I believe the extended weekend will be best for the students, and I would have a couple of days to settle in to my new role before starting a full week.

Best wishes to you, the staff, and families of the Hudson School District.

Sincerely,



Jennifer L. Atkins



Technology Integration Status Report

December 2018

District-wide

- Met with Librarians PLC group at H.G. for this month
- I met with Jennifer Stylianos the districts consultant for the to work on Kami and read write extensions to become more knowledgeable of the uses for both extensions
- Assisting teachers with lessons in the Computer labs at H.G., H.O and NWES.
- I am visiting classrooms and discussing with students the importance of Digital Citizenship.
- I am modeling lessons for the fourth-grade teams at both NWES and H.G. to achieve standard goals for students to know how to use keywords and phrases properly when searching topics on the internet. Students are learning how to use citations properly.
- Collecting information regarding the applications teachers are using in the classrooms and in the computer labs as learning tools.
- I continue to network and collaborate with other Technology Integration Specialists from the Digital Learning workshop.

ELC – H.O. Smith

- Working with Teachers to update information on her website.
- Assisting Alyson Lear with her website and issues that have come up with her updates.
- Meeting with teachers during PLC time to resolve issues with websites and to setup times for me to model lessons for the students learn Digital Citizenship and typing techniques to work towards being proficient in typing.
- Continue to support teachers with classroom questions regarding Technology.
- Working with Teachers on updating and improving information on their teacher websites.
- Assisting the teachers in the Lab with students logging in and working in programs for typing, math and reading.

Hills-Garrison

- Modeling lessons for the fourth-grade team to demonstrate proper usage of the internet.
- Teaching the fourth-grade classes the importance of keywords and Key phrases when searching certain topics online.
- Continue to work with teachers to add or enhance their websites monthly.
- Demonstrating lessons with teachers to have students gain more computer knowledge base learning.
- Shared lessons with teachers for their specific grade level
- Meeting with PLC groups to assist with technology in classroom to use with classroom lessons.
- Focused on follow-up lessons to assist students with searching techniques for research papers.

Nottingham West

- Assisting teachers with the updates of their webpages.
- I am working in classrooms with Mrs. Searles Allen to observe and assist with incorporating lessons using the laptops during Writing and Math times.
- I am modeling lessons using word and going over the importance of Digital Citizenship for second grade teachers.
- Students are learning how to use the tools in a Word document in the second grade.
- Meeting with PLC to assist teachers with webpage updates and utilizing the technology tools for lessons.
- Gathered lessons for teachers to use for Computer Class to model lessons for teachers.
- Beginning to work with the fourth-grade team on Modeling lessons for searching Keyword and phrases for research papers. I will be working with students how to properly cite references from different internet sites.

Memorial Middle School

- Met with Jennifer S. (assistive technology consultant for the district) and Team 5. We discussed assistive technology that can be used to assist students that are identified and have or don't have IEPs. Read&Write extension and Kami, Google classroom options.
- Met with Jamieson and Jessica (reading specialist) and Jennifer S. to work on the students access to being able to use read & write extension with the proper pdf add on to assist with their learning and needs to have important school information read aloud to them.
- I continue to work with Jamieson and Jennifer Stylianos through emails and in person to assure students can use the assistive technology available to them.
- Jennifer has been working with Kyle in IT to get certain features unlocked so students can have full access to the tools needs for the read aloud section for the extension Read & Write.

BUILDING COMMITTEE
November 1, 2018
CHECKERS RESTAURANT

7:30-8:45am
MINUTES

In attendance: Steve Beals (Co-Chair), Don Jalbert, Lee Lavoie, Karen Burnell(Co-Chair), Len Lathrop, Dave Ross, Kara Saranich, Larry Russell, John Pratte and Judy King.

Presenters: Carl DuBois, Harvey Construction
Lance Whitehead and Jay Doherty, Lavallee Brensinger

- Review and Approve Minutes from October 4, 2018: Steve Motion to approve the minutes of October 4, 2018 by Lee Lavoie, seconded by Dave Ross. All in favor 5/ 0; 2 abstained
Minutes will be added to the school board packet.

- Update Exterior Design: Lance/Jay
Jay presented slides and reviewed interior elements. Explained updated on how exterior relates to interior as well as how it compliments existing exterior elements. Two key frontage entry points (Checkers and CTE entrance) are now parallel with Derry Road for more visibility. Maintain gable look of existing buildings. Explore canopy areas between entrances for possible amphitheater. Committee discussed wood elements being added to steel gable structure. Steel trees added for Agriculture connections.
Questions surrounding wood products, such as warranty and water resistant materials were discussed. Concern about glass on backside of gables and the potential for water leaks.
The exterior design will be further discussed at the December meeting.

- Geo-Technical RFP Award
Carol DuBois gathered quotes from five bidders. A Geotechnical Engineering Exploration handout was distributed. DigSafe will not go on private property. Private utility locator will check on-site and file field reports.
Motion to approve S.W. Cole Engineering as the recommended vendor by Don Jalbert, seconded by Karen Burnell. All in favor 7/0.
Carl asked that Larry and Karen let him know when they have made the award to S.W. Cole and he will reach out to them to begin work.

- Environmental RFP Award

Carl DuBois gathered quotes from three bidders. A fourth bidder Scott Lawson Group did not respond to calls and emails. A Haz-Mat Investigation handout was distributed. OSHA requires report on findings (lead, asbestos, caulking, etc.)

All bidders were invited for a walk through. Two firms participated: Desmaris Environmental and RPF Environmental.

RPF will need to add \$500-600 for required report (not on this bid sheet).

Critical we have this work done during December holiday break when staff/students are not in the building.

Motion to accept RPF Environmental bid not to exceed \$4300 by Dave Ross.

Seconded by Len Lathrop. All in favor 7/0.

- Construction Phasing: Carl/Lance

Carl DuBois distributed phasing plans and explained logistics as the renovation progresses. Communication is key with parents and community on how it will roll out. Don and Steve will work with Lance on displacement relocation. Project end date: September 26, 2020.

Loss of 30 CTE parking spaces will be reviewed. Originally these spaces were part of the high school renovation plans.

- Budget Review: Carl/Lance/Jay/Steve

Budget has increased and needs to be balanced. It is being reviewed/fine-tuned. Will be discussed at next meeting in more detail.

- Other

All bid approvals (under 10K) will be sent to the Hudson School Board for informational purposes. More than 10K bids will be sent for board review.

The Hudson School Board has approved moving forward with the vote for the Alvirne main building renovation. Steve outlined priorities/outcomes and floor plans. A budget will be presented to the school board on November 19.

- Future meetings will be held the first Thursday of every month from 7:30-8:45 am.

Next meeting: **Thursday, December 6**

Agenda items will include **budget review and exterior design updates.**

Motion to adjourn by Len. Seconded by Lee. All in favor 7/0.