

Posted: Friday, December 12, 2025

At: All Hudson schools, SAU building, district website



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

6:30 pm Regular Meeting
followed by Non-Public session

School Board Agenda December 15, 2025

A. Call to Order

Pledge of Allegiance

B. Public Input

Hudson residents are welcome and encouraged to share feedback with the School Board.

C. Good News Update (Information)

Assistant Superintendent Jessica Benson will share some good news about what's happening in our schools.

D. Student Representative Comments

E. New Business

1. NEASC Accreditation Report (Information)

Alvirne High School Principal Steve Beals will discuss the NEASC accreditation report with the School Board.

[NEASC Accreditation](#)

2. Approval Alvirne Program of Studies (Decision)

Alvirne High School Dean of Academics Dan Pooler and Principal Steve Beals will present the Alvirne High School Program of Studies for approval by the School Board.

[Program of Studies](#)

3. Approval of Academic Standards and Competencies (Decision)

Assistant Superintendent Jessica Benson will request approval of academic standards and competencies.

[Academic Standards and Competencies](#)

4. NH Special Olympics Penguin Plunge (Decision)

Superintendent Moulis will present a request on behalf of Alvirne High School to participate in the NH Special Olympics Penguin Plunge.

[Penguin Plunge Memo](#)

5. Model UN Overnight Field Trip (Decision)

Superintendent Moulis will present a request on behalf of Alvirne High School's Model UN Club to attend their conference February 6-8 in Boston.

[Model UN Memo](#)

6. Nominations (Decision)

Superintendent Moulis will present nominations from Hudson Memorial and Alvirne High School to the School Board.

[HMS Nomination Memo](#)

[AHS Nomination Memo](#)

7. FY27 Budget Change Order (Information)

Business Administrator Jenny Graves will inform the School Board about the FY27 Budget Change Order.

[FY27 Budget Change Order Memo](#)

8. AFSCME Tentative Agreement Review (Decision)

Superintendent Moulis will present a tentative agreement for the School Board to review and consider.

[AFSCME Tentative Agreement](#)

F. Old Business

1. Draft Warrants (Discussion)

The School Board will discuss draft warrant articles.

[FY27 Draft Warrant Articles](#)

G. Policies

1. Policies – Second Reading

IGE Parental Objections to Specific Course Material	IGE for review
IHAM Health Education and Exemption from Instruction	IHAM for review
IJ Instructional Resources and Instructional Resources Plan	IJ for review IJ-R Procedure
KEC Reconsideration of Instructional Materials and/or Library Resources	KEC for review KEC-R Procedure
IHCA Summer Activities	IHCA for review
JICJ Unauthorized Communication Devices	JICJ for review

H. Recommended Action

1. Manifests – Recommended action: Confirm required signatures received
2. Minutes – [November 17, 2025 - Draft minutes](#)

I. Reports to the Board (Information)

District administrators will share updates for the board and public

1. Superintendent Report

J. Committee Reports

Board members will share committee updates

K. Legislative Update (Information)

Superintendent Moulis will share information on recent legislative updates.

L. Correspondence (Information)

[Discipline Report](#)

[Financial Reports](#)

[AFJROTC Unit Assessment](#)

M. Board of Selectmen -Liaison Comments

N. Board Member Comments

O. 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, l**

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

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

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

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

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

(h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.

((j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

(k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.

(l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

(m) Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.

P. Public Session

Q. Adjourn

Upcoming Meetings

Meeting	Date	Time	Location	Purpose
School Board	January 12, 2026	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	January 26, 2026	6:30 pm	Hills Memorial Library	Regular Meeting
School Board	February 2, 2026	6:30 pm	Hills Memorial Library	Regular Meeting

ALVIRNE HIGH SCHOOL

Steven Beals, Principal

Memorandum

December 3, 2025

To: Dan Moulis, Superintendent
Hudson School Board

From: Steve Beals, Principal

RE: NEASC Accreditation Report

Attached along with this memo is the final Decennial Report from the NEASC visiting team visit in October 2025. I am thankful for the efforts of the visiting team over their three day school visit with multiple meetings with students, staff, administration, SAU staff, and members of the School Board.

The comprehensive report provides positive feedback to the efforts being made connected to our school goals, as well as next step suggestions, commendations, and a reportable recommendation into the future.

I would like to thank the efforts of all Alvirne staff members through the process, especially Sarah Nassif who chaired the Steering Committee for both the Colanbative and Decennial visits. We will distribute the final report to all school staff members and the full community through posting on the website.

Sincerely,



**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Alvirne High School**

Hudson, NH

10-05-2025 - 10-08-2025

**Kelly Stokoe, Chair
Mrs. Candice Schmitz, Assistant Chair
Steven Beals, Principal**

School and Community Summary

School and Community Summary

Alvirne High School is located in Hudson, New Hampshire, and serves students in grades 9 through 12 within School Administrative Unit (SAU) 81. Hudson is located in southeastern Hillsborough County, just north of the Tyngsboro, Massachusetts, border, and a short drive across the Merrimack River to Nashua, New Hampshire. It is conveniently located near two major interstate highways: F.E. Everett Turnpike/Route 3 and I-93.

The town is a mix of residential homes, including both single-family and multi-family dwellings, with 83.4 percent of the housing units owner-occupied. The community has seen significant growth in residential neighborhoods in recent years, with age restrictions of 55 and over.

Hudson has a wide variety of businesses, including retail, service, professional, technical, healthcare, and manufacturing, and the three largest employers are Benchmark Electronics, BAE Systems, and the Hudson School District, with many residents commuting to major employment areas, including Concord (the state capital), Nashua, Manchester, and across the border to Massachusetts.

The town's many amenities include the Rodgers Memorial Library, Hudson Community Television, Hudson Senior Center, and Benson's Park, a 166-acre public recreational area. Hudson residents have a strong tradition of community service and volunteerism as evidenced by the many active civic organizations, including the Hudson Food Pantry, the Hudson Women's Club, the Alvirne Trustees, the Lions Club, Rotary Club, Kiwanis Club, Hudson Recreation, the Veterans of Foreign Wars, Hudson American Legion, and Catie's Closet.

With a current population of just over 27,000, Hudson is listed as the tenth largest municipality in the state by population, with 17.7 percent of the population under the age of 18 and 18 percent over the age of 65. The population has stabilized in the past several years, following a period of rapid growth in the 1980s to early 2000s, with only a 3.8 percent increase between 2010 and 2020 and an estimated 0.7 percent increase between 2020 and 2022. Almost 92 percent of Hudson residents are white, 3.0 percent are Hispanic, 1.2 percent are black, 2.4 percent are Asian, and 1.8 percent are from other backgrounds. Just over 95 percent of adults are high school graduates, and 33.4 percent have a bachelor's degree or higher. Most Hudson residents (90 percent) speak English only, while 9.81 percent speak other languages: 3.64 percent speak other Indo-European languages, 3.52 percent speak Spanish, and 0.86 percent speak Asian/Pacific Island languages. The median household income is \$115,285, with a 3.5 percent unemployment rate and 3.4 percent of the population living below the poverty level. Approximately 13 percent of Hudson students qualify for free or reduced lunch. However, this number likely underrepresents the level of need, as many eligible families choose not to apply. Approximately 17 percent of students in the 2024-2025 academic year had individualized educational plans (IEPs), and 1.7 percent were English language learners (ELLs).

Alvirne High School opened in 1950 as a junior and senior high school for 400 students, deriving its unusual name from the local benefactors Alfred and Virginia Hills, who established the school through their estate. It was designated as an area vocational agricultural school in 1957 and still maintains a hundred-acre working farm that includes a dairy, managed forest, and community garden. The Wilbur H. Palmer Career and Technical Education (CTE) Center was added in 1993 as an area center for students from Hudson, as well as neighboring communities. It was rededicated in 2021 after a \$25 million renovation, offering thirteen career programs. In the current school year, Alvirne serves 955 full-time students from Hudson in grades nine through twelve, and an additional 270 non-Hudson area students enrolled in CTE programs.

The school's full-time student enrollment has declined in recent years. Dropping below 1000 students for the first time since the 1960s has resulted in budget challenges, specifically in the area of staffing. Simply, the community and budget committee wonder why staffing levels remain consistent with the school population decreasing. The four-year graduation rate was 87 percent in 2023 and continued to climb, but unofficially dropped in 2025 due to alternative state calculations. The dropout rate was 3.82 percent (an increase from 2.28 percent in 2021), mirroring an overall state increase likely attributed to the pandemic.

Alvirne graduates pursue a variety of post-secondary pathways: 52 percent attend a four-year college, 15 percent attend a two-year college, 2 percent pursue vocational training, 4 percent enlist in the military, and 27 percent

enter employment. The Hudson School District spent an average of \$18,000 per high school pupil in 2024-2025, which was below the state average of \$21,300. The high school, however, draws additional resources outside the operating budget from a substantial trust fund established by the Hills family. This fund is administered by the Alvirne School Trustees with the mission of supporting “the operation and activity of the Alvirne High School without supplanting the responsibilities of the Hudson School District and the Taxpayers of Hudson, NH.” Additionally, the high school receives approximately \$120,000 in Federal Perkins funds to support the activities of the CTE center. Through an agreement with Target Corporation, which is building a large logistics center in Hudson, the CTE center will be receiving \$230,000 per year for 10 years for STEM-related activities “beginning at the time of issuance of Certificate of Occupancy for Main Building”.

Core Values, Beliefs, and Vision of the Graduate

Learning Objectives at Alvirne will:

- Ensure all students learn and achieve.
- Encourage integrity and empathy with students and families.
- Provide opportunities for critical thinking, problem-solving, and collaboration.
- Engage students in active learning opportunities.
- Support creativity, self-advocacy, and personal growth.

Engagement Objectives at Alvirne will:

- Model technology usage respectfully and responsibly.
- Develop effective communication and public speaking skills.
- Provide voice and choice for future learning and life experiences.
- Ensure knowledge, commitment, and demonstration of learning through senior project (Capstone).
- Foster civic involvement within the school and the greater Hudson community.

Social Experiences at Alvirne will:

- Foster respect for others while being aware of others and understanding their differences.
- Ensure generational traditions and communal experiences.
- Provide opportunities to participate in various outside of school activities and competitions.
- Celebrate the energy of sports teams, the creativity of theater, and the rhythm of music.
- Provide engaging opportunities to create meaningful connections through a vast array of clubs that allow students to express themselves.

Future aspirations at Alvirne will:

- Celebrate individual student pathways toward completion and increased graduation rates.
- Expand student transition preparation to college, trade opportunities, employment, and military futures.
- Enhance student internships and real-world learning opportunities.
- Encourage mentorship of younger students and community service.
- Engage in the development of a distinguished diploma option for graduates with stakeholder feedback.
- Develop practical life skills to help students be less anxious in preparation for adulthood.
- Create social networking to connect and support alumni.

Alvirne High School's Vision

Preparing students for success in their personal, professional, and civic lives

Alvirne High School's Mission

We are a community of thoughtful, articulate, and skilled learners who:

Aspire to gain understanding about ourselves, the community, and diverse fields of study that will sustain us throughout our lives;

Honor our core values;

Support all members of our community as we strive to meet the dynamic challenges of the future through a process of continuous growth.

Alvirne High School's Core Values and Beliefs

We are a community of thoughtful, articulate, and skilled learners, who seek to gain understanding about ourselves, the world, and diverse fields of study that will sustain us throughout our lives as we strive to meet the dynamic challenges of the 21st century. In partnership with families and the Hudson community, the staff and students of Alvirne High School commit to creating a safe and positive learning environment defined by these values.

- **Character** - the combined qualities of *integrity, kindness, tolerance, humility, and respect*
- **Curiosity** - the life-long enjoyment of and passion for learning
- **Commitment** - the work ethic, independence, and responsibility developed by diverse and challenging programs
- **Community** - pride in our school, ourselves, and in our service to others

Consistent with our core values and beliefs, our graduates will meet the following 21st Century learning expectations:

Academic Competencies

Communicate

Students will communicate effectively using multiple forms and mediums for a variety of academic, civic, personal, career, and artistic purposes.

Inquire

Students will develop reading, research, listening, and observation skills as well as aesthetic awareness through engagement with authentic, inquiry-based experiences.

Think

Students will think critically, creatively, adaptively, and reflectively to solve problems and enhance their understanding of the world around them.

Apply Real World Skills

Students will integrate knowledge and skills with real-world applications.

Use Tools and Technology

Students will use tools and technology responsibly to enhance and express their learning.

Social and Civic Competencies

Work Together

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

Do the Right Thing

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

Get Involved

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

School Improvement/Growth Plan

The school improvement/growth plan is attached.

Related Files

- [2025_09_15-10_37_2025-2026AHSSchoolActionPlan 1.docx](#)

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture*, *Student Learning*, *Professional Practices*, *Learning Support*, and *Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process, which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of seven members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Alvirne High School in Hudson, New Hampshire. The visiting team members spent three days conducting a visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, and students; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each

conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The school community builds and maintains a socially, emotionally, and intellectually safe environment for students and adults. Across the school, Alvirne High School provides access to qualified professional staff for students who require social-emotional support. Alvirne's daily flex support period matches every Alvirne student with an adult mentor in the school. The mentors stay with their students through all four years of high school. Most students agree that they have at least one adult in the building to whom they can go when needed. Counselors are all trained in the school district's safety protocols and are knowledgeable about the community resources available to students. The school also has a strong partnership with the Greater Nashua Mental Health Center to provide additional support.

A student-run after-school club, Bring Change 2 Mind, aims to destigmatize mental health challenges. There are opportunities for all students to receive academic support and individualized attention, such as through an academic support center. Students can access a variety of classes to meet their needs and interests. The school community creates policies and protocols that define and support respectful treatment of all members of the school community. Several student clubs promote diverse student voices and serve as welcoming spaces for students of historically marginalized backgrounds. Annual World Fair/Multicultural Days and a Quinceañera Ball provide students from diverse ethnic backgrounds with an opportunity to showcase, share, and celebrate their traditions and customs with others.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

The school has a written document that describes its core values, beliefs about learning, and portrait of a graduate, which includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. The school community uses a dynamic, collaborative, and inclusive process informed by current research to develop its core values, beliefs about learning, and vision of the graduate. The core values and beliefs about learning are affirmed each year at the first staff meeting. A variety of stakeholders contributed to the development of the portrait of a graduate.

Additionally, the district has been undertaking ongoing work through its strategic plan to involve elementary and middle school students in the vision process, culminating in the development of a portrait of an elementary learner and portrait of a middle school learner. There is ongoing work to incorporate the portrait of a graduate skills into curriculum documents and to increase student and staff familiarity with the skills and objectives. The school has created a portrait of a graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. The portrait of a graduate, which has undergone several updates since its creation in 2012, is displayed in hallways, offices, and classrooms. Alvirne seniors are required to take a capstone class in which they complete a project that is meaningful to them. Through this process, students embed the skills outlined in the portrait of a graduate, such as following through on commitments, serving others, and solving real-world problems, into their projects. Some teachers also create opportunities for younger students to engage with the portrait of a graduate. A new Alvirne Hall of Fame, in recognition of the school's 75th anniversary, incorporates the core values into the nomination and induction process.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

There are written curriculum documents for all courses in all departments across the school. The written curriculum documents include a scope and sequence, or curriculum map, for each course in the school. This map outlines units of study, along with guiding/essential questions, concepts, content, skills, and assessments that are aligned with the expected course outcomes. There are school-wide templates for pacing guides and competency documents. Common grading and assessment practices are in place throughout the building to provide a consistent experience for students. There is ongoing work to incorporate the transferable skills outlined in the portrait of a graduate into all curriculum documents. To ensure transparency and consistency, all curriculum documents have been added to SharePoint. Professional learning community (PLC) time in the past has been dedicated to reviewing and revising curriculum and creating common assessments; administrators are determining how to continue this work with the recent change in PLC structure.

Rating

Meets the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

The school has a current school improvement plan that includes school-specific goals. The 2025-2026 Alvirne High School Action Plan was developed through the collaboration of administrators, department chairs, teachers, other professional staff members, and district leaders. The Action Plan contains four goals that focus on student achievement, improvement of instruction, curriculum, and assessments, an increase in graduation rate, and fostering of active learning. Specific, time-bound implementation strategies and activities are listed to ensure that goals are met. The Action Plan includes implementation benchmarks for January 2026 and Spring 2026. The plan informs decision-making in the school and drives professional development, time, learning, and practices.

Rating

Meets the Standard

Foundational Element 3.6a - Professional Practices

Foundational Element 3.6a

N/A

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

The school has intervention strategies designed to support learners. The school has a process in place to identify and refer students who require additional support. Academic, social, and emotional interventions for individual students are designed through the student success team (SST), which meets weekly. This team consists of school counselors, teachers, a mental health counselor, a family and student interventionist, administrators, department chairs, the special education coordinator, the school psychologist, and the district outreach coordinator.

Possible interventions include placement in a strategies for success class, 504 eligibility determination, connection with an outside agency, special education referral, mental health counseling, a reading/writing intervention, or a support group. The school's multi-tiered system of supports (MTSS) team meets monthly to review data and plan school-wide interventions at all tiers. A behavior systems advisor is available to consult with teachers on classroom management. The school has a robust range of intervention strategies for students. All students have access to a variety of resources and supports, including the academic support center, flex time, credit recovery, and remediation. In addition, since the fall of 2024, teachers have received training in Universal Design for Learning (UDL) practices to strengthen Tier I instruction throughout the school. During the fall of 2025, an outside consultant conducted walk-throughs with department chairs to assess the implementation of UDL practices among teachers. There is strong teacher interest in expanding the practice of UDL strategies.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school site and plant support the delivery of curriculum, programs, and services. Hudson Fire Inspectional Services conducts biennial facility inspections, and Homeland Security recently completed an audit to ensure safety and security compliance. The school employs a full-time school resource officer whose office is located near the main entrance, strategically positioned close to the cafeteria for accessibility and visibility. In addition to oversight by the school resource officer and school administrators, the video surveillance system is continuously monitored 24 hours a day by two personnel at the Hudson Police Department. Video surveillance monitors both the outside of the main campus and the athletic fields directly behind the main building. Staff members use identification badges for secure access through unmanned doors and are easily recognized throughout the building. Regular safety drills, including fire evacuations and ALICE (Alert, Lockdown, Inform, Counter, Evacuate) procedures, are conducted throughout the year. The school currently serves 955 enrolled students, in addition to 265 students from surrounding schools who attend the Palmer Center CTE programs. Class sizes are maintained for safety and effective learning, with limits of 16 to 18 students in shop classes and 24 in science classes, while academic courses range from 15 to 24 students based on needs and grade level. Some larger classes, such as American Humanities, are co-taught to support differentiated instruction, and expanded classroom spaces accommodate collaborative learning. Both Alvirne High School and the Palmer CTE Center are consistently well-maintained by a dedicated custodial staff of nine, which follows daily, weekly, and monthly cleaning schedules and completes deep maintenance projects during breaks. All mechanical systems, including HVAC, fire suppression, and the emergency generator, are up to date, inspected annually, and maintained in all facilities, including the barn and culinary areas. Recent building projects have focused on increased safety, including updates to the main lobby, the addition of a new office for the school resource officer, and expanded administrative space.

Rating

Meets the Standard

Foundational Element 5.5a - Learning Resources

Foundational Element 5.5a

The school provides a physically safe environment for students and adults. All doors are locked after 7:25 a.m. After that time, students and visitors must enter the building through one main entrance, sign in, and register with the receptionist. All doors are locked during the school day, but staff members can access the building throughout the day by using their district-issued keycard. Video surveillance cameras are located on the exterior and throughout the school. Cameras are monitored by the school resource officer or administrators as needed. Administrators and the school resource officer carry radios to provide communication throughout the building and district as a whole.

The school has written protocols for safety drills, such as ALICE, fire drills, and evacuations. External safety beacons and panic alarms are located in the main office as well as the school counseling, nurse, and CTE area offices. These protocols are shared with staff at the beginning of the school year and reviewed yearly with students. All staff are required to complete training in suicide prevention and mandated reporting each year.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets	Meets	Meets	Meets
1.2a - Learning Culture	Meets	Meets	Meets	Meets
2.2a - Student Learning	Does Not Meet	Meets	Meets	Meets
3.1a - Professional Practices	Meets	Meets	Meets	Meets
3.6a - Professional Practices			N/A	N/A
4.1a - Learning Support	Meets	Meets	Meets	Meets
5.1a - Learning Resources	Meets	Meets	Meets	Meets
5.5a - Learning Resources			Meets	Meets

Priority Area 1

Priority Area

Examine and revise the school's curriculum documents across all departments to target and assess the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document. (2.2)

Action, Impact, and Growth

The school focused on developing, updating, and implementing common curriculum templates and pacing guides across departments for grades 6 through 12. This action was primarily driven by staff working collaboratively during professional development days, department meetings, and dedicated common planning time, led by department chairs. The resulting competency document includes a course description, essential questions, competency statements, course-level standards, student mastery assessments (SMAs), and explicitly enumerates the school's core values. A subsequent action was the centralization of all curriculum documents into a shared curriculum suite staff portal through SharePoint. This move streamlines the ability of district personnel to view vertical and horizontal alignment and ensures all faculty have access to the most recent versions of these documents. Instructionally, the school took action to integrate the portrait of a graduate by displaying it in classrooms and throughout the building, using it to support instructional decisions, such as implementing phenomenon-based learning in science, and including the documents in new hire onboarding.

The implementation of the common written curriculum template has provided a stronger foundation for curriculum evaluation and revision. Alvirne believes that their curriculum documents are living documents that will continue to evolve to address school- and district-wide initiatives through interdisciplinary professional learning communities (PLCs). The curriculum committee is currently working on a curriculum revision process. The centralized curriculum suite ensures reliable and easy access to the curriculum, alleviating uncertainty and aiding in lesson design, essential question planning, and resource incorporation. This structural clarity has been useful for new teachers joining the community. Faculty view the work as increasing student learning support and reflection. Students, in particular multilingual students, see themselves represented in the work. The portrait of a graduate language is becoming the known language of the school, permeating professional conversations within PLCs. This systematic approach enables students, teachers, and department chairs to intentionally apply competencies and utilize the portrait of a graduate as the rationale behind instructional activities. This is a process that continues to develop, with new language and presentation tools being developed at the beginning of the 2025-2026 school year.

The school's growth is evident in the increased integration and adoption of the portrait of a graduate within instructional planning. Evidence of this includes the portrait of a graduate becoming more integrated into the capstone course planning for seniors, and its use by the freshman class to anchor their work through journaling and goal-setting. There is notably more buy-in from existing staff regarding the portrait of a graduate as the school's guiding philosophy. Students looking to pursue certain pathways in CTE are tasked with making a case for their candidacy while using the portrait of a graduate. The collaborative effort across departments has established a clear expectation for vertical curriculum articulation with vertical teams between the middle and high school. The resulting curriculum pacing guides are available on the school intranet, along with competency documents that align with the portrait of a graduate, and have enabled a stronger focus on developing student dispositions, including independence, flexible thinking, and persistence. This collective effort demonstrates tangible progress toward achieving the goals of the vibrant learning systems strategic pillar, with students and teachers engaged in personalized learning to prepare for future opportunities.

Recommended Next Steps

Develop and implement a sustained, formal professional development strategy to fully integrate the portrait of a graduate

Integrate the portrait of a graduate competencies (transferable skills and dispositions) into the student mastery assessments (SMAs) across all departments to ensure valid competency grading

Formalize a dedicated, continuous review cycle by establishing recurring time for departmental and vertical teams (6 through 12), beyond interdepartmental PLCs, specifically to collaboratively revise and refine curriculum documents, ensuring the constant updating and accuracy of essential components, including pacing guides

Develop and implement a plan to

- define what proficiency looks like for each aspect within the portrait of a graduate, with specific and measurable criteria for success
- integrate opportunities for students to practice the skills within the portrait of a graduate and receive feedback on their progress throughout the curriculum

Develop and implement a formal process to assess and communicate each individual learner's progress toward achieving the school's portrait of a graduate to learners and their families

Develop an annual report on whole-school progress toward learners' achievement of the portrait of a graduate

Focus professional development on instructional strategies that explicitly foster and assess the portrait of a graduate dispositions (independence, flexible thinking, persistence)

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- priority area meetings
- school leadership
- school summary report
- students
- teacher interview
- teachers

Priority Area 2

Priority Area

Develop and implement practices in student management, counseling, intervention, advisory, and co-curricular programming to ensure a positive, respectful school climate and culture that supports student attainment of the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document. (1.2, 2.1)

Action, Impact, and Growth

Alvirne High School has developed a multi-layered system designed to support a positive school climate while deliberately cultivating the transferable skills outlined in the Hudson School District Portrait of a Graduate, including responsibility, communication, citizenship, curiosity, advocacy, and long-term planning. The school's actions are concentrated across four main areas: support and intervention, curriculum integration, co-curricular programming, culture and counseling, and support. Alvirne High School provides support and intervention in action through a daily, 35-minute flex support period, which serves as the core vehicle for student support, with a focus on developing the skills of advocacy and responsibility. This period allows students to access necessary supports throughout the building at an established time. Support can be accessed when students sign up to meet with specific teachers and to review and preview content in areas they feel are crucial to their personal success. Flex meeting times with teachers can become crowded due to the number of students in the room, and the room's volume can interfere with effective work time. This is not necessarily due to the number of students seeking support but rather the number of students present in a given learning space during the flex block.

Alvirne High School has focused on aligning curriculum with the portrait of a graduate. Teachers can identify where their curriculum is structurally aligned with the portrait of a graduate, highlighting the common curriculum connections to the competencies of communication, responsibility, and curiosity. However, students are not yet able to connect their learning to the portrait of a graduate. The senior capstone project and the humanities course were two pivotal courses in students' academic experience. While emphasizing the skills and attributes gained in these courses, students, without explicitly stating it, highlighted elements related to the portrait of a graduate, as demonstrated by the learned skills in the courses. The senior capstone project is a semester-long, independent requirement that requires students to practice long-term planning and communication by planning, leading, and executing a meaningful community project. The humanities course is a co-taught, cross-curricular class designed to build citizenship and communication by engaging students in debates, presentations, and diverse group work. Beyond these, the CTE departments integrate portrait of a graduate skills into their curricula, often through real-world, transferable skills and community projects.

The school fosters a highly student-led culture to promote co-curricular programming and climate, which connects to the portrait of a graduate in the areas of citizenship and communication. Offering 52 clubs and 39 athletic teams, Alvirne High School encourages students to propose new ideas and lead their own organizations. This culture extends into the community through groups like the student council, which organizes large-scale sponsored community events such as the Feed Our Kids program, providing students with direct civic experience. These co-curricular activities, programming, and cultural events include, but are not limited to, the Calf Club, Balloon Club, Multicultural/World Fair, Suicide Prevention, JROTC, LEO Club, and the Gay-Straight Alliance.

Alvirne High School supports its academic and cultural initiatives with a robust support infrastructure comprising administrators, teachers, and a school counseling department. The counseling team comprises four school counselors and a licensed mental health counselor, with a focus on long-term planning and student advocacy. This is supported by securing a mental health partnership for external clinical services and facilitating financial planning through scholarship events. The counseling team reinforces long-term planning and responsibility by tailoring future plans and monitoring academic progress, which last year culminated in \$150,000 in local scholarships being awarded to 53 seniors. The student management office ensures a safe, orderly, and respectful climate/culture that supports students in real-time when discipline action is needed. The school

displays school climate visuals, such as the 4Cs and portrait of a graduate posters, throughout the building to ensure basic awareness of the desired skills and dispositions.

The result of these action steps can be seen in the school's positive and student-led culture, its academic standards, and the health and well-being of students. The senior capstone requirement showcases rigorous, real-world learning that raises the school's academic standards. Teachers report that students demonstrate ownership of long-term work and feel a flow of energy that permeates the halls, even with freshmen entering high school with capstone ideas in mind, underscoring the positive cultural impact. Students across the school feel a strong sense of community, pride in "being a Bronco," significant interest in the capstone course, and high regard for the faculty and administrators at Alvirne High School.

The growth from these actions is evident in the ongoing goal to improve and integrate portrait of a graduate skills into core curricular requirements, as well as the demonstrably student-led school culture, and the daily functioning of the school building. The school has created an impactful capstone experience with a goal that serves as the ultimate culmination of the portrait of a graduate skills. The goal of its curriculum is to ensure that students lead or provide an event, build, immerse themselves in learning, or contribute to an outcome that benefits a community.

Many departments are beginning to integrate the portrait of a graduate into their curriculum documents, providing a consistent framework for teaching skills such as responsibility, communication, citizenship, and curiosity, as demonstrated in their PLCs and feedback in their professional development surveys.

While the school has established support structures through the flex support model and counseling services, along with visible evidence of portrait of a graduate integration in hallways and classrooms, the fact that most students were unable to describe or point out what the portrait of a graduate indicates a necessary next step - a focus on making the concepts actionable and recognizable to the student body.

Recommended Next Steps

Establish a consistent, school-wide instructional protocol with shared language to explicitly reference and assess portrait of a graduate skills

Audit the flex period to ensure that the scheduling process effectively allows for the use of intervention time as a positive and respectful learning opportunity

Create a system for school counselors to actively partner with teachers and students, meeting with students annually to focus on long-term planning and advocacy skills for future success, and creating pathways that enable students to enroll in courses of interest and experience increased academic rigor.

Sources of Evidence

- central office personnel
- classroom observations
- facility tour
- priority area meetings
- priority area observations
- school board
- school summary report
- students
- teacher interview

Priority Area 3

Priority Area

Foster and deepen the school's shared understanding of learning through the development of competency-based assessment practices that promote active learning and consistently measure the depth of understanding, inquiry, and problem-solving. (2.5, 2.7, 3.3)

Action, Impact, and Growth

This year, there has been a restructuring of PLCs, moving from dedicated departmental time to a cross-curricular model. This was implemented to foster more focused, data-driven work and create a dedicated collaborative space separate from routine meeting time. To guide this new structure, PLCs are currently facilitated by an administrator and a department chair and are assigned specific topics. The high school implemented the iReady adaptive testing platform in reading and math for all ninth- and tenth-grade students twice per year. The data generated from this testing is used to support differentiation, such as using AI to create informational texts tailored to various reading levels. The high school is in the early stages of rolling out Universal Design for Learning (UDL). While the entire staff received initial training last year, this year's work is being led by the department chair team with the assistance of their facilitator. This team is engaging in three scheduled "learning walks" with external consultants to assess current UDL practices and build the framework for a school-wide rollout.

Across various disciplines, some teachers have proactively implemented innovative, student-centered practices that align with the school's vision for deep learning. These individual and departmental initiatives include implementing high-rigor, real-world tasks such as requiring students to engage in inquiry-based projects, such as capstone research, designing experiments, and WebQuests, and complex problem-solving, such as engineering design constraints, and hands-on work in welding and veterinary science. Some teachers are also integrating choice into their assessments, providing students with multiple pathways to demonstrate mastery (e.g., creating podcasts, designing board games, or presentations), often assessed using the same clear rubric to ensure equitable measurement of learning outcomes. Finally, to ensure accountability and inform future planning, the dean of academics is actively collecting and reviewing all PLC notes to develop recommendations for the future.

The introduction of the new PLC structure, while strategically necessary for data-driven work, has created an unintended challenge - the loss of dedicated departmental time previously used for the critical work of developing, calibrating, and scoring common competency-based assessments. A positive impact is the emerging success of the student-centered instructional practices. The offering of assessment choice, hands-on activities, and collaborative tasks has resulted in active learning environments and increased student ownership across some disciplines. Some students are demonstrating complex skills, such as analysis, evaluation, and synthesis. However, these innovative, student-centered approaches are not yet a consistent school-wide practice, as some classes still rely heavily on teacher-centered delivery, such as lectures, worksheets, and guided notes, which presents an opportunity to increase instructional consistency. While the iReady testing successfully provides valuable Lexile data for differentiation, its reliability is sometimes challenged by inconsistent student effort, suggesting a need for stronger student buy-in to maximize the data's effectiveness. The district's commitment to iReady testing in mathematics and English language arts will help ensure significant student achievement as an anticipated outcome of providing these resources to the school.

Alvirne has an established measurement system in which growth is confirmed by the framework for tracking failed competencies (FCs) alongside failing grades (Fs). This system to measure student understanding against competencies, provides a strong foundation for future communication efforts. There has been a qualitative shift in assessment practice. The proliferation of performance-based assessments (presentations, engineered solutions) and the structures for reassessment and individualized feedback loops (teacher conferences, self-assessment) demonstrate measurable progress toward a mastery-oriented, competency-based model focused on application, rather than just recall.

A commitment to UDL has been initiated, representing a renewed commitment to creating an inclusive curriculum. The department chairs' initial participation in learning walks and the development of a UDL checklist constitute the first step toward developing a formal accommodation plan, supported by strong teacher collaboration in developing shared resources. Growth is also indicated by the commitment to broadening the school's data profile beyond iReady, including the planned integration of SAT data, attendance, and behavior data for a more holistic view of student success and needs.

Recommended Next Steps

Prioritize recurring departmental collaborative time toward the development and consistent scoring of competency-based assessments, effectively building shared understanding and transparency

Standardize instruction by implementing targeted professional development to move practices from teacher-centered models toward inquiry-based, hands-on methods that ensure active student learning

Establish a phased implementation plan for Universal Design for Learning (UDL), including benchmarks, training requirements, and a timeline for school-wide adoption

Improve the timeliness and clarity of student feedback regarding the connection between competencies and grades, to utilize assessment as a tool to support student growth

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings
- school leadership
- school summary report
- student work
- student-led conferences
- students
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

Instructional practices are often designed to meet the learning needs of each student. In a Spanish class, students read a conversation between two students, then listen to the dialogue, and finally work in pairs to create a different ending. Similarly, during a lesson on cell respiration and photosynthesis in biology, the teacher projects a visually engaging slide deck with colorful images and bulleted notes. Students complete guided notes on paper, filling in blanks as they listen, and then color-code a diagram and look up vocabulary definitions. In a music class, the teacher interacts with students individually, meeting them at their unique level of understanding and celebrating successes. A teacher in a strategies class provides individualized support by reviewing assignments, assisting with organization, and helping students create a plan to complete their work. In an English workshop class, assessments are tailored to meet the diverse learning needs of students. An English teacher provides a notes template for entry into a unit on dystopian literature, offering structure. In another biology class, a teacher pauses a lecture to clearly differentiate between "stoma" and "stroma," writing the distinguishing letter in red for visual emphasis and providing real-world examples (such as a colostomy bag stoma) alongside the plant definition to enhance recall. A teacher in wellness integrates physical movement into a classroom discussion activity to engage students actively. In an AP Chemistry class, the teacher models how to solve a word problem, then transitions to independent practice, circulating to offer prompts, clues, and leading questions to guide students toward independent problem-solving. In an American Sign Language class, students are given the option to choose their preferred method of demonstrating their understanding. This choice extends to a geometry class, where students are encouraged to create a story strip using trigonometric functions. Finally, an art teacher employs an "idea generator" graphic organizer to assist students, offering a helpful framework to make the initial creative process less overwhelming. While student-centered instruction is present in several classes across departments, the predominant mode of instruction is teacher-directed. Formative assessments consist largely of teacher-directed checks for understanding. The district employs two instructional coaches who are available to work with high school teachers, yet their placement at the middle school makes them less accessible to high school staff.

In some classes, students have the opportunity to be active learners who take ownership of their education, leading their own learning through opportunities for choice, leadership, and self-direction. A central example is the required semester-long capstone class during the senior year, where every student chooses a project to complete based on their individual interests and in alignment with the portrait of a graduate. Seniors in this course dedicate themselves to researching an area of their choice. A ninth-grade science teacher introduces the portrait of a graduate by having students examine the criteria statements and then journal about a specific skill, prompting self-reflection. In a humanities class, students are assigned and rotate through specific roles—questioner, connector, travel tracer, vocabulary enricher, and literary illuminator—within a group to review a chapter of a text, building collaborative leadership. In a food works class, student groups collaboratively read a recipe and prepare the meal without direct instruction from the teacher. In a welding class, student groups are assigned different jobs that contribute to a larger project (creating an outdoor classroom), with student leaders in charge of each group, asking teachers questions only as needed. During a biology lesson, students are specifically instructed to use each other as resources before turning to the teacher, reinforcing peer support in solidifying understanding. Students frequently decide how they wish to demonstrate their learning. In a music class, students research musicians and then create a podcast, handling both scriptwriting and recording. In Spanish 4, students study famous artists and then choose a photograph to recreate in the style of their chosen artist. In drawing and painting, students use an idea generator template and peer feedback to create a personal piece focused on references and symbolism meaningful to them. Students in a unified physical education class help to choose the units or topics they want to cover. In a geometry class, after learning about syllogisms, students are challenged to create their own. A psychology class requires students to evaluate ethical practices, and in another lesson, they learn about "social facilitation" and then design an experiment to measure its effects. In an ELA class, the teacher acts as a facilitator for structured arguments that students either agree or disagree with; feedback is then provided by both the teacher and peers as students openly respond. In many elective classes, active learning and student engagement are cornerstones of both the curriculum and instruction.

Learners sometimes have the opportunity to engage in inquiry, problem-solving, and higher-order thinking skills. Many classes push students to ask "why" and connect concepts. In an English elective, students complete a project researching and demonstrating an understanding of the risk factors and warning signs of genocide, culminating in an effort to answer the essential question: "Why do we hate?" Similarly, a humanities class reads Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*, connecting the book to a study of westward expansion and analyzing how historical events still impact people today. A wellness teacher facilitates discussion by asking students to share their perspectives on an issue, then requiring them to explain their reasoning. In a geometry class, students solidify their proofs by answering probing questions, such as "How do you know that?" to explain their reasoning. In a welding class, students apply problem-solving skills to assemble workstations and complete projects, requiring them to determine what needs to be done and in what order, as well as which equipment is necessary. An engineering class challenges students with a real-world design problem (transporting baked goods), requiring collaborative teamwork within design constraints to prototype and then 3-D print a solution. The retail florist class requires students to make aesthetic and resource allocation decisions for flower arrangements based on color, season, and pricing. In a Spanish class, students demonstrate inquiry and higher-order thinking by choosing, planning, and creating projects that teach their peers about a specific global region and its seasonal weather patterns. Students in a biology class use clay to demonstrate how substrates and enzymes interact, outlining the process using chalk markers on the table to guide their work. Culinary students plan meals for the remainder of the week, making recommendations based on criteria like cost, product, and availability, demonstrating complex decision-making in a real-world scenario. Students also learn to integrate knowledge across subjects, such as in a woodshop class where students learn how to make cutting boards, simultaneously learning about fractions and how math is an integral part of woodworking. This cross-curricular connection is reinforced when a student later learns how woodworking and science overlap, as their cutting board warps due to the wood's expansion and contraction in response to changes in moisture and humidity. The capstone experience requires this synthesis, tasking seniors with researching and presenting on a real-world problem or situation, drawing on skills from across their high school careers.

Learners experience a range of assessment practices to support and improve learning. Students sometimes have a choice in the format they use to communicate their knowledge, allowing them to leverage their individual strengths and interests. For example, teachers in humanities classes provide students with choices for demonstrations (PowerPoint slides, posters, videos). Similarly, students in a genocide and human behavior class are allowed to choose the format for their project presentation while being assessed on the same core rubric. In another humanities class, students present on an aspect of a specific decade, choosing how to convey the

information (e.g., video, dance), while adhering to the same basic requirements and rubric. In Russian, the final culture and language assessment involves students' choice of a fairy tale, accompanied by a required presentation and a visual model of their own design, reflecting their understanding. Seniors in the capstone class showcase their learning by presenting it to both fellow students and community members. In one English class, students work with the teacher to create a Venn diagram of two familiar places before transitioning to creating a Venn diagram of three reading selections they had completed. In another English class, students create a board game that combines commonalities between two books around a shared theme, such as "ambition," by generating hard and easy questions/answers from the books. In an AP Physics course, students construct a paper roller coaster and use physics equations to calculate energy, motion, and forces, prompting them to imagine real-world applications for the material. Furthermore, the teacher in a geometry class conducts regular checks for understanding of vocabulary and reasoning as students identify angles, providing immediate feedback on student comprehension. Students and staff refer to student mastery assessments (SMAs) as part of a common vocabulary, and students are quick to point out that the competencies being assessed are indicated on each SMA. SMAs are common between different sections/teachers of the same class. Students are often provided with checklists or rubrics before an SMA, and while the format of the SMA may involve choice, the same rubric is used for evaluation.

In many classes, learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. In an English class warm-up, students read a short passage and correct grammar and punctuation. The teacher then reviews the answers, asking students to share their corrections and follow-up questions to see if they know "why," offering explicit explanations for the rules. In a photography class, students not only study technical concepts but also critique each other's work. As a final project, students create a portfolio that includes each technique they learn, along with notes about the technique. They then use what they consider their best work to create a final journal that showcases all of the techniques they've mastered. In an ELA class, the teacher facilitates structured discussions, and both the teacher and peers provide feedback while students openly respond. In a small engine repair class, students disassemble and reassemble engines as the teacher circulates to offer suggestions, ask guiding questions, and respond to student questions, helping students learn through practice to reach the end goal. In welding, a student creates different types of welds and receives instructor feedback, allowing the student to then self-assess and evaluate their own work in future welds. Choir students learn Italian pronunciation and vocabulary for a new song, with the teacher offering feedback on pronunciation and how to use "word paint" to make words like "tragico" sound more tragic. In academic support, students work through math problems in a small group with a teacher, receiving immediate feedback as they solve the equations. The teacher in a geometry class schedules individual conferences with each student to discuss missing work, opportunities for reassessment, and overall progress in the class. In Chemistry, students work independently but are also encouraged to help each other by explaining concepts and asking questions, fostering a collaborative feedback loop. In photography, students create a portfolio with each technique they learn, including notes about the technique. They then use what they consider their best work to create a final journal that showcases all of the techniques they've mastered. Teachers report student grades, competencies, and citizenship on a quarterly basis. However, students express some confusion with the alignment of course grades and competency grades.

Learners utilize technology extensively across most curricular areas to support, enhance, and demonstrate their learning, providing access to a wide array of digital and specialized tools. All students have a district-issued device. All students have consistent access to digital resources, often utilizing a "clever backpack," which serves as a single sign-on option for many essential technology tools. Teachers regularly direct students to these platforms for assignments; for instance, a teacher in a health sciences class directs students to an activity posted on Schoology. Students in a chemistry class use technology to access online materials and complete notes at the beginning of their atoms unit, demonstrating the integration of digital content delivery. Many courses offer students experience with industry-standard software, preparing them for future careers. Students in interior design and digital media courses utilize specialized industry software in their assignments, developing skills that enable them to demonstrate how to use the software effectively to a visitor. In a Project Lead the Way (PLTW) Engineering II class, students actively use Computer-Aided Design (CAD) software to evaluate objects with design flaws, allowing them to discuss where a failure occurred in the design process. Across many disciplines, SMAs include creating an electronic presentation to share with classmates. In an engineering class, students are required to collaborate and analyze a design via email to mimic a job-site situation. For senior capstone projects, students use technology to create a website as part of their final presentation of learning. Beyond standard digital tools, specialized programs also enhance skill acquisition; for example, veterinary science students have access

to a full surgery suite, a grooming salon, and a receptionist facility to develop hands-on skills across the full spectrum of pet care. The curriculum committee has a current plan to examine the use of artificial intelligence in classroom instruction.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

The school's portrait of a graduate has been recently revised to incorporate the whole district. There is a portrait of a learner for the middle school and the elementary school to help interconnect the three levels of schools within the district. The portrait of a graduate is deeply integrated with the senior capstone, and when students apply for specific programs within honor societies or CTE programs. However, the school has yet to integrate the portrait of a graduate into the entirety of its curriculum. There has been a recent update to the portrait of a graduate, and an effort has been made to include aspects in the current pacing guides.

Various stakeholders can identify many of the qualities of the portrait of a graduate and, with varying levels of success, recognize the core values of character, curiosity, commitment, and community. The school as a whole demonstrates a conceptual understanding of integrating specific features of the portrait of a graduate within its teaching and learning through the learning and engagement objectives. There are concerted efforts to encourage integrity and empathy with students and families, as well as providing voice and choice for future learning and life experiences. The culmination of the senior capstone provides a complete opportunity to incorporate the portrait of a graduate in its entirety.

The school identified three Priority Areas for Growth based on the NEASC Standards and Principles: Examine and revise the school's curriculum documents across all departments to target and assess the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document; Develop and implement practices in student management, counseling, intervention, advisory, and co-curricular programming to ensure a positive, respectful school climate and culture that supports student attainment of the transferable skills and dispositions outlined in the Hudson School District Portrait of a Graduate document; Foster and deepen the school's shared understanding of learning through the development of competency-based assessment practices that promote active learning and consistently measure the depth of understanding, inquiry, and problem solving.

The curriculum is examined by teachers, department chairs, vertical teams, and the curriculum committee across the district at various points throughout the year. This has the potential to be disseminated through the department meeting process (typically three meetings per month). The school focused on developing, updating, and implementing common curriculum templates and pacing guides across departments for grades 6 through 12. This action was primarily driven by staff working collaboratively during professional development days, department meetings, and dedicated common planning time, led by department chairs. The resulting competency document includes a course description, essential questions, competency statements, course-level standards, student mastery assessments (SMAs), and explicitly enumerates the school's core values. A subsequent action was the centralization of all curriculum documents onto a shared curriculum suite staff portal through SharePoint. This move streamlines district personnel's ability to view vertical and horizontal alignment and ensures all faculty have access to the most recent versions of these documents. Instructionally, the school took action to integrate the portrait of a graduate by displaying it in classrooms, using it to justify instructional decisions (e.g., implementing phenomenon-based learning in science), and including the documents in new hire onboarding.

The district is initiating a phased approach to instructional improvement, centering recent professional development on UDL and Tier I classroom supports. Currently, this training is focused on department chairs, who have begun UDL walk-throughs with a facilitator to gain practical knowledge and identify existing areas of teacher strength and growth. This focused effort is designed to ensure that staff practices—across student management, counseling, intervention, and flex—effectively cultivate a positive and respectful school climate that supports students' attainment of the portrait of a graduate's transferable skills.

Through the newly structured PLC, staff members are beginning the process of examining data from iReady, SAT scores, and common assessments to identify and address the development of competency-based assessment practices that promote active learning and consistently measure the depth of understanding, inquiry, and problem-solving. There is a focus on utilizing various data points in PLCs, and notes are being sent to the

dean of academics for further analysis. This entire process is in the early stages of development, but it has been a focus point from the beginning. Across various disciplines, many teachers have proactively implemented innovative, student-centered practices that align with the school's vision for deep learning. These individual and departmental initiatives include implementing high-rigor, real-world tasks such as requiring students to engage in inquiry-based projects (e.g., capstone research, designing experiments, WebQuests) and complex problem-solving (e.g., engineering design constraints and hands-on work in welding and veterinary science). Teachers are also integrating choice into assessment by routinely providing students with multiple pathways to demonstrate mastery (e.g., creating podcasts, designing board games, or presentations), often assessed with the same clear rubric to ensure equitable measurement of learning outcomes.

Commitment

There is a commitment to implementing the school's portrait of a graduate. There are two banners near the cafeteria entrance hanging up, as well as the posters hanging in almost every room. Senior students are familiar with the portrait of a graduate through the senior capstone class, and the curriculum is complete in its scope and sequence. Beyond that, the knowledge of the portrait of a graduate is sporadic among the students. There are pockets of students with a greater knowledge of the portrait; those students either use it for their applications to CTE programs, honor society programs, or the occasional ninth-grade science class.

The school and district as a whole are committed to improving practices around Tier I supports. The district has a focus-oriented professional development program centered on the UDL and MTSS. This commitment will help focus on a growth mindset for all stakeholders. UDL and MTSS are currently new ideas in development within the school. The department chairs have begun the walkthrough process with a consultant to see where UDL is happening within classes. Additional professional development in this area is already scheduled, thus solidifying the school's commitment to UDL.

The staff is dedicated to maximizing student potential by offering a range of learning experiences and fostering a school culture built on positive relationships. Instructors actively work to maintain aligned curricula within their departments and ensure a consistent instructional pace across courses, supplementing this effort with dedicated student support through the academic support program, flex, and school counseling services.

The school board is committed to the continued success of the CTE program. They are committed to providing as many experiential learning options as possible for students. They are committed to allowing educators autonomy to develop a robust and rigorous curriculum. They are committed to examining various data to help resolve any areas of deficiency, while also maintaining open lines of communication with the district, school leaders, and the community it serves.

Competency

The school has demonstrated some competency in implementing the portrait of the graduate. Current practices in place exhibit all facets of the portrait, most explicitly seen in the senior capstone. While administrators continue to embed the portrait of a graduate in curriculum documents, staff are still developing practices to incorporate it into their regular work. The portrait of the graduate is becoming a more familiar vernacular of the school. Continuing to build staff buy-in will be beneficial, and there is work to be done in reviewing grading and reporting practices.

Professional collaboration is an area of strength for this school, and staff at all levels have shown competency. There are regularly scheduled PLCs, department chair meetings, and department-level meetings. Staff are becoming comfortable with the new structure of PLCs, and there is a positive culture around professional collaboration. To guide this new structure, PLCs are currently facilitated by an administrator and a department chair and are assigned specific topics to ensure accountability and inform future planning. The dean of academics is actively collecting and reviewing all PLC notes to develop future recommendations.

The school is developing competency under Priority Area #2. The school has recently implemented professional development focused on the Universal Design for Learning (UDL). This concept is relatively new to the staff of this school, which is working to increase understanding of effective teaching and learning practices. The

department chairs exhibit the competency to pursue this further, but want to have greater clarity of what UDL looks like before implementing it for the staff as a whole.

The school has shown some competency in Priority Area #3. There is a clear movement to ensure competency-based assessment practices across all curriculum areas with common assessments, iReady, and SATs. Some academic areas have shown competency in depth of understanding, inquiry, and problem-solving.

Capacity

The school has the capacity to allocate consistent time for staff collaboration successfully. PLC meetings occur bi-weekly, with staff members alternating between duties and PLC obligations. This protected time allows teams to focus on essential data-driven work, which currently involves analyzing student information from iReady, Lexile scores, and SAT results. While every teacher receives a prep period once per eight blocks, this time isn't designated for collaborative work. Departmental PLC time has recently been significantly increased. For example, in lieu of faculty meetings, departments now have two PLCs during that time. Additionally, department PLCs are held during professional development days, which also substantially expand the time allocated for PLCs.

The assistant superintendent coordinates a committee that actively manages professional learning, ensuring the ongoing process is sufficient to meet staff needs. This committee utilizes staff feedback to identify needs and provides a robust schedule of seven professional development (PD) days annually, combining teacher-led sessions with outside facilitators.

The PD topics are highly aligned with modern practice and the district's vision for effective learning, focusing on key areas such as UDL, MTSS, trauma-based practices, and artificial intelligence. UDL and MTSS, specifically, are new resources for the school, and a dedicated plan is in place to ensure their successful, continued implementation. Furthermore, teachers have recently gained access to student information in iReady, providing a powerful new data resource to inform their practice.

The primary strength within the school's capacity is the amount of time dedicated to departmental and PLC work. The strategic alignment of PD and the introduction of new data and instructional resources (iReady, UDL, MTSS) also demonstrate a strong commitment to growth. However, this time must be made more effective. The departmental time and PLC time will need to be structured to promote efficiency and effectiveness through the use of regular agendas and clearly defined goals for each meeting.

The logical next step to ensure that capacity fully supports the school's development is to implement clear, outlined goals for each department that are consistent with the school's Priority Areas and portrait of a graduate. This plan must explicitly allocate the necessary time during the three monthly department meetings to complete the displaced work of developing, calibrating, and scoring common competency-based assessments. This intentional structure is necessary to translate the available time and new resources into meaningful instructional progress.

Additional Information

Additional Information

Standard 1 Principle 1

School's rating in the Self-Reflection report: Implementing

School's rating in the Summary Report: Developing

Explanation from the School

Our opening of the school year has been challenging for our staff and school community related to legislative changes within the state and the ongoing political climate within our community, state, and country. While staying focused on teaching and learning and supporting each other with kindness were positive internal efforts on the part of most, the absence of strong support from the community at large has ultimately hindered our progress.

Standard 1 Principle 3

School's rating in the Self-Reflection report: Implementing

School's rating in the Summary Report: Transforming

Explanation from the School

Our school staff deeply embraces this principle, and through the addition of key credit recovery and MTSS processes, we have moved forward. The school is to be commended for its strong commitment to ensuring that every student is known, valued, and connected to the school community through initiatives such as credit recovery and MTSS processes; however, continued focus and development in this area will further strengthen the school's capacity to support the intellectual, physical, social, and emotional well-being of all students

Standard 2 Principle 2

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Within the past year, our curriculum leadership team has transformed our process and accessibility to documents that support all teachers, especially those newly transitioning to our school.

Standard 3 Principle 1

School's rating in the Self-Reflection report: Implementing

School's rating in the Summary Report: Transforming

Explanation from the School

Our school improvement plan is a living document and shared work responsibility for all of our school staff. It has been a central aspect of our work and progress since its development at and from the Collaborative Conference visit. We continually review it throughout the year to discuss progress and needs. A similar template is used at all levels and schools, and contains goals for the school district, school, and personal staff goals.

The school is to be commended for its collaborative approach to developing and maintaining a living school improvement plan that reflects shared responsibility and alignment across district and school levels; however, continued efforts are needed to deepen stakeholder engagement and ensure the plan remains a dynamic driver of ongoing growth and improvement.

Standard 3 Principle 2

School's rating in the Self-Reflection report: Implementing

School's rating in the Summary Report: Transforming

Explanation from the School

PLC development, with a new school-wide plan implemented in August 2025, has had early successes. We are deeply committed to changing our PLC definition from common planning time to truly interdisciplinary biweekly meetings to discuss school topics generated by administrators and teachers. Our vision for collaborative leadership through PLCs is a source of pride.

Commendations

Commendation

The positive connections between and among administrators, students, and staff

Commendation

The leadership shown by the principal to foster an inclusive and supportive school environment

Commendation

The dedicated effort by school leadership toward incorporating the portrait of a graduate across the school

Commendation

The increased efforts to connect Alvirne High School to schools throughout the district to increase student familiarity with offerings and to generate excitement about the future

Commendation

The rich variety of curricular and co-curricular programming, including elective choices, available to students to pursue their interests

Commendation

The development of a comprehensive and collaborative school improvement plan that clearly outlines measurable goals, actionable strategies, and implementation benchmarks to drive continuous improvement in teaching, learning, and student outcomes

Commendation

The performing arts staff, including choral and instrumental music and theater, who remain dedicated to sharing student talents despite the limitations inherent in a "gymnatorium"

Commendation

The identification and commitment to the development of UDL adoption and implementation

Commendation

The comprehensive and collaborative system of academic, social, and emotional support for students

Commendation

The safe, well-managed, and modern facilities that effectively support teaching, learning, and student well-being through rigorous safety protocols, proactive maintenance, and ongoing facility enhancements

Additional Recommendations

Recommendation

Ensure that the operation of Alvirne High School and the Wilbur H. Palmer Career & Technical Education Center functions as a single entity

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Kelly Stokoe - Farmington High School

Assistant Chair: Mrs. Candice Schmitz - Salem High School

Team Members

Mr. Brandon Botto - Bedford High School

Heather Hanson - Portsmouth High School

Ms. Janell Lovig - Farmington High School

Dr. Martha Pond - Bedford High School

Robert Ringuette - Douglas High School

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December 3, 2025

Steven Beals
Principal
Alvirne High School
200 Derry Road
Hudson, NH 03051

Dear Mr. Beals,

On behalf of the Commission on Public Schools, I am pleased to share the final copy of the Decennial Accreditation Report that has been prepared for Alvirne High School.

This Decennial Accreditation Report reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to improve the quality of programs and services for the students at the school.

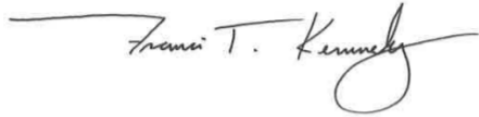
The Commission urges school officials to use the results of the Decennial Accreditation Report to plan the next steps in the school's growth and improvement journey. Schools should continue to focus on any unfinished priority areas as well as recommendations made by the visiting team and develop and implement an updated school growth/improvement plan. Schools are required to submit the school growth/improvement plan and provide an update on any additional progress within one year of the visit.

In alignment with our Commission policy, please share this report publicly with the following persons or groups within 60 days of its receipt from the CPS office:

- superintendent of schools
- board of education
- members of the faculty
- state department of education
- the school community
- appropriate news media

I congratulate you and the entire Alvirne High School community for the time and effort you have invested in the Accreditation process. It is our sincere hope that this report will provide a valuable blueprint for school improvement.

Sincerely,

A handwritten signature in dark ink, reading "Francis T. Kennedy, Jr." with a stylized, flowing script.

Francis T. Kennedy, Jr.

FTK/mcr

cc: Dan Moulis, Superintendent, Hudson School District
Kelly Stokoe, Chair of the Visiting Team

HUDSON SCHOOL DISTRICT

SAU # 81

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To:	Hudson School Board
From:	Dan Pooler, AHS Dean of Academics
Date:	December 15, 2025
Re:	Program of Studies

Executive Summary

The Alvirne High School (AHS) Program of Studies 2026 – 2027 document is a comprehensive guide detailing AHS updated course offerings for the 26-27 school year across all required and elective curriculum areas, including Arts Education, English, Mathematics, Science, and Social Studies, alongside extensive offerings in Career and Technical Education (CTE) and World Language. This document also outlines the various diploma pathways and graduation requirements, specific for the graduating classes of 2027, 2028, 2029, and 2030. The document clearly outlines the new graduation requirements as outlined in the ED 306's and follows the newly adopted guidelines and requirements in Hudson School District Policy IK. The Alvirne Program of Studies clarifies items in Policy IK and serves as the guiding document for student class selections and graduation requirements.

Background Information

The Ed 306's refers to the New Hampshire Department of Education's (NHDOE) Minimum Standards for Public School Approval. These are the regulatory requirements that all public school districts and public academies in New Hampshire must follow to be approved by the state.

Requested Board Action

Hudson School Board Approval

ALVIRNE HIGH SCHOOL



PROGRAM OF STUDIES

2026-2027

SAU81.ORG/AHS

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SECTION 1



Statement of Non-Discrimination

The Hudson School District does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation, or marital status. This statement is a reflection of the Hudson School District and refers to, but is not limited to the provisions of the following laws:

Title VI and VII of the Civil Rights Act of 1964
The Age Discrimination Act of 1967
Title IX of the Education Amendments Act of 1972
Section 504 of the Rehabilitation Act of 1973
The Americans with Disabilities Act of 1975
NH Law against Discrimination (RSA 354-A), and State Rule: ED 303.01(i),(j),(k)

The Title IX Coordinator is the HR Director of SAU81, Hudson, NH 03051.
The Section 504 Coordinator is the Director of Student Services, 20 Library Street, Hudson, NH 03051.

Inquiries may also be directed to:

The US Department of Education, Office for Civil Rights, Region 1, J.W. McCormack Post Office and Courthouse Building, Room 222, Boston, MA 02109-4557 (617-223-9696)

Equal Opportunity Employment Commission, JFK Federal Building, Room 475, Government Center, Boston, MA 02201
(617-565-3200)

NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)

A lack of English language skills will not be a barrier to admission or participation to any program at Alvirne High School.

Hudson School District

20 Library Street
Hudson, NH 03051
603-886-7765
www.sau81.org

Hudson SAU #81 Administration

Director of School Counseling	Scott Jaquith	sjaquith@sau81.org
Music Director	Robert Scagnelli	rscagnelli@sau81.org

Alvirne High School

Principal	Steven Beals	sbeals@sau81.org
Associate Principal	Jodi Hallas	jhallas@sau81.org
Associate Principal	Jason Tesini	jtesini@sau81.org
Assistant Principal	Jessica Van Vranken	jvanvraken@sau81.org
Dean of Academics	Daniel Pooler	dpooler@sau81.org
CTE Director	Eric Frauworth	efrauworth@sau81.org
CTE Department Head	Jacque Michaud	jmichaud@sau81.org
English Department Head	Lauren Denis	ldenis@sau81.org
Social Studies Department Head	Scott Rush	srush@sau81.org
Science Department Head		
Math Department Head	Shannon McCarthy	smccarthy@sau81.org
World Language Department Head	Sarah Nassif	snassif@sau81.org
Special Education Coordinator		
Athletic Director	Justin Hufft	jhufft@sau81.org
Extended Learning Opportunity (ELO) Coordinator/ Career Development Coordinator	Rich Paiva	rpaiva@sau81.org

Alvirne High School's Vision Statement

Preparing students for success in their personal, professional, and civic lives.

Alvirne High School's Mission Statement

We are a community of thoughtful, articulate, and skilled learners who:

- Aspire to gain understanding about ourselves, the community, and diverse fields of study that will sustain us throughout our lives;
- Honor our core values;
- Support all members of our community as we strive to meet the dynamic challenges of the future through a process of continuous growth.

We are a community of thoughtful, articulate, and skilled learners, who seek to gain understanding about ourselves, the world, and diverse fields of study that will sustain us throughout our lives as we strive to meet the dynamic challenges of the 21st century. In partnership with families and the Hudson community, the staff and students of Alvirne High School commit to creating a safe and positive learning environment defined by these values.

- **Character** - the combined qualities of integrity, kindness, tolerance, humility, and respect
- **Curiosity** - the life-long enjoyment of and passion for learning
- **Commitment** - the work ethic, independence, and responsibility developed by diverse and challenging programs
- **Community** - pride in our school, ourselves, and in our service to others

Consistent with our core values and beliefs, our graduates will meet the following 21st Century learning expectations:

Academic Competencies

Communicate

Students will communicate effectively using multiple forms and mediums for a variety of academic, civic, personal, career, and artistic purposes.

Inquire

Students will develop reading, research, listening, and observation skills as well as aesthetic awareness through engagement with authentic, inquiry-based experiences.

Think

Students will think critically, creatively, adaptively, and reflectively to solve problems and enhance their understanding of the world around them.

Apply Real World Skills

Students will integrate knowledge and skills with real-world applications.

Use Tools and Technology

Students will use tools and technology responsibly to enhance and express their learning.

Social and Civic Competencies

Work Together

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

Do the Right Thing

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

Get Involved

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

Portrait of an Alvirne Graduate

Alvirne High School Core Values:

- **Character:** the combined qualities of integrity, kindness, tolerance, humility, and respect.
- **Curiosity:** the lifelong enjoyment of and passion for learning.
- **Commitment:** the work ethic, independence, and responsibility developed by diverse and challenging programs.
- **Community:** pride in our school, ourselves, and in our service to others.

Learning Objectives at Alvirne will:

- Ensure all students learn and achieve.
- Encourage integrity and empathy with students and families.
- Provide opportunities for critical thinking, problem-solving, and collaboration.
- Engage students in active learning opportunities.
- Support creativity, self-advocacy, and personal growth.

Engagement Objectives at Alvirne will:

- Model technology usage respectfully and responsibly.
- Develop effective communication and public speaking skills.
- Provide voice and choice for future learning and life experiences.
- Ensure knowledge, commitment, and demonstration of learning through a senior project (Capstone).
- Foster civic involvement within the school and the greater Hudson community.

Social Experiences at Alvirne will:

- Foster respect for others while being aware of others and understanding their differences.
- Ensure generational traditions and communal experiences.
- Provide opportunities to participate in various activities outside of school and competitions.
- Celebrate the energy of sports teams, the creativity of theater, and the rhythm of music.
- Provide engaging opportunities to create meaningful connections through a vast array of clubs that allow students to express themselves.

Competency-based Grading System

Each course reports an overall, cumulative grade as well as a breakdown of the proficiency levels in each competency, both of which can be accessed in live time on the Quick Lookup area of the parent and student portal. Report cards are posted to the PowerSchool Portal after each quarterly marking period.

- Each quarterly report card will reflect the current, cumulative progress in the course and not an isolated, 45-day calculation.
- Current progress in course competencies will also be included on the report card. Students must be meeting or exceeding expectations (ME or EE) at the conclusion of the course in order to earn credit. As all courses are still in progress at the end of quarter one, students still have time to improve their overall grades and competencies.
- Official AHS transcripts report only final grades for each course and the career GPA.
- Honor Roll and co-curricular eligibility continue to be based on the quarterly GPA.

Cumulative Grades

Letter grades and other symbols are used to represent levels of academic achievement, which factor into a student's grade point average (GPA) on the official high school transcript. Honors courses are weighted an additional .3 GPA value and Advanced Placement (AP) courses are weighted an additional .6 GPA value.

Grade	Correlation	GPA Value	Honors-Level GPA Value	AP-Level GPA Value
A+	98-100 %	4.3	4.6	4.9
A	93-97 %	4.0	4.3	4.6
A-	90-92 %	3.7	4.0	4.3
B+	87-89 %	3.3	3.6	3.9
B	83-86 %	3.0	3.3	3.6
B-	80-82 %	2.7	3.0	3.3
C+	77-79 %	2.3	2.6	2.9
C	73-76 %	2.0	2.3	2.6
C-	70-72 %	1.7	2.0	2.3
D+	67-69 %	1.3	1.6	1.9
D	63-66 %	1.0	1.3	1.6
D-	60-62 %	0.7	1.0	1.3
F	0-59 %	0	0	0
PC*	Passed Competencies	0	0	0
FC**	Failed Competencies	0	0	0
I	Incomplete	0	0	0
EA	Excessive Absences	59% calculated for term grade		

*Classes with PC grades are awarded credit with a zero GPA value.

**The original grade and GPA value is reinstated upon successful remediation of failed competencies (FC) classes.

Competency Levels

Competencies are the core skills and concepts that are essential to each course at Alvirne High School. In order to earn course credit, students must meet expectations (ME) or exceed expectations (EE) in all identified competency areas. This will be accomplished by demonstrating proficiency on key, major assessments (Student Mastery Assessments or SMAs) within the competency.

Level	Description
EE	Exceeds Expectations: The student exceeds proficiency standards for this competency.
ME	Meets Expectations: The student meets proficiency standards for this competency.
AE	Approaches Expectations: The student approaches proficiency standards in this competency.
IP	In Progress: The student requires ongoing support to develop this skill.
MNC	Missing No Credit: Sufficient evidence has not been provided to assess proficiency standards.

Honor Roll

Honor roll is determined at the end of each quarterly marking period using the following standards:

- High Honors with Distinction: 4.0 GPA (no grade below a B-; Meeting/Exceeding all competency expectations)
- High Honors: 3.7 GPA (no grade below a B-; Meeting/Exceeding all competency expectations)
- Honors: 3.3 GPA (no grade below a C+; Meeting/Exceeding all competency expectations)

Students must be enrolled in at least six course credits with no incomplete (I) grades to be eligible for honor roll status.

Class Rank

Class rank is determined through the cumulative average of final grades (calculated to the hundredth place) for all credits earned and reflects weighting for both honors and AP courses. A student's class rank appears on the official transcript and is available to colleges and other post-secondary institutions upon release by the student or the student's parent/guardian. Class rank for graduating seniors is determined after seven semesters of high school study at the conclusion of the first semester of the school year. The class Valedictorian, Salutatorian, and Class Essayist are named at this time.

Honors Graduates

Seniors earning a 3.3 career grade point average will be recognized as Honors Graduates as determined after seven semesters of high school study. Seniors achieving this distinction will be recognized in the graduation program and with an award to be worn at graduation. The weighted grade point average is calculated to the hundredths place, with no rounding up or rounding down. A student, therefore, achieving a cumulative 3.29 GPA does not qualify for Honors Graduate recognition.

Alvirne Diploma Requirements - 24 Credits (Classes of 2027, 2028 & 2029)

Subject	Credits	Required Courses
Arts Education and Music	.5	Art or Music Course
English (taken each year)	4	English 9 (1 cr.) English 10 (1 cr.) American Humanities* – Junior Year (1 cr.) Capstone – Senior Year (.5 cr.)
Digital Literacy	.5	Technology Embedded Courses (.5 cr.)
Mathematics (taken each year)	4	Algebra 1 (1 cr.)
Physical Education	1.5	Wellness (1 cr.) PE (.5 cr.)
Science	3	Earth/Physical Science (1 cr.) Biology (1 cr.)
Social Studies	3	World Studies (1 cr.) American Humanities* – Junior Year (1 cr.) U.S. & NH Government (.5 cr.) Economics (.5 cr.)
Open Elective Courses	7.5	In addition to the courses in the subject areas above, other open elective options include: Career and Technical Education, Family and Consumer Science, and World Language.
<i>*Humanities meets daily and is taught by an English teacher and a Social Studies teacher. 2 credits are earned for successful completion of this course (1 credit in English and 1 credit in Social Studies).</i>		

Alvirne Diploma Requirements - 24 Credits (Class of 2030)

Subject	Credits	Required Courses
Arts Education and Music	.5	Art or Music Course
English (taken each year)	4	English 9 (1 cr.) English 10 (1 cr.) American Humanities* – Junior Year (1 cr.) Capstone (Logic & Rhetoric) – Senior Year (.5 cr.)
Digital Literacy	.5	Embedded in English 10 (.5 cr.)
Mathematics (taken each year)	4	Algebra 1 (1 cr.)
Physical Education	1.5	Wellness (1 cr.) PE (.5 cr.)
Science	3	Physical Science (1 cr.) Biology (1 cr.)
Social Studies	4.5	World Studies (1 cr.) American Humanities* – Junior Year (1 cr.) NH History & Constitution (1 cr.) Economics/Personal Finance (1 cr.) Civics (.5 cr.)
General Elective Requirement	.5	Data Analysis embedded in Physical Science (.5 cr)
Open Elective Courses	5.5	In addition to the courses in the subject areas above, other open elective options include: Career and Technical Education, Family and Consumer Science, and World Language.
<i>*Humanities meets daily and is taught by an English teacher and a Social Studies teacher. 2 credits are earned for successful completion of this course (1 credit in English and 1 credit in Social Studies).</i>		

The Alvirne Diploma with Distinction Requirements - 28 Credit (Classes of 2027, 2028 & 2029)

Subject	Credits	Required Courses
Arts Education and Music	.5	Art or Music Course
English (taken each year)	4	English 9 (1 cr.) English 10 (1 cr.) American Humanities* – Junior Year (1 cr.) Capstone – Senior Year (.5 cr.)
Digital Literacy	.5	Technology Embedded Courses (.5 cr.)
Mathematics (taken each year)	4	Algebra 1 (1 cr.)
Physical Education	1.5	Wellness (1 cr.) PE (.5 cr.)
Science	3	Earth/Physical Science(1 cr.) Biology (1 cr.)
Social Studies	3	World Studies (1 cr.) American Humanities* – Junior Year (1 cr.) U.S. & NH Government (.5 cr.) Economics (.5 cr.)
Open Elective Courses	11.5	In addition to the courses in the subject areas above, other open elective options include: Career and Technical Education, Family and Consumer Science, and World Language.
Distinction Diploma Requirements		Students must complete at least 4 credits with a focus in World Language, CTE, or Fine Arts or any combination of the three that goes above graduation requirements.
<i>*Humanities meets daily and is taught by an English teacher and a Social Studies teacher. 2 credits are earned for successful completion of this course (1 credit in English and 1 credit in Social Studies).</i>		

The Alvirne Diploma with Distinction Requirements - 28 Credits (Class of 2030)

Subject	Credits	Required Courses
Arts Education and Music	.5	Art or Music Course
English (taken each year)	4	English 9 (1 cr.) English 10 (1 cr.) American Humanities* – Junior Year (1 cr.) Capstone (Logic & Rhetoric) – Senior Year (.5 cr.)
Digital Literacy	.5	Embedded in English 10 (.5 cr.)
Mathematics (taken each year)	4	Algebra 1 (1 cr.)
Physical Education	1.5	Wellness (1 cr.) PE (.5 cr.)
Science	3	Physical Science (1 cr.) Biology (1 cr.)
Social Studies	4.5	World Studies (1 cr.) American Humanities* – Junior Year (1 cr.) NH History & Constitution (1 cr.) Economics/Personal Finance (1 cr.) Civics (.5 cr.)
General Elective Requirement	.5	Data Analysis embedded in Physical Science (.5 cr)
Open Elective Courses	9.5	In addition to the courses in the subject areas above, other open elective options include: Career and Technical Education, Family and Consumer Science, and World Language.
Distinction Diploma Requirements		Students must complete at least 4 credits with a focus in World Language, CTE, or Fine Arts or any combination of the three that goes above graduation requirements.
*Humanities meets daily and is taught by an English teacher and a Social Studies teacher. 2 credits are earned for successful completion of this course (1 credit in English and 1 credit in Social Studies).		

The Alvirne High School Core Diploma - 20 Credits (Classes of 2027, 2028 & 2029)

Subject	Credits	Required Courses
Arts Education and Music	.5	Art or Music Course
English (taken each year)	4	English Courses
Digital Literacy	.5	Embedded Course (.5 cr.)
Mathematics (taken each year)	3	Algebra 1 (1 cr.)
Physical Education	1.5	Wellness (1cr.) PE (.5 cr.)
Science	2	Physical Science (1 cr.) Biology (1 cr.)
Social Studies	2.5	World Studies (.5 cr.) U.S./NH History (1 cr.) U.S./NH Gov/Civics (.5 cr.) Economics (.5 cr.)
Open Elective Courses	6	In addition to the courses in the subject areas above, other open elective options include: Career and Technical Education, Family and Consumer Science, and World Language.
<i>*Humanities meets daily and is taught by an English teacher and a Social Studies teacher. 2 credits are earned for successful completion of this course (1 credit in English and 1 credit in Social Studies)</i>		

The Alvirne High School Core Diploma Requirements – 20 Credits (Class of 2030)

Subject	Credits	Required Courses
Arts Education and Music	.5	Art or Music Course
English (taken each year)	4	English 9 (1 cr.) English 10 (1 cr.) Senior Capstone (Logic & Rhetoric) (.5 cr.)
Digital Literacy	.5	Embedded in English 10 (.5 cr.)
Mathematics (taken each year)	3	Algebra 1 (1 cr.)
Physical Education	1.5	Wellness (1cr.) PE (.5 cr.)
Science	2	Physical Science (1. cr.) Biology (1 cr.)
Social Studies	4.5	World Studies (1 cr.) NH History/Government (1 cr.) U.S. History (1 cr.) Civics (.5 cr.) Economics/Financial Literacy (1 cr.)
General Elective Requirement	.5	Data Analysis embedded in Physical Science (.5 cr)
Open Elective Courses	3.5	In addition to the courses in the subject areas above, other open elective options include: Career and Technical Education, Family and Consumer Science, and World Language.
<i>*Humanities meets daily and is taught by an English teacher and a Social Studies teacher. 2 credits are earned for successful completion of this course (1 credit in English and 1 credit in Social Studies).</i>		

Graduation Requirements – 28 Credit Alvirne HS Diploma with Distinction

The Alvirne Distinguished Diploma is achieved by meeting all of the requirements of the 24 Credit Traditional diploma, earning at least 28 credits, and maintaining a Grade Point Average of at least a 3.3 over the course of the student's four years at Alvirne High School. Students must complete at least 4 credits with a focus in World Language, Fine Arts, CTE, or any combination of the three that goes above and beyond the traditional diploma requirements. CTE students are encouraged to complete their two year program choices, whenever possible.

Embedded Course Offerings

Math Embedded Courses

(These courses contain embedded mathematics and may be used to fulfill the fourth math credit as a math experience.)

Accounting I, II	Engineering I, II
AP Chemistry	Heavy Duty Mechanics II
AP Physics I	Marketing II Honors
Chemistry CP	Physics CP
Chemistry Honors	Physics Honors
Construction II	Veterinary Science II Honors
Culinary Arts II Honors	Welding & Fabrication II

Digital Literacy Embedded Courses (Classes of 2027 and 2028 only)

(These courses contain technology usage and may be used to fulfill the digital literacy requirement.)

Coding and Gaming	Introduction to Digital Media
Digital Media I, II	Introduction to Graphic Design
Engineering I, II	Marketing I
	Portfolio with pre-approval

Arts Education Embedded Courses

(These courses contain embedded art and may be used to fulfill the arts education requirement.)

Digital Media I, II	Retail Florist I, II
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Yearly Course Load Expectations

Students must have a course load each year of at least:

Freshmen:	7 Courses
Sophomores:	7 Courses
Juniors:	6 Courses
Seniors:	5 Courses

Early Graduation

Early graduation is an option for students when it is related to the career and/or educational plans of the student making the request. Students desiring to complete their high school careers and graduation requirements at the end of 3 or 3 ½ years must make this request prior to scheduling classes for the last anticipated year of attendance. Requests for approval of early graduation must be submitted in writing and signed by both the student and their parent/guardian. The student must justify why early graduation is necessary and in the student's best interest. Students leaving at the end of the 3 ½ years will not receive their diplomas until the scheduled graduation ceremony in June.

Declaration of Diploma Pathway

While Alvirne offers multiple pathways to graduation, students may not declare they will be completing the Core Diploma pathway until the beginning of their 6th semester at Alvirne High School. Students may not use the Core Diploma pathway for Early Graduation. Students declaring their intention to complete the Core Diploma pathway must meet with their Counselor and get approval from the Director of School Counseling, Dean of Academics, and if the student is under 18 years of age, get parental consent.

SECTION 2



Course Offerings

ARTS EDUCATION AND MUSIC

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADES			
Advanced Ceramics	.5	Semester		10	11	12
Advanced Studio Arts	.5	Semester		10	11	12
Chamber Choir	1	Year-Long		10	11	12
Children's and Comic Book Illustrations	.5	Semester	9	10	11	12
Concert Band	1	Year-Long	9	10	11	12
Concert Choir	1	Year-Long	9	10	11	12
Digital Photography	.5	Semester		10	11	12
Digital Photography II	.5	Semester		10	11	12
Drawing and Painting	.5	Semester	9	10	11	12
Drawing and Painting II	.5	Semester		10	11	12
Fiber and Textile Arts	.5	Semester	9	10	11	12
History of Rock n' Roll	.5	Semester	9	10	11	12
Interior Design	.5	Semester	9	10	11	12
Introduction to Ceramics	.5	Semester	9	10	11	12
Introduction to Graphic Design	.5	Semester	9	10	11	12
Intro to Guitar	.5	Semester	9	10	11	12
Jazz Band	1	Year-Long	9	10	11	12
Jewelry and Adornment	.5	Semester	9	10	11	12
Mixed Media	.5	Semester	9	10	11	12
Music Theory	.5	Semester	9	10	11	12
Piano Lab	.5	Semester	9	10	11	12
Symphonic Band Honors	1	Year-Long	9	10	11	12
Treble Choir	1	Year-Long		10	11	12

COURSE DESCRIPTIONS

Advanced Ceramics

Semester course

Advanced Ceramics will build upon the knowledge and skills gained in Introduction to Ceramics. Students will continue to develop their skills in hand building and wheel throwing. In this course students will have the opportunity to focus on sculptural or hand building techniques that help them express their artistic vision. Students will learn different glazing techniques to achieve desired appearance and aesthetic, as well as to express their creativity. Weekly class critiques will be conducted, and students will be required to keep an up-to-date sketchbook. This curriculum will reflect a more open-ended design, with a focus being on technique and process. Students will be introduced to more complex concepts and vocabulary incorporating artistic perception, creative expression, historical/cultural context, making connections and relationships to student's interests and future career opportunities. This course can be retaken over the duration of a student's high school career as they enhance their technical and artistic skills, create a body of work, and build a portfolio.

Prerequisite(s): Introduction to Ceramics

Advanced Studio Arts

Semester course

Advanced Studio Arts is a high-level course offered to students who wish to develop their technical artistic skills and develop a more sophisticated approach to process subject matter while creating a solid body of original artwork. Students who take this course keep an artist journal to explore artistic process, media experimentation and teacher-student discussions to support the process, analysis, reflection, and refinement of work. Students will submit a portfolio for review at the end of each semester. While the portfolios are oriented specifically for the advanced studio art practices, the work may also be for exhibition, for enhancing the college application process, and may be submitted for scholarship considerations.

This class may be taken by students who wish to put together a portfolio for college applications and is appropriate for students with strong, independent motivation and a desire to become a mature artist. This course can be retaken over the duration of a student's high school career as they enhance their technical and artistic skills, create a body of work, and build a portfolio. Prerequisite(s): Any intro level course – Drawing and Painting, Children's and Comic Book Illustrations, Mixed Media, or Digital Photography (with instructor approval)

Chamber Choir

Year-long course

Chamber Choir ("B Naturals") is an auditioned group which involves the performance of standard and contemporary vocal literature. The performance of various arrangements in the SATB repertoire helps students experience proper rehearsal procedure, choral blend, balance, and technique. An emphasis is placed on community service through performance. Students in this ensemble are highly encouraged to take private lessons. Students are urged to give of their time in order to reach those in the community who cannot attend public or school performances. This course can be taken for Honors credit by completing additional auditions and projects under the direction of the teacher. Pianists are urged to audition as accompanists. This course may be repeated.

Children's and Comic Book Illustration

Semester course

This course will allow for students to explore the art within the pages of a book from graphic novels, comics, children's books, visual journals, etc. Students will learn the process of creating their own book from story boarding, color studies, edits, final rendering, and the publishing process. Students will be able to create successful page spreads in various media as well as considering elements and principles of art and activating an entire page incorporating text. Students will be able to explore the different areas of graphic novels, comics, children's books, and visual journals to create a final book that is ready to be pitched to a publishing agency!

***If a student has a drawing tablet, this may be used but is not required.**

Concert Band

Year-long course

Concert Band is a non-auditioned instrumental ensemble in which students study and perform standard and contemporary wind band literature. Performance of various musical styles as well as composition, arrangement, and self-guided musicianship projects help students to develop musical literacy, proper instrumental technique, and ensemble performance skills. Concert performances are a requirement. Participation in marching band is required for first-year members. This course may be repeated.

Concert Choir

Year-long course

Concert Choir is a non-auditioned vocal group, singing a variety of standard and contemporary music. Performance of various SAB and SATB arrangements help the student to experience proper rehearsal procedures, vocal technique, choral blend, balance, and style. This course is offered to all students whose interest is of a general nature, and to those who anticipate singing at the college or community level. Concert performances are a requirement. Students are urged to give of their time in order to reach those in the community who cannot attend public or school performances. This course can be taken for Honors credit by completing additional auditions and projects under the direction of the teacher. This course may be repeated.

Digital Photography

Semester course

Digital Photography offers the opportunity for students to initially learn the needed technical and aesthetic skills to make quality digital photographs and prints while using a DSLR camera. Students will then explore the visual art elements and principles while they challenge themselves to create work that celebrates their own individual identity and self-awareness, in addition to their view of the world and people around them. Students will learn about communicating and creating meaning and narrative via the camera.

Digital Photography II

Semester course

Digital Photography II is offered to students who have completed Digital Photography and are looking to further hone their skills on the DSLR camera. In Photo II, students will tackle topics such as photojournalism, dynamic range, conceptual photography, and advanced editing. They will also gain expertise using different lenses, filters and other tools as they develop a photographic digital portfolio.

Prerequisite(s): Digital Photography

Drawing and Painting

Semester course

In Drawing and Painting students will start to develop the drawing skills fundamental to all art media, art courses and most careers in art. They will demonstrate these skills in painting, design, and other 2-dimensional media. They will experience the organization of the art elements and principles while they experiment with a variety of 2-dimensional art techniques and mediums. Primarily they will use contour, freehand and observational techniques to render works. Creative art projects will be explored using graphite pencil, marker, charcoal, ink, pastel, and colored pencil. Painting media will include tempera and watercolor, and mixed media through collage. Possible subject areas are still-life, fantasy, nature, and portrait studies. Design techniques will be also explored to highlight current trends and students' interests. Students will study artists, cultures, aesthetics, and art history.

***Sketchbook/Journal is required.**

Drawing and Painting II

Semester course

Drawing and Painting II is designed to build upon the skills students learned in Drawing and Painting. In this course, students will have the opportunity to delve more deeply into the social, historical and cultural impact of art-making through the creation of their own art. This course offers students the chance to refine their skills with drawing and painting materials they are familiar with, as well as gain experience with new media. Students will create projects at a larger scale to facilitate the development of a portfolio.

Prerequisite(s): Drawing and Painting

Fiber and Textile Arts

Semester course

This course will focus on a variety of techniques for manipulating fabric and fibers, including sewing and quilting, embroidery, felting, knitting and crochet, soft sculpture, and weaving. Students will use the elements of art and principles of design to create functional and decorative art objects that express their own personal tastes and interests. While creating work, students will also explore historical and contemporary fashion, quilting, textile design, weaving, knitting and crochet.

History of Rock n' Roll

Semester course

This course is a survey of the growth and development of rock music, beginning with the study of Afro-American field songs and chants, up to and including rock styles of the 1970's. The basic elements of music: rhythm, melody, harmony, tone color, forms and texture are studied. Students will explore the history of the artform through research projects, podcasts, and other various projects throughout the semester. This course may not be repeated.

Interior Design

Semester course

In this course, students will learn to create functional and attractive designs for a variety of applications using the elements of design. They will learn the process of conceptualizing a design, curating their work, and creating a proof of concept to communicate their work to a client. Students will have the opportunity to explore a wide variety of design ideas in housing, commercial interiors, and set design for movies and television, and will learn a variety of ways to present concepts to clients for each application. This course will include 2D and 3D hands-on projects that will hone skills in drawing, composition, curation, and personal taste.

Introduction to Ceramics

Semester course

Introduction to ceramics is designed for students who are interested in art and really enjoy hands-on learning. Over the semester, students will create projects using basic hand-building techniques and may also learn how to throw basic forms such as bowls and cylinders on the wheel. Using hand building techniques, they will make various pieces including mugs, geometric and organic forms, and other functional and non-functional pieces. Through each project, students will learn about the various methods of surface treatment, firing, and design. The course will also explore the tradition and history of ceramics as both an art form and a practical skill.

***This introductory art course is a foundation for Advanced Ceramics.**

Introduction to Graphic Design

Semester course

Introduction to Graphic Design introduces students to basic graphic design techniques used by commercial and visual artists while exploring the elements and principles of art. Students will learn basic Adobe Photoshop, music mixing and movie maker skills while applying the fundamentals of design, layout, composition, and typography in the digital realm. Projects may include digital collage and composite imagery, masking and photo and digital editing, using typography through creating original logos, posters and designs, as well as vector and raster image manipulation. This introductory art course satisfies the fine arts requirement for graduation. A journal may be required for assignments. This class has no advanced or repeatable option.

^This course satisfies the fine arts requirement.

Intro to Guitar

Semester course

This course is intended for the non-guitarist. All students will learn basic music theory, chord positions and chord progressions. Weekly performances are a requirement and enrollment is limited to 14 students. Acoustic guitars are provided by the school, but students may choose to bring their own *acoustic* guitars (electric guitars are not permitted). This course may not be repeated.

Jazz Band

Year-long course

Jazz Band is an auditioned instrumental ensemble in which students study and perform standard and contemporary jazz literature in a variety of musical styles. Students must be able to perform and read music on one of the following instruments: saxophone, trumpet, trombone, piano, string bass/bass guitar, guitar, vibraphone, and drum set. Listening exercises, development of improvisational skills, and arrangement projects are designed to enhance students' understanding of performance practices in the jazz idiom. Concert performances are a requirement. This course can be taken for Honors credit by completing additional auditions and projects under the direction of the teacher. This course may be repeated.

Co-requisite requirement: Enrollment in Concert Band or Symphonic Band Honors*

*Exceptions must be approved by the District Director of Music

Jewelry and Adornment

Semester Course

In this course, students will explore the history, craftsmanship, and creation of jewelry and other forms of wearable adornment. By practicing a variety of techniques including beading, wire work, weaving, embroidery, and many others, students will have the opportunity to create their own jewelry and other wearables to keep or gift. Students will also learn about how jewelry and adornment fits into historical and contemporary culture and art history, and investigate how adorning our bodies can become a method of

personal, cultural, and societal expression. Throughout the course, students will build skills in design, expression, craftsmanship, and historical art analysis.

Mixed Media

Semester course

This course will offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and drawing media. Techniques will include collage, monotype printing, drawing, painting, mixing, fiber arts, assemblage, cutting, and pasting, etc. This course is designed to give students a wide variety of art making experiences and allows students to continue to explore various visual art forms and techniques through the elements and principles of art and design. Students will produce original artworks and learn skills and techniques associated with a variety of art media. Students will develop technical skills and personal style. Students explore the world of relief. Both traditional and non-traditional approaches are taught. Many projects may include ordinary objects that can be transformed into creative works of art.

Music Theory

Semester course

This course teaches fundamental music theory skills. Students enrolled in this course learn to read, write, and understand the symbols of music notation. No formal study in music is required. Classroom instruction will also include sight singing, ear training, rhythmic dictation as well as performance and listening activities. The material covered in Music Theory provides a firm foundation for more advanced studies in music. This course may not be repeated.

Piano Lab

Semester 1 course

This course is intended for the non-pianist. Fundamental instruction will be given on electronic keyboards. The student will learn to read music notation, chords, melody, and accompaniment in a variety of styles such as Classical, Rock, and Blues. Students are required to perform weekly. Enrollment is limited to 10 students. This course may not be repeated.

Symphonic Band Honors

Year-long course

Symphonic Band is an auditioned instrumental ensemble which serves as the Honors credit component of Concert Band through concurrent enrollment. Students in this ensemble will study and perform advanced standard and contemporary wind band literature beyond what is required of Concert Band. Rehearsals for Symphonic Band occur three mornings per week before school. Participation in marching band is a requirement for all students enrolled in Symphonic Band. This course may be repeated.

Treble Choir

Year-long course

Treble Choir is an auditioned group which involves the performance of standard and contemporary vocal literature arranged for soprano and alto voices. The performance of various SSA and SSAA compositions and arrangements helps students experience proper rehearsal procedure, choral blend, balance and technique. An emphasis is placed on community service through performance. Students in this ensemble are highly encouraged to take private lessons. Students are urged to give of their time in order to reach those in the community who cannot attend public or school performances. This course can be taken for Honors credit by completing additional auditions and projects under the direction of the teacher. Pianists are urged to audition as accompanists. This course may be repeated.

ENGLISH

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
American Humanities CP^	1	Year-long			11	
AP American Humanities^	1	Year-long			11	
AP Literature and Composition^	1	Year-long				12
Creative Writing^	.5	Semester		10	11	12
Debate and Civil Discourse CP^	.5	Semester				12
English 9 CP^	1	Year-long	9			
English 9 Honors^	1	Year-long	9			
English 9 Workshop	1	Year-long	9			
English 10 CP^	1	Year-long		10		
English 10 Honors^	1	Year-long		10		
English 10 Workshop	1	Year-long		10		
Fairytale, Myths, and Legends^	.5	Semester		10	11	12
Genocide Studies CP^	.5	Semester			11	12
Genocide Studies 2 CP	.5	Semester			11	12
Modern American Lit through Sports CP	.5	Semester		10	11	12
Reading & Writing Across the Curriculum	.5	Semester	9	10	11	
Senior English Capstone^	.5	Semester				12
Senior English Capstone – An Educator’s Experience	.5	Semester				12
True Crime and Detective Literature CP^	.5	Semester			11	12
Visual Communication through Screens, Scripts, and Social Media	.5	Semester		10	11	12

^NCAA Approved

English Program Sequence		
Year	Students attending a selective 4-year college (see college for specific requirements)	Students attending a 2-year college, trade school, or entering the military or workforce
Freshman	English 9 CP or English 9 Honors	English 9 CP or English 10 Workshop
Sophomore	English 10 CP or English 10 Honors	English 10 CP or English 10 Workshop
Junior	American Humanities AP or American Humanities CP	American Humanities CP
Senior	Senior Capstone and English Elective	Senior Capstone and English Elective

American Humanities CP (Double block)

Year-long course

Students in this course will explore American culture through the study of history, literature, art, music, film, and television. This interdisciplinary program is team-taught by two teachers, one from the English Department, and one from the Social Studies Department. The course meets daily and satisfies the junior English and History requirements. The course places emphasis on group cooperation and self-motivation. Students enrolling in American Humanities can select to pursue additional study and earn

an honors level designation on their transcript. In addition to maintaining an 85 percent average in the regular course expectations, honors students will be expected to complete independent reading, upper-level writing, special projects, presentations, and summer assignments.

Prerequisite(s): English 9 and English 10

AP American Humanities (Double block)

Year-long course

This intensive, college-level study of American history, literature, culture, and thought prepares students to take both the Advanced Placement United States History and Advanced Placement English Language and Composition exams. Through this interdisciplinary approach co-taught by a history and English teacher, students will grow in their capacity to think, read, view, analyze, synthesize, and evaluate critically, as they engage with a wide variety of written, visual, and aural texts, with an emphasis on primary sources and their interpretation. Students will also learn how to communicate and collaborate in effective and powerful ways through daily writing, discussion, and presentation activities.

This course meets daily and satisfies both the junior English and US History requirements. Completion of one or both AP US History and AP English Language and Composition exams in May are mandatory for all students.

Prerequisite(s): AP US History I and Honors English 10 (or permission)

AP Literature and Composition

Year-long course

This course is offered for students with outstanding reading, writing, and speaking skills, strong motivation and self-discipline, and a desire to deal with the complex literature of the British literary heritage, as well as the key standards of a college-level composition course. Students prepare to take the Advanced Placement Literature and Composition exam given annually in May. Summer assignments and recommendations from eleventh-grade English teacher recommendation required. **Students are required to take the AP exam in May. Capstone competencies are embedded in this AP course.**

Prerequisite(s): English 9

Creative Writing CP

Semester course

This course is designed for students who enjoy creative expression in their writing. Students explore original fiction, poetry, and other creative forms such as personal essays. A writing workshop approach is used to emphasize writing as a process, including peer editing, teacher commentary, multiple drafts, and sharing of work. Regularly scheduled writing prompts, selected essays, short fiction, plays, non-fiction, various supplemental media, and relevant film clips for each type of writing support the creative writing process.

Prerequisite(s): English 9

Debate and Civil Discourse CP

Semester course

Making, critiquing, debating, and assessing arguments in society is required if you wish to be an engaged citizen and thoughtful critical consumer of media and communication. In this course, you will learn the introductory principles of argumentation, logic, and debate. We will survey different models of argument, learn how to structure and support arguments, and practice those skills in individual speaking, partnered, and group contexts. You will participate in formal debates with classmates on issues of social importance.

Prerequisite(s): English 9

English 9 CP (Semester 1 & 2)

Year-long course

This course introduces students to various forms and types of literature while developing the skills to also enjoy and appreciate reading. This class will focus on analyzing and interpreting literature and informational texts by reading a various number of short stories, non-fiction articles, excerpts, and full-length novels. A strong emphasis of the course will be focusing on writing narrative, argumentative, and expository essays. All classroom instruction and work assigned aligns with state standards and aims to build students who will become life-long learners.

English 9 Honors (Semester 1 & 2)**Year-long course**

This course takes a thematic approach to the study of literature to prepare students for college success. Students will develop independent strategic reading and writing skills while exploring relevant and dynamic universal themes. Classroom instruction emphasizes vocabulary development, fluency, and comprehension strategies that align with state standards. Students in this level should be reading and writing above grade level, and must be prepared to accept more responsibility, rigorous expectations, and increased workload when it comes to independent reading, critical thinking, communication, and writing. This course aims to build lifelong literacy skills, ensuring that students are prepared for advanced English coursework, standardized assessments, and meaningful engagement with a wide variety of complex texts.

***Recommendation of 8th grade teacher. A summer reading assignment and independent reading throughout the school year will be required.**

English 9 Workshop (Semester 1 & 2)**Year-long course**

This class is designed to support students in their journey to improve their reading comprehension, vocabulary, and writing skills. Through small group instruction, students will build skills in critical reading, expressive writing, and meaningful analysis that aligns with our state standards. This class provides a supportive environment where students can develop confidence in both reading and writing, as they will receive constant feedback and targeted instruction. All classroom instruction aims to build students who become life-long learners.

English 10 CP (Semester 1 & 2)**Year-long course**

The sophomore curriculum is built around four quarterly units integrating core language arts skills with poetry, media, research, and drama. Throughout the year students explore the theme of the individual's encounter with society to explore the tensions between individuality and assimilation to social expectations. In addition to literature and writing, and intensive study of critical reading, the writing focus is expository, highlighting fundamental forms: analytical, descriptive, narrative, and persuasive, which help get students ready for the and future classes. Completion of the second semester also fulfills the 1/2 credit Digital Literacy requirement for graduation.

Prerequisite(s): English 9 CP or teacher recommendation

English 10 Honors (Semester 1 & 2)**Year-long course**

This rigorous course is designed for students with outstanding reading, writing, and speaking skills. This course is designed for students with strong self-motivation and self-discipline, as well as the passion and desire to deal with complex literature. A selection of novels, plays, non-fiction, and excerpts are studied. All these texts align with our state standards. Major emphasis is placed on the writing process and the completion of writing assignments of various types. A teacher recommendation will also be required to be considered for the honors program. Completion of the second semester also fulfills the 1/2 credit Digital Literacy requirement for graduation.

***This course is a prerequisite for AP American Humanities.**

Prerequisite(s): English 9 Honors or teacher recommendation

English 10 Workshop (Semester 1 & 2)**Year-long course**

This class is designed to support students in their journey to improve their reading comprehension, vocabulary, and writing skills. Through small group instruction, students will build skills in critical reading, expressive writing, and meaningful analysis that aligns with our state standards. This class provides a supportive environment where students can develop confidence in both reading and writing, as they will receive constant feedback and targeted instruction. All classroom instruction aims to build students who become life-long learners. Completion of the second semester also fulfills the 1/2 credit Digital Literacy requirement for graduation.

Prerequisite(s): English 9

Fairy Tales, Myths, and Legends CP

Semester course

Mighty heroes. Angry gods and goddesses. Cunning animals. Fairy tales, myths, and legends have been used since the first people gathered around the fire as a way to make sense of the world. Through the lens of these genres, students will journey with ancient heroes as they slay dragons, challenge the gods, follow fearless warrior women into battle, and watch as clever animals outwit those stronger than themselves. They will also explore the universality and social significance of these stories from diverse cultures around the world and consider how they still reflect and shape society today.

***Embedded honors option**

Prerequisite(s): English 9

Genocide Studies 1CP

Semester course

“Never again” is the solemn vow made by liberated Buchenwald concentration camp prisoners and has become a haunting reminder of our responsibility to learn the lessons of the past to prevent future atrocity. This course explores the tragedy of genocide through a study of literature, history, art, and film. Expect deep discussions and exposure to some of the greatest moral and ethical dilemmas in history. Students will analyze both the common threads and unique causes of historic genocides and the impact of these crimes against humanity upon society.

***Embedded honors option**

Prerequisite(s): English 9 and English 10

Genocide Studies 2 CP

Semester course

Embedded within the Genocides Studies 1 course, this advanced elective offers the opportunity to deepen their understanding of genocide, mass violence, and historical moments. Genocide Studies 2 allows students to engage with new case studies, explore more complex moral questions, and analyze a wider range of literature, testimony, and film. With an emphasis on independent research, inquiry, and discussion, this course challenges students to explain their critical thinking and reasoning skills while building on the foundation of the introductory class.

***Embedded honors option**

Prerequisite(s): Genocide Studies 1

Modern American Lit through Sports CP

Semester course

Heroes and villains, winners and losers, underdogs and favorites, this course explores sports through a lens of literature, history, and culture. Even if you’re not a fan, sports provide the perfect backdrop to look deeply into the human condition through competition, spectacle, personal struggle, and exaggerated personalities.

***Embedded honors option**

****This class may be used as the English remediation for a semester of American Humanities, taken with an approved social studies elective.**

Prerequisite(s): English 9

Senior English Capstone CP Logic and Rhetoric

Semester course

Is there something you wish you could learn in school that isn’t offered in the program of studies? The Senior Capstone course is a unique opportunity for you to explore a passion or interest in a self-directed, independent manner with the support of classroom teachers and mentors who are experts in your area of study. Student-designed projects will demonstrate logic and rhetoric through inquiry, real-world learning, and authentic application of knowledge and skills that reflect core values and school-wide competencies. Students will learn how to analyze problems through clear reasoning, evaluate evidence for credibility, and identify cause-and-effect relationships within the context of their research. Students will also develop the critical thinking skills necessary to distinguish facts from opinion, as well as persuade with purpose. The possibilities for projects are endless - start a small business, record an album, organize a community service program, develop an app or create a website, run a marathon, choreograph a dance, restore an old car, or design a clothing line. Capstone expectations include developing a proposal, conducting research, connecting with mentors, and time management. Each student’s Capstone project concludes with a public presentation, which is also supported through classroom instruction.

Students enrolling in Senior English Capstone can select to pursue additional study and earn an honors level designation on their transcript. In addition to maintaining an 85 percent average in the regular course expectations, honors students will be expected to complete independent reading, upper-level writing, special projects, and summer assignments.

Prerequisite(s): English 9, English 10, and English 11

True Crime and Detective Literature CP

Semester course

Not for the faint of heart! This 18-week course will explore the “true crime” genre and the art of storytelling through literature, film, and podcast, which has reignited the radio narrative. The course will explore the pop-culture phenomenon of the true crime obsession and look at the psychology of criminals as well as the forensic science used to catch them. Come and explore an eclectic curriculum from Truman Capote’s *In Cold Blood* to the *Serial* podcast.

Prerequisite(s): English 9 and English 10

Visual Communications through Screens, Scripts, and Social Media CP

Semester course

This course is a project-based introduction to modern media, including the critical study of television, film, social media, and advertising. Throughout the semester, students will examine the ways writers, directors, and producers communicate with their audiences through different persuasive techniques. Students will learn how to become critical viewers, and communicators through the analysis of visual concepts. Critical interpretation of visual, aural, and the written message will promote media literacy. Students will apply the concepts they have learned to produce and film their own videos, commercials, podcasts, and music videos!

Prerequisite(s): English 9

EMBEDDED DIGITAL LITERACY COURSES (Class of 2027 & 2028)

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
Accounting I Honors	1	Year-long		10	11	12
Accounting II Honors	2	Year-long			11	12
Coding and Gaming	.5	Semester	9	10	11	12
IT Exploration	.5	Semester	9	10	11	12
Introduction to Business	.5	Semester	9	10	11	12
Esports I	2	Year-long		10	11	12
Digital Media I	2	Year-long		10	11	12
Digital Media II	2	Year-long			11	12
Engineering I Honors	2	Year-long		10	11	12
Engineering II Honors	2	Year-long			11	12
Introduction to Digital Media	.5	Semester	9	10	11	12
Introduction to Graphic Design	.5	Semester	9	10	11	12

COURSE DESCRIPTIONS

Accounting I Honors

Year-long course

In this project-based class, students will be introduced to the complete accounting cycle for sole proprietorships, partnerships, and corporations. Online accounting software will be used instead of the traditional paper and pencil method. Students will use simulations and projects to apply concepts and master skills. For all who plan a career in business, finance, management, marketing, banking, accounting, or plan to run their own business, this course is a must. Students can receive 4 college credits for this course, which can mean a significant savings on college tuition when combined with other Early College options.

Accounting II Honors

Year-long course

Accounting II is for students who wish to pursue an accounting or business career and have completed Accounting I. Further competence in accounting skills is emphasized in this course which includes departmentalized, corporate, and cost accounting concepts. Online accounting software will be used instead of the traditional paper and pencil method. Students can receive 4 college credits for this course, which can mean a significant savings on college tuition when combined with other Early College options. Prerequisite(s): Accounting I with a grade of C or better, or with instructor approval.

Introduction to Business

Semester course

This introductory course gives students a hands-on overview of running a business. Students will learn the key aspects of how businesses operate by developing a foundational understanding of how to identify viable business opportunities, create marketing strategies, and learn basic financial management that can apply to solo entrepreneurs or large corporations. Students will also develop the soft-skills necessary to be successful in business by focusing on the concepts of what it means to be professional and what leadership looks like in a business, preparing them to become confident, ethical, and effective employees and future leaders.

Esports I

Year-long course

This course is for students interested in competitive gaming and the technical, business, and creative skills required to support the eSports industry. The curriculum combines competitive game strategy, team-based play, and fundamental coding and game development principles. Students will also explore the business and marketing sides of the gaming industry, including event management, content creation, and team branding.

Coding and Gaming

Semester course

Coding and Gaming is aimed at the novice computer user; it is designed to be a rewarding and fun learning experience for students who have no prior programming knowledge. Students will explore the fundamental introductory concepts and processes to computer programming. They will learn the building blocks for coding in a variety of ways including building their own computer games. Students will be better attuned for the mindset necessary to create programs from scratch. This class will help students feel confident in their ability to write small programs that allow them to accomplish useful goals while providing them with a solid background of standard computer logic to enhance problem-solving skills.

IT Exploration

Semester course

This introductory course provides an exploration of the foundational concepts and practical skills of information technology. Students will gain an understanding of computing systems, networks, and the Internet, while also examining the broader societal impacts of computing. The curriculum emphasizes hands-on application, with students using office productivity software and digital media tools to create and manage various types of content. The course introduces fundamental programming and game design principles, teaching students to apply algorithms to develop interactive projects. An emphasis is placed on applying design principles and ethical practices to digital environments, preparing students to be responsible and innovative digital citizens.

Digital Media I

Year-long course

This year-long course introduces students to some of the basic graphic design techniques used by commercial, visual, print, web, online game, and app designers. Digital Media 1 provides in-depth instruction in Adobe Photoshop, Illustrator and Premiere. Students will learn how to use the fundamentals of layout, design, typography, and composition in the digital realm. They will integrate a variety of drawing, painting, editing, and retouching tools with special emphasis on how to create/achieve sophisticated, real-world results including posters, programs, logos, and brochure designs. It will encourage students to use flexibility and imagination in their growing repertoire of computer skills, providing better productivity, and therefore, employability. Real-world critical thinking and implementation are a hallmark of this course. As such, each student will be required to create an electronic portfolio of accomplishments throughout this course.

Digital Media II

Year-long course

By completing this year-long capstone course students are preparing to continue their passion of becoming a user/developer of media technologies, for print and digital graphic design, illustration, and audio-visual production. DM2 provides students a chance to experience the day-to-day life of being creative. Students will learn how to integrate the skills they have learned thus far in Photoshop, Illustrator, Premier Pro, After Effects, and many other cutting edge Adobe Creative Suite programs to develop layout and design spaces for both print and web as well as visually engaging audio/visual creations. Students will continue to build on their image, illustration, audio/visual editing, and text skills to achieve professional design variations for multiple forms of digital media. Students will also explore communication with outside clients to create custom works. Students will explore advanced integration of multiple media technologies utilized in advertising and marketing agencies, production houses, and media-focused departments within larger corporations. Real-world critical thinking and implementation are a hallmark of this course. As such, each student will create an electronic portfolio that they are able to share with colleges and prospective employers.

Prerequisite(s): Digital Media I.

Engineering I Honors

Year-long course

This course is a combination of Introduction to Engineering and Design, and Principles of Engineering. In the first semester, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. In the second semester students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation, through problems that engage and challenge them. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The techniques learned and equipment used is state-of-the-art and currently being used by engineers throughout the US.

***Freshmen are eligible if they have completed the middle school Pre-Engineering courses and with department chair approval.**

Engineering II Honors

Year-long course

This course is a combination of Computer Integrated Manufacturing and Civil Engineering and Architecture. Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. In the second semester, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

Prerequisite(s): Engineering I

Introduction to Digital Media

Semester course

This semester course in the Digital Media realm is for students who want to explore computer technology through movies and music. Students will explore the making of movies using Adobe Premiere. Students will be exposed to the introductory issues relative to the visual development of ideas as well as how the audio affects the visual. Not only will they be exposed to script and storyboard generation, creation and editing of movie clips to create a final product, but also the creation of music using existing clips and their own musical compositions in Garage Band.

Introduction to Graphic Design

Semester course

Introduction to Graphic Design introduces students to basic graphic design techniques used by commercial and visual artists while exploring the elements and principles of art. Students will learn basic Adobe Photoshop, music mixing and movie maker skills while applying the fundamentals of design, layout, composition, and typography in the digital realm. Projects may include digital collage and composite imagery, masking and photo and digital editing, using typography through creating original logos, posters and designs, as well as vector and raster image manipulation. This introductory art course satisfies the fine arts requirement for graduation. A journal may be required for assignments. This class has no advanced or repeatable option.

MATHEMATICS

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
Algebra I CP [^]	1	Year-long	9	10		
Algebra I Honors [^]	1	Year-long	9			
Algebra II A	1	Year-long	9	10		
Algebra II B	1	Year-long		10	11	
Algebra II Honors [^]	1	Year-long	9	10		
AP Calculus [^]	1	Year-long				12
AP Pre-Calculus [^]	1	Year-long			11	12
AP Statistics [^]	1	Year-long			11	12
Business Math CP	1	Year-long			11	12
Calculus CP [^]	1	Year-long				12
Data Science	.5	Semester			11	12
Essentials of Algebra 2	.5	Semester		10	11	12
Essentials of Geometry	.5	Semester		10	11	12
Geometry A [^]	1	Year-long		10	11	
Geometry B [^]	1	Year-long		10	11	
Geometry Honors [^]	1	Year-long		10	11	
Pre-Algebra	1	Year-long	9			
Pre-Calculus A [^]	1	Year-long			11	12
Probability & Statistics CP [^]	.5	Semester			11	12

[^]NCAA Approved

Recommended Mathematics Program Sequences				
Year	Students attending a selective 4-year college (see college for specific requirements)		Students attending a 2-year college, trade school, or entering the military or workforce	
Freshman	Algebra IIA CP or Algebra II Honors	Algebra I CP or Algebra I Honors	Algebra 1 CP	Pre-Algebra
Sophomore	Geometry A CP or Geometry Honors	Algebra II A or Algebra II Honors	Algebra II B CP	Algebra 1 CP
Junior	Pre-Calculus A CP or AP Pre-Calculus	Geometry A or Geometry Honors	Geometry B CP	Essentials of Algebra 2 and Essentials of Geometry
Senior	Calculus CP or AP Calculus	Pre-Calculus CP or AP Pre-Calculus	Data Science and Probability and Statistics CP or Business Math	Geometry B CP or Algebra II B CP or Business Math

COURSE DESCRIPTIONS

Algebra I CP

Year-long course

This course is intended for students who have successfully completed Pre-Algebra and for incoming freshmen who have a good grasp of arithmetic skills and who have performed at an average/above-average level in prior math courses. Topics covered in this course include: the basic operations and their properties on the set of real numbers, solutions and graphs of linear equations and inequalities, relations and functions, systems of equations and inequalities, properties of exponents, and operations with polynomials and their factors are studied extensively. Throughout the course, algebra as a problem-solving tool is emphasized and calculators are used when appropriate. Prerequisite(s): Pre-Algebra (middle school or high school)

Algebra I Honors

Year-long course

This course is intended for incoming freshmen who have demonstrated the ability and desire to accomplish math at an above-average level. This course will prepare students to accelerate in math in the sophomore year. Topics covered in this course include operating with the set of rational numbers, simplifying algebraic expressions, solutions of linear equations and inequalities, linear, exponential, and quadratic functions and their graphs, and systems of equations and inequalities. Emphasis is placed on determining equations of lines in a coordinate system and properties of lines in a coordinate plane. Operating with polynomials and their factors is extensively studied. Knowledge of the real number system is extended to include a study of radicals and irrationals and applied in solving quadratic equations. The importance of algebra as a tool to solve problems in the real world is stressed and the use of calculators is used to enhance understanding of concepts. Students in the honors program are required to participate in several math contests throughout the year, which require time outside of the normal school day.

Prerequisite(s): Pre-Algebra (middle school or high school)

Algebra II A CP

Year-long course

This course is intended for students who have successfully completed Algebra I CP and have demonstrated an above average ability in mathematics. The properties of the Real Number system developed in previous algebra courses will be reviewed, utilizing proof and principles of logic to develop these properties further. Emphasis will be placed on a study of functions and their related graphs and equations – linear, quadratic, exponential, logarithmic, and polynomial. Matrices, inverses, and composition of functions will also be studied. Knowledge of polynomials will be extended to include the Remainder and Factor theorems, and the use of synthetic division. The irrationals and complex numbers will be studied, along with the solution of radical equations. Conic sections, systems of equations in several unknowns, probability and statistical methods will be studied. Calculators and graphing calculators will be used when appropriate to focus on problem solving.

Prerequisite(s): Algebra I

Algebra II B CP

Year-long course

This course is intended for students who want a college preparatory course, but on a less rigorous level than Algebra II A. Emphasis is placed on conceptual understanding, connections that exist in math, modeling, and problem solving. Topics studied include properties of real numbers and solving equations and inequalities and related systems. Also studied are linear, quadratic, polynomial, exponential, logarithmic functions and their graphs, rational expressions, irrational and complex numbers, series and sequences. Calculators are used when appropriate in problem solving.

Prerequisite(s): Algebra I

Algebra II Honors

Year-long course

This course deals with topics from intermediate and advanced algebra. The emphasis is on the understanding of the foundations of algebra through a study of the field properties and the study of functions. The concept of a mathematical function will be examined through a study of linear, quadratic, exponential, logarithmic and rational functions and their applications as a mathematical model for solving problems. Other topics studied include irrationals, polynomials, conics, and complex numbers. The use of a scientific or graphing calculator will be used to enhance concepts and problem solving. Students in the honors program are required to participate in several math contests throughout the year, which require time outside the normal school day.

*** It is highly recommended that students on the honors/AP track own a graphing calculator, preferably the TI-84 or TI-84 Plus.**

Prerequisite(s): Algebra I

AP Calculus

Year-long course

This course follows the College Board syllabus for AP Calculus. The course begins with analytic preparation for calculus with a review of analysis topics. The concept of limit is used to develop the derivative of algebraic functions and related applications. Methods of integration, the definite integral and applications of the integral as an accumulation function are studied. Also included is a study of differential equations. All topics rely heavily on a graphical, tabular, and analytical approach, which reflects the reform movement in calculus. Students in the honors/AP program are required to participate in several math contests throughout the year, which require time outside the normal school day.

***Students are required to take the AP exam in May.**

**** It is highly recommended that students on the honors/AP track own a graphing calculator, preferably the TI-84 or TI-84 Plus.**

Prerequisite(s): Pre-Calculus A (with teacher recommendation)

AP Pre-Calculus

Year-long course

This course follows the College Board Syllabus for Precalculus AP, preparing students for AP Calculus or for college calculus placement. The topics studied include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions. Students in the honors/AP program are required to participate in several math contests throughout the year, which require time outside the normal school day.

***Students are required to take the AP exam in May.**

****Colleges/Universities may grant college credit for college algebra or pre-calculus equivalent. Students cannot get college credit for both AP Pre-Calculus and AP Calculus.**

***** It is highly recommended that students on the honors/AP track own a graphing calculator, preferably the TI-84 or TI-84 Plus.**

Prerequisite(s): Algebra II and Geometry (with teacher recommendation)

AP Statistics

Year-long course

This course is intended for students who have completed Algebra II A or Algebra II Honors. It may also be taken concurrently with Pre-Calculus or AP Calculus. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students in the honors/AP program are required to participate in several math contests throughout the year, which require time outside the normal school day.

***Students are required to take the AP exam in May.**

**** It is highly recommended that students on the honors/AP track own a graphing calculator, preferably the TI-84 or TI-84 Plus.**

Prerequisite(s): Algebra II

Business Math CP

Year-long course

Business Math is a course designed for students to have the opportunity to understand mathematics in the context of business and personal finance. Students will work to improve both their math and financial literacy through the use of real-world examples and applications. This course prepares students to be smart shoppers, informed taxpayers, and valued employees. A solid understanding of math, including algebra and personal finance, provides the necessary foundation for students interested in careers in business and skilled trades areas. Critical thinking applied to Excel spreadsheet applications, as well as individual and group activities will help to solidify students' concept knowledge.

Prerequisite(s): Algebra I

Calculus CP

Year-long course

This course is intended for students who have completed a study of trigonometry and analysis. The course begins with analytical preparation for calculus with a review of analysis topics. The calculus material will be covered at a slow pace to provide a good foundation for succeeding in a college calculus course. The pace will be adjusted to allow for mastery and application of the concepts covered. The concept of limit and its relationship to derivatives is thoroughly explored. Techniques and applications of differentiation are explored. Methods of integration, the definite integral and application of the integral are studied as time permits. All topics will be explored both analytically and graphically. Please note that this course does NOT follow the syllabus to prepare the student for the AP Calculus exam.

*** It is highly recommended that students own a graphing calculator, preferably the TI-84 or TI-84 Plus.**

Prerequisite(s): Pre-Calculus

Data Science

Semester course

This course will introduce students to the main ideas in data science. Students will use various software and technology to build a better understanding of data and graphs. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more!

Prerequisite(s): Algebra I

Essentials of Algebra II

Semester course

This course is intended for those students who have completed Algebra I B CP. This course will teach the basics of an Algebra II class, but at a pace and depth that is designed for students who need more support in the classroom.

Prerequisite(s): Algebra I

Essentials of Geometry

Semester course

This course is intended for those students who have completed Essentials of Algebra II. This course will teach the basics of a Geometry class, but at a pace and depth that is designed for students who need more support in the classroom.

Geometry A CP

Year-long course

This course is intended for those students who have successfully completed Algebra II Honors or Algebra II A (and have demonstrated an above average ability in mathematics). The course will focus on the structure of geometry and the properties of two and three-dimensional figures. Logical thinking will be developed and applied in constructing and understanding formal proofs, both direct and indirect. Basic properties of the real number system will be studied, as well as properties of geometric figures. The properties of parallel lines are extended to the study of special quadrilaterals, such as parallelograms and trapezoids. Congruency and similarity are studied extensively and applied to the various polygons. Problems, involving right triangles, are solved using the Pythagorean Theorem, special triangles and trigonometric ratios. Other topics studied include the area and volume of figures, circles and spheres, constructions, and coordinate geometry. Geometric constructions are used to reinforce geometric concepts where applicable. Calculators are used to support problem solving.

Prerequisite(s): Algebra I

Geometry B CP

Year-long course

This course is intended for those students in Grades 10, 11 or 12 who have completed Algebra II and who wish to study Geometry on a less rigorous level than Geometry A. This course covers the basic structure of geometry, points, lines, and angles, followed by an introduction to proofs. Triangles, polygons, circles and related concepts of congruency, constructions, and similarity will be studied. Areas and volumes of two and three-dimensional figures will be studied, and transformational geometry will be introduced. Calculators will be used when appropriate.

Prerequisite(s): Algebra I

Geometry Honors

Year-long course

This course is intended for incoming freshmen who have completed Algebra I in the eighth grade at an honors level or have department head approval. The topics studied parallel those of Geometry A and topics are covered at a more vigorous pace, but more emphasis is placed on solving challenging geometric problems. Students will also engage in more independent and group project work, requiring a deeper study of some topics than normally found in middle-school geometry lessons. Students in the honors program are required to participate in several math contests throughout the year, which require time outside the normal school day.

Prerequisite(s): Algebra I

Pre-Algebra

Year-long course

This course is designed for those students who intend to take Algebra I but lack the necessary skills for success in an introductory algebra course. It provides a sound course of study that builds on previously learned skills, while introducing algebraic concepts needed for success in an algebra course. Topics studied include properties of rational numbers, variables and expressions, linear equations and their graphs, geometric concepts of area and volume, and basic statistics. Problem solving and estimation skills are emphasized throughout the course and calculators are used when appropriate to increase understanding of concepts.

Pre-Calculus A CP

Year-long course

This course is intended for those students who plan a scientific or mathematical career and who can succeed at an above average level. The course will include a thorough study of trigonometric and circular functions and their inverses. Included will be a study of the graphs of these functions (Polar and Cartesian coordinates), verifying identities, and using the functions as a mathematical model of certain real-life situations. The use of trigonometry in solving triangles, both oblique and right, will also be studied and applied. Other topics considered will include rotary motion, vectors, complex numbers and solving trigonometric equations. Students should have access to a scientific calculator or a graphing calculator, which will be used extensively in the course. Polynomial, exponential, logarithmic and other elementary functions are studied so that students are ready to matriculate in more advanced courses, such as calculus. Other topics will include sequences and series.

***It is highly recommended that students own a graphing calculator, preferably the TI-84 or TI-84 Plus.**

Prerequisite(s): Algebra II and Geometry

Probability and Statistics CP

Semester course

This course is open to students who have successfully completed Algebra II. Fundamental concepts of probability, including conditional probability, independent events, tree diagrams, multiplication principle, random variables, Bernoulli experiments and standard normal distribution will be studied. Other topics of concern will be expected value and variance of a random variable, Chebyshev's inequality, binomial distributions, methods of counting, sampling, Central Limit theorem, confidence intervals and decision-making.

Prerequisite(s): Algebra II

PHYSICAL EDUCATION

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
Lifetime Activities	.5	Semester		10	11	12
Net Sports	.5	Semester		10	11	12
Non-Traditional Games	.5	Semester		10	11	12
Outdoor Education	.5	Semester		10	11	12
Physical Education Leaders	.5	Semester		10	11	12
Sports Management	.5	Semester		10	11	12
Team Sports	.5	Semester		10	11	12
Total Fitness	.5	Semester		10	11	12
Unified Physical Education	.5	Semester		10	11	12
Wellness	1	Year-long	9			

COURSE DESCRIPTIONS

Lifetime Activities

Semester course

Students will participate in physical activities that will promote health benefits to students and teach skills that support life-long physical fitness. Students will be involved in activities such as walking, yoga, Pilates, dance, functional fitness, snow shoeing, and goal setting. All students will gain the knowledge, skills, confidence, and enjoyment needed to achieve lifelong physical fitness.

Prerequisite(s): Wellness

Net Sports

Semester course

This class is for the student who wishes to advance their skills in the lifetime activities of net and racket sports such as tennis, badminton, pickleball, eclipse ball, and table tennis. Emphasis will be placed on skill development and competitive play. The course will include competition in singles, doubles, and round robin tournaments.

Through participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. Engagement in these life-long activities will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers, and develops a level of fitness necessary to participate in net sports.

Prerequisite(s): Wellness

Non-Traditional Games

Semester course

Students will demonstrate an understanding of the role of non-traditional sport activities in promoting active participation. Students will participate in a variety of leisure time activities that will include unique non-traditional games such as Omnikin ball, scooter games, Sabaki ball, Footy ball, Ultimate Frisbee, and invasion games. Participation in physical activities can provide an opportunity for social interactions and an opportunity to display responsible personal and social behaviors.

Prerequisite(s): Wellness

Outdoor Education

Semester course

This course is designed to increase student fitness level and self-confidence while enjoying the outdoors. Students will be encouraged to stretch their comfort zone by cooperating with others in ice breaker activities to develop a working relationship with others, while conquering obstacles through problem solving and teamwork. Students will be involved in activities to develop trust within themselves and groups and develop skills in orienteering to better navigate the outdoors whether on local or remote trails.

Prerequisite(s): Wellness

Physical Education Leaders

Semester course

This elective opportunity offers students who have fulfilled their two-semester Physical Education requirements an opportunity to explore different leadership roles in a physically active setting. Permission of teacher and department head is required.

Prerequisite(s): Wellness

Sports Management

Semester course

This course offers students an inside look at the fast-paced world of athletics beyond the playing field. Designed for those interested in sports, leadership, business, or event operations, this elective introduces the core concepts of modern sports administration, including operations and game management, law and compliance, business and finance, communications and media, NIL and college athletics, coaching for performance and student-athlete development, and sports psychology. A key component of the class is a hands-on internship within the Alvirne athletic department, where students work with the instructor to identify and secure duties within Alvirne athletics suited to their interests. Through this internship, students gain real-world experience in areas such as game-day operations, equipment management, athletic training, communication and promotions, data/stat tracking, PA announcing, and event planning, all while working under the guidance of a professional athletic administrator and their instructor. By putting classroom knowledge into practice, students will build valuable skills, explore potential career paths, and develop a strong foundation in the sports industry throughout this course. This course does not count as a PE requirement.

Prerequisite(s): Wellness

Team Sports

Semester course

At the completion of this course, students will have a better understanding of the meaning behind team sports. Students will be able to demonstrate leadership, communication, and teamwork skills. Coaching, practice, and skill development methodologies will also be explored throughout the semester. The overall goal of this course will be to promote healthy competition and an active lifestyle for students at Alvirne High School. This course will cover the following team sports: flag football, soccer, volleyball, basketball, floor hockey, softball, and handball.

Prerequisite(s): Wellness

Total Fitness

Semester course

At the completion of this course, students will have a better understanding of the meaning behind functional fitness. Students will be able to demonstrate proper technique when completing body movements as well as form and technique in a series of barbell movements. Mobility, nutrition, and current fitness methodologies will also be discussed throughout the semester. The overall goal of this course will be to promote a healthy lifestyle for students at Alvirne High School.

Prerequisite(s): Wellness

Unified Physical Education

Semester course

Unified Physical Education is a one semester course that may be used to fulfill a student's second Physical Education requirement. This course will explore team and individual sports, cooperative activities, initiative and low ropes course elements, and personal fitness at a novice level. Students will exhibit responsible personal and social behaviors to respect themselves and others in a physically active setting. Students will have the opportunity to experience relationships and learn with peers who have varied and diverse learning profiles. At the completion of this course, students will be able to demonstrate skills explored at a novice or appropriate individual level.

*** Physical Education Department chair and teacher approval is required.**

Prerequisite(s): Wellness

Wellness

Year-Long course

This course offers an integrated, holistic approach to health and lifetime physical fitness. This approach to overall wellness encompasses the physical, mental, social, and emotional well-being of the individual. By the end of this full year course, students will be able to demonstrate the ability to apply principles of physical fitness, nutrition, weight control, stress management, alcohol/drug refusal, and disease prevention, to positively modify their own personal lifestyle. The content of the course includes several areas of study: Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality/Family Life, and Personal Fitness. Each content area will be addressed in a classroom and/or physical activity setting. Personal goal setting, communication, and decision-making skills will be emphasized and integrated throughout the course along with a focus on accessing accurate information using technology. Students will acquire functional knowledge and skills necessary to make informed decisions regarding their health and recognize the long and short-term benefits of developing healthy habits now to maintain a high level of wellness throughout the stages of life.

DRAFT

SCIENCE

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
AP Biology [^]	1	Year-long			11	12
AP Chemistry [^]	1	Year-long			11	12
AP Environmental Science [^]	1	Year-long			11	12
AP Physics I [^]	1	Year-long			11	12
Astrobiology CP [^]	.5	Semester			11	12
Biochemistry Honors [^]	.5	Semester			11	12
Biology CP [^]	1	Year-long	10			
Biology Honors [^]	1	Year-long	10			
Biology Workshop	1	Year-long	10			
Chemistry CP [^]	1	Year-long	10	11	12	
Chemistry Honors [^]	1	Year-long	10	11	12	
Environmental Science CP [^]	1	Year-long		11	12	
Human Anatomy & Physiology [^]	1	Year-long		11	12	
Integrated Chemistry [^]	.5	Semester		11	12	
Integrated Physics [^]	.5	Semester		11	12	
Organic Chemistry Honors [^]	.5	Semester		11	12	
Physical Science CP	1	Year Long	9			
Physical Science Honors	1	Year Long	9			
Physical Science Workshop	1	Year Long	9			
Physics CP [^]	1	Year-long		11	12	
Physics Honors [^]	1	Year-long		11	12	

[^]NCAA Approved

Recommended Science Program Sequences		
Year	Students attending a selective 4-year college (see college for specific requirements)	Students attending a 2-year college, trade school, or entering the military or workforce
Freshman	Physical Science (Honors or CP)	Physical Science (CP or Workshop)
Sophomore	Biology (Honors or CP)	Biology (CP or Workshop)
Junior	Chemistry CP and/or Physics CP	Electives (see below)
Senior	Chemistry (Honors or CP) Physics (Honors or CP) and/or Electives (see below)	Electives (see below)
Other 3rd Year Science Options	Offered Every Year: <ul style="list-style-type: none"> Anatomy & Physiology (Honors or CP) Astrobiology (.5) Environmental Science CP Offered in Odd Years (26-27) <ul style="list-style-type: none"> Organic Chemistry Honors (.5) Biochemistry Honors (.5) AP Physics AP Environmental Science Offered in Even Years (27-28) <ul style="list-style-type: none"> AP Chemistry AP Biology 	Electives: <ul style="list-style-type: none"> Integrated Chemistry (.5) Integrated Physics (.5) Anatomy & Physiology Astrobiology (.5) Environmental Science CP CTE Electives that count as a 3rd year of Science: <ul style="list-style-type: none"> Principles of Engineering Natural Resources Veterinary Science Health and Science Technology

COURSE DESCRIPTIONS

AP Biology (*offered 2026-27*)

Year-long course

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. The course focuses on four underlying principles, called Big Ideas, encompassing evolution; cellular processes and homeostasis; genetics and information transfer; and ecology and biological interactions. The course also emphasizes inquiry-based learning and the development of science practices and skills. Content and lab activities are conducted as prescribed by the College Board. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <https://apcentral.collegeboard.org/courses/ap-biology?course=ap-biology>

***Students are required to take the AP exam in May.**

Prerequisite(s): Successful completion of Biology and Chemistry (as set by the College Board)

AP Chemistry (*offered 2027-28*)

Year-long course

This course is the equivalent of the first year of General Chemistry offered at the college level. Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html> Serious students who will pursue majors in physical sciences, medicine, or engineering are advised to enroll in this course.

***Students are required to take the AP exam in May.**

Prerequisite(s): Successful completion of Chemistry A or Honors Chemistry, and completion of Algebra II (as set by the College Board)

AP Environmental Science (*offered 2026- 27*)

Year-long course

This course is the equivalent of a college level environmental science course. The AP curriculum is established by the College Board. This curriculum includes the following big ideas: (1) energy transfer, (2) interactions between earth systems, (3) interactions between different species and the environment, and (4) sustainability. Students will analyze environmental concepts and processes to propose and justify solutions to environmental problems. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <https://apcentral.collegeboard.org/courses/ap-environmental-science>. Serious students who will pursue majors in environmental studies or related majors are advised to enroll in this course.

***Students are required to take the AP exam in May.**

Prerequisite(s): Successful completion of earth science and biology, and completion or concurrent enrollment in chemistry (as set by the College Board)

AP Physics I (*offered 2027-28*)

Year-long course

AP Physics I is equivalent to a first-semester college course in algebra-based physics. The course is mostly Newtonian mechanics (including kinematics, vectors, projectile motion, forces, rotation, and momentum), and includes topics of work, energy, and power. Emphasis is on providing a university-level foundation in physics for students interested in the life sciences, pre-medicine, and applied sciences, as well as other areas of study. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <https://apcentral.collegeboard.org/courses/ap-physics-1?course=ap-physics-1-algebra-based>

***Students are required to take the AP exam in May.**

Prerequisite(s): Geometry and Algebra II (students must be comfortable with trigonometry)

Astrobiology CP

Semester course

Astrobiology is an interactive, hands-on, inquiry-based course that will focus on the search for life in the universe. This course will explore the history and future of space exploration, including space travel to the moon and mars. This course will use concepts from earth and space science to explore how the sun, stars, and space exploration have influenced life here on earth. Students will use NASA research to explore topics on astronomy, stellar exploration, and the search for extraterrestrial life. This course is for students who are interested in earth and space science as well as for students considering majors in biology, astronomy, astrophysics, and engineering.

Prerequisite(s): Biology

Biochemistry Honors (*offered 2027-28*)

Semester course

This elective course will introduce students to the biologically significant organic molecules. The structure and function of carbohydrates, proteins, lipids, vitamins, enzymes, and nucleic acids will be studied. Emphasis will be placed on emerging research in areas including, but not limited to: DNA technologies, stem cells, membranes, and ion channels through scientific reading and journal writing. The laboratory is a significant part of the course. Students will complete an independent research project as part of the inquiry competency. Students considering careers in pharmacy, medicine, other health related fields, chemistry or biochemistry will find this course beneficial.

Prerequisite(s): Successful completion of Chemistry A or Honors Chemistry, AND successful completion of Honors Organic Chemistry, as well as successful completion of Algebra II (with teacher recommendation)

Biology CP (Semester 1 & 2)

Semester course

Topics covered in this course include cells and the chemicals and structures that form them, the ways in which the organisms composed of these cells interact in the environment, reproduction of cells, the study of DNA, animal systems, and maintaining homeostasis at both the organism and cellular levels, changes in living things over time as well as the kingdoms of living things will also be studied. There will be a strong emphasis on inquiry, laboratory skills (including using a microscope, making accurate observations, reporting results in a well-organized fashion, and measuring), biotechnology, microbiology, and genetics. Projects and reports are an integral part of this course. Successful completion of this course fulfills the life science graduation requirement.

Prerequisite(s): Earth Science

Biology Honors (Semester 1 & 2)

Semester course

Topics covered in this course include cells and the chemicals and structures that form them, the ways in which the organisms composed of these cells interact in the environment, reproduction of cells, the study of DNA, animal systems, and maintaining homeostasis at both the organism and cellular levels. Changes in living things over time as well as the kingdoms of living things will also be studied. There will be a strong emphasis on inquiry, laboratory skills (including using a microscope, making accurate observations, reporting results in an organized fashion, and measuring), biotechnology, microbiology, and genetics. Additional depth of study, formal laboratory writing, scientific research, independent research projects, career exploration, and summer work (to be completed before the school year begins) are required for the Honors level. Successful completion of this course fulfills the life science graduation requirement.

Prerequisite: Honors Earth Science and Honors Geometry or Geometry A (or concurrently enrolled), and have a teacher recommendation from a Freshman science teacher. Placement in Honors Biology is also conditional upon completion of summer homework assignments.

Biology Workshop (Semester 1 & 2)

Semester course

This is an introductory biology course that is designed to teach basic biological concepts to students and to help students apply the principles of biology to their lives. Topics covered in this course include cells and the chemicals and structures that form them, the ways in which organisms composed of cells interact in the environment, reproduction of cells, and the study of DNA. Changes in living things over time as well as the kingdoms of living things will also be studied. Successful completion of this course fulfills the life science graduation requirement. Students will be recommended for this course based on I-Ready Data, student grades, and teacher recommendation.

Chemistry CP

Year-long course

Students will study the behavior of matter and its properties, develop an understanding of atomic structure and its relationship to physical and chemical properties, infer how molecular structure impacts the bulk properties of matter, explore chemical reactions and the transfer of electrons, and explain the roles of energy as well as the laws of thermodynamics on changes in matter and the stability of systems. Laboratories will reinforce the principles and concepts presented in class and help to develop critical thinking and technical writing skills. Problem-solving, critical reading and comprehension, and writing will be emphasized. Successful completion of this course fulfills the chemistry or physics graduation requirement.

Prerequisite(s): Algebra I

Chemistry Honors

Year-long course

Chemistry is the study of the structure, composition, and behavior of matter. Students will study a variety of topics that include characteristics and behavior of matter; energy transformations during physical and chemical changes; atomic structure and the periodic table of elements; systems and the factors which influence their behavior, and chemical reactions and their quantitative analysis. Student investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of scientific apparatus and materials. A college-level text is used. A **strong foundation** in mathematics and reading and writing skills are essential. This course is intended for students considering post-secondary study in the fields of medicine, engineering, and physical and life sciences.

Prerequisite(s): Algebra IIA or Algebra II Honors, or concurrent enrollment

Environmental Science CP

Year-long course

Students will analyze environmental concepts and processes to propose and justify solutions to environmental problems. This curriculum includes the following big ideas: (1) energy transfer, (2) interactions between earth systems, (3) interactions between different species and the environment, and (4) sustainability. Students who are interested in or plan to pursue majors in environmental studies or related majors are advised to enroll in this course.

Prerequisite(s): Earth Science, Biology, and Chemistry (or concurrent enrollment in Chemistry).

Human Anatomy & Physiology

Year-long course

Human Anatomy & Physiology covers body systems with a focus on the skeletal, muscular, and nervous systems. Smaller units cover the eye, cardiovascular, and endocrine systems. Students preparing for careers in medicine, nursing, physical/occupational/speech therapy, athletic training, or other healthcare careers (at 2- or 4-year post-secondary institutions) will be well prepared upon successful completion of this course. Lectures, frequent lab activities, microscope usage, and dissection of animal specimens are required for this class.

***Embedded honors option**

Prerequisite(s): Biology Honors or Biology CP

Integrated Chemistry

Semester course

The purpose of this semester-long course is to provide a comprehensive introduction to the foundational concepts of chemistry. This course is designed to meet the chemistry related Next Generation Science Standards for students who are not enrolled in a traditional year-long chemistry course. This course will explore scientific skills and real-world applications of chemistry concepts as they relate to students' real-world experiences. Students will explore concepts related to periodic trends, types and rates of reactions, chemical structures, conservation of mass, and nuclear energy. Students will be recommended for this course based on I-Ready Data, student grades, and teacher recommendation.

Prerequisite(s): Earth Science and Biology

Integrated Physics

Semester course

The purpose of this semester-long course is to provide a comprehensive introduction to the foundational concepts of physics. This course is designed to meet the physics related Next Generation Science Standards for students who are not enrolled in a traditional year-long physics course. This course will explore scientific skills and real-world applications of physics concepts as they relate to students' real-world experiences. Students will explore concepts such as: forces and motion, magnetism, electricity, energy, and waves. Students will be recommended for this course based on I-Ready Data, student grades, and teacher recommendation.

Prerequisite(s): Earth Science and Biology

Organic Chemistry Honors *offered 2026 - 2027*

Semester course

This elective course begins with the fundamental study of carbon-based compounds, electron cloud hybridization, molecular geometry, and bonding principles. Students will relate carbon chemistry to organic, physical, and chemical properties. Advanced topics will include nomenclature, organic synthesis and reactions, and stereochemistry. This course is suitable for those students considering majors in chemistry, health careers, and chemical or biochemical engineering.

Prerequisite(s): Chemistry A or Honors Chemistry and Algebra II (with teacher recommendation)

Physical Science CP (Semester 1 & 2)

Semester course

This full-year physical science course, designed for all freshman students, introduces fundamental concepts in both chemistry and physics. The first semester focuses on foundational chemical principles, including the structure of matter, the periodic table, and chemical reactions, exploring how elements combine and interact. The second semester shifts to the principles of physics, covering topics such as motion, forces, energy, and waves. Throughout the year, students will develop essential scientific inquiry and research skills, learning to find credible information and apply research results to course content. Students will also participate in hands-on labs. The curriculum embeds core mathematical and statistical analysis techniques—including measures of central tendency, and one- and two-variable statistics—to ensure students can effectively graph, interpret, and communicate their data and findings. Students are expected to complete regular homework assignments in addition to occasional outside projects utilizing current technology. Successful completion of each semester of this course fulfills 1/2 credit of the physical science graduation requirement. Completion of the second semester also fulfills the 1/2 credit Data Analysis requirement for graduation.

Physical Science Honors (Semester 1 & 2)

Semester course

This full-year physical science course, designed for all freshman students, introduces fundamental concepts in both chemistry and physics. The first semester focuses on foundational chemical principles, including the structure of matter, the periodic table, and chemical reactions, exploring how elements combine and interact. The second semester shifts to the principles of physics, covering topics such as motion, forces, energy, and waves. Throughout the year, students will develop essential scientific inquiry and research skills, learning to find credible information and apply research results to course content. Students will also participate in hands-on labs. The curriculum embeds core mathematical and statistical analysis techniques—including measures of central tendency, and one- and two-variable statistics—to ensure students can effectively graph, interpret, and communicate their data and findings. Students are expected to complete regular homework assignments in addition to occasional outside projects utilizing current technology. Successful completion of each semester of this course fulfills 1/2 credit of the physical science graduation requirement. Completion of the second semester also fulfills the 1/2 credit Data Analysis requirement for graduation.

Prerequisite(s): Algebra I Honors or Algebra II A , or concurrent enrollment (with teacher recommendation)

Physical Science Workshop (Semester 1 & 2)

Semester course

This full-year physical science course, designed for all freshman students, introduces fundamental concepts in both chemistry and physics. The first semester focuses on foundational chemical principles, including the structure of matter, the periodic table, and chemical reactions, exploring how elements combine and interact. The second semester shifts to the principles of physics, covering topics such as motion, forces, energy, and waves. Throughout the year, students will develop essential scientific inquiry and research skills, learning to find credible information and apply research results to course content. Students will also participate in hands-on labs. The curriculum embeds core mathematical and statistical analysis techniques—including measures of central tendency, and one- and two-variable statistics—to ensure students can effectively graph, interpret, and communicate their data and findings. Students are expected to complete regular homework assignments in addition to occasional outside projects utilizing current technology. Successful completion of each semester of this course fulfills 1/2 credit of the physical science graduation requirement. Completion of the second semester also fulfills the 1/2 credit Data Analysis requirement for graduation. Students will be recommended for this course based on I-Ready Data, student grades, and teacher recommendation.

Physics CP**Year-long course**

Physics CP is an applied mathematics course and requires strong mathematics skills, with an emphasis on logical problem solving and inquiry skills. This course thoroughly explores the main topics in physics and is intended to prepare students for an introductory physics course in college. Topics include kinematics, forces, Newton's Laws, work, energy and power, momentum, mechanical waves, sound, and basic electricity.

Prerequisite(s): Algebra 1 and Geometry (or concurrent enrollment in Geometry)

Physics Honors**Year-long course**

Physics Honors is an applied mathematics course and requires strong mathematics skills, with an emphasis on logical problem solving and inquiry skills. This course thoroughly explores the main topics in physics and is intended to prepare students for an introductory physics course in college. Topics include kinematics, vectors, projectile motion, forces, Newton's Laws, work, energy and power, momentum, mechanical waves, sound, and basic electricity. Additional work outside of the classroom will be expected to be successful.

Prerequisite(s): Geometry and Pre-Calculus (or concurrent enrollment in Pre-Calculus)

SOCIAL STUDIES

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
African & Middle Eastern Studies	.5	Semester		10	11	12
American Humanities CP[^]	1	Year-long			11	
AP American Humanities[^]	1	Year-long			11	
AP Psychology[^]	1	Year-long				12
AP U.S. Government and Politics	1	Year-long			11	12
AP US History I[^]	1	Year-long		10		
Economics and Financial Literacy CP[^]	1	Semester		10	11	12
Law and Order[^]	.5	Semester		10	11	12
Live Free or Die: NH's Place in the US and World	1	Semester		10		
Sociology CP[^]	.5	Semester		10	11	12
U.S. & World Geography CP	.5	Semester		10	11	12
U.S. and N.H. Government CP[^]	.5	Semester			11	12
U.S. in the Cold War: Eve of Destruction CP[^]	.5	Semester		10	11	12
World Studies Honors[^]	1	Year-long	9			
World Studies I CP[^]	.5	Semester	9			
World Studies I Workshop	.5	Semester	9			
World Studies II CP	.5	Semester	9			
World Studies II Workshop	.5	Semester	9			

[^]NCAA Approved

Social Studies Program Sequence		
Year	Students attending a selective 4-year college (see college for specific requirements)	Students attending a 2-year college, trade school, or entering the military or workforce
Freshman	World Studies 1 & 2 Honors or World Studies 1 & 2 CP	World Studies 1 & 2 CP or World Studies 1 & 2 Workshop
Sophomore	NH Live Free or Die: NH's Place in the US and the World	NH Live Free or Die: NH's Place in the US and the World
Junior	American Humanities AP or American Humanities CP	American Humanities CP
Senior	U.S. and N.H. Civics CP	U.S. and N.H. Civics CP
Other Required	You must take Economics and Financial Literacy CP during your 10th, 11th, or 12th grade year.	

COURSE DESCRIPTIONS

African and the Middle Eastern Studies CP

Semester course

This semester course will focus on the development of Middle Eastern and Sub-Saharan African countries in the modern era (colonial and postcolonial) and on current events. Topics include the three Abrahamic religions, Israel-Palestine conflict, Islamic Revolution of 1979, causes of September 11th terrorist attacks, and aftermath of the Age of Imperialism in Sub-Saharan Africa. Students will develop a better understanding of Middle Eastern history, learning the culture, economics, religion, and geography of the region.

Through lecture, film, reading, literature, and research, students will develop listening, writing, and organizational skills. This course aims to prepare students for college, understand the Middle East and Sub-Saharan Africa in the world today, and provide a non-western perspective of world history.

***Embedded honors option**

Prerequisite(s): Successful completion of at least one semester of World History

American Humanities CP (Double block)

Year-long course

Students in this course will explore American culture through the study of history, literature, art, music, film, and television. This interdisciplinary program is team-taught by two teachers, one from the English department, and one from the Social Studies Department. The course meets daily and satisfies the junior English and History requirements. The course places emphasis on group cooperation and self-motivation. Students enrolling in American Humanities can select to pursue additional study and earn an honors level designation on their transcript. In addition to maintaining an 85 percent average in the regular course expectations, honors students will be expected to complete independent reading, upper-level writing, special projects, presentations, and summer assignments.

Prerequisite(s): English 9 and English 10

AP American Humanities (Double block)

Year-long course

This intensive, college-level study of American history, literature, culture, and thought prepares students to take both the Advanced Placement United States History and Advanced Placement English Language and Composition exams. Through this interdisciplinary approach co-taught by a history and English teacher, students will grow in their capacity to think, read, view, analyze, synthesize, and evaluate critically, as they engage with a wide variety of written, visual, and aural texts, with an emphasis on primary sources and their interpretation. Students will also learn how to communicate and collaborate in effective and powerful ways through daily writing, discussion, and presentation activities. This course meets daily and satisfies both the junior English and US History requirements.

***Students are required to take the AP exam in May.**

Prerequisite(s): AP US History I and Honors English 10 (or permission)

AP Psychology

Year-long course

This is a college-level course surveying the discipline of psychology, the science of behavior and mental processes. The units of study are based on the College Board Advanced Placement curriculum. Topics include psychology's history, approaches, and research methods, biological bases of behavior, sensation and perception, states of consciousness, learning and conditioning, cognition and memory, motivation and emotion, developmental psychology, personality, intelligence and testing, social psychology, and psychological disorders. The course and AP exam (which is taken in May) are designed to measure your knowledge of psychological concepts and your ability to apply these concepts in real-world ways. Students will be asked to gather data, do data analysis, and form and test hypotheses.

***Students are required to take the AP exam in May.**

AP U.S. Government and Politics

Year-long course

This course is designed for junior and senior students who have displayed exceptional ability, creativity, and task commitment. The class will follow the curriculum designed by the Advanced Placement Advisors. Key components of this course are critical thinking, research, writing assignments, and topical debates. The students are required to have the approval of the department chair in order to be eligible for this course. The purpose of the course is to give a detailed look into how our American government system functions in all its complexities. The primary objective will be to develop the knowledge of our governmental system and to promote an understanding of the democratic ideas. The major areas covered will be the political process, the presidency, the Constitution and the courts. A large part of the curriculum will utilize case studies to give the student a clearer understanding of some of the various issues that our country faces today.

***Students are required to take the AP exam in May.**

AP US History I*

Year-long course

This is a two-year course based on the College Board Advanced Placement U.S. History curriculum. Entry to the course requires the instructor's permission and a two-year commitment on the part of the student. The course, which requires the student to demonstrate strong verbal and writing skills, also focuses on the development of critical thinking skills. Through class discussions, group presentations, and individual written work, the students will be expected to articulate various historical viewpoints, develop theses, and organize and present position papers. Extensive work in document-based questioning is required. The course follows the evolution of American History from the Pre-Columbian period to the close of the nineteenth century, with a strong emphasis on social history. The skills developed in this class will help prepare students for AP Humanities and future college coursework which require strong analytical and critical thinking skills. Students are required to take the Advanced Placement national exam at the end of the second year. Students who wish to enroll in A.P. Humanities must complete this course in grade 10.

Prerequisite(s): English 10 Honors (concurrent enrollment) and with teacher/department head recommendation

Economics and Financial Literacy CP

Semester course

This one semester course will cover the 20 National Standards and the 5 NH State Standards for Economic education. Those standards include basic economic concepts, microeconomic concepts, macroeconomic concepts, personal finance, and international economic concepts. Students will learn the art of the economic way of thinking (compare benefits with costs) and apply this skill to solving problems and making decisions. Students will compete in the Stock Market Game against other NH schools. Skills learned include budgeting and investing money, maintaining a checking account, completing tax forms, a resume, and a cover letter. Lastly, students will know pertinent facts about the economy, including the current rates of unemployment, inflation, and interest. This course will prepare students to major in Business/Economics in college, to be workforce ready, and to use their citizenship skills. Successful completion of this course would result in a half credit in Economics and a half credit in Personal Finance.

***Embedded honors option**

Law and Order

Semester course

Students enrolled in this course will gain practical information and problem-solving skills regarding the law and our legal system. Students will engage in active learning experiences such as mock trials, moot courts, case studies, simulations, and small group exercises. Community resource people such as lawyers, judges, and police officers will be involved as guests in class. Students explore the definition of law, citizen rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues. Exploration of legal careers will be a theme throughout the course.

Prerequisite(s): Successful completion of at least one semester of World History

Live Free or Die: New Hampshire's place in the US and World

Semester course

This required course provides sophomores with a comprehensive understanding of New Hampshire's unique historical development, constitutional framework, and governmental functions. Students will explore the state's colonial origins, its role in the American Revolution, and the social, economic, and political changes that shaped New Hampshire into the modern era. Special emphasis is placed on the New Hampshire Constitution—one of the oldest still in use in the United States—and its protections of individual rights, civic responsibilities, and democratic principles. Students will examine how local and state government operates, including the roles of the executive, legislative, and judicial branches, as well as town meetings and citizen participation. Successful completion of this course will result in a half credit of New Hampshire History and a half credit of History, Government and Constitution of US and NH.

Sociology CP

Semester course

This class will survey the discipline of Sociology by studying cultural anthropology, case study research, deviance and crime, individuals in society, social inequalities, social institutions, group collective behavior, and modern global issues. Students will draw on their knowledge of the social sciences to view human behavior from many perspectives. Students will be challenged to set aside personal bias and learn about cultures of the world, different social norms, theories of human development, statuses and roles in society, and the importance of family, government, economics, religion, and sport. This course aims to prepare students for college and help students understand their role in a modern, global world.

Prerequisite(s): Successful completion of at least one semester of World History

U.S. & World Geography CP

Semester course

This course will introduce students to both the Western and non-western regions of the world. Topics such as natural resources, population growth, economic development, as well as the more general categories of physical and cultural geography, will be explored. Maps, graphs, charts, computer-based technology, film and television will be employed in this study. In our present day, more opportunities in life, government, and business rely on knowledge of other cultures and societies. Students will develop a greater appreciation and knowledge, not only of the United States, but other countries around the world. This course aims to help students to prepare for possible careers in such fields as geology, meteorology, environmental studies, forestry, construction, and travel.

Prerequisite(s): Successful completion of at least one semester of World History

U.S. and N.H. Civics CP

Semester course

This course offers an overview of the structure and function of the U.S. and New Hampshire Governments. Students will study the evolution of the social contract, the Constitution (how it was created, what it says, checks and balances), the importance of the Bill of Rights, Federalism and the balance between federal and state governments, and the elements of the American political process (voting, elections, the role of political parties). In addition, students will examine the 3 branches of the federal government in depth – Legislative, Executive, and Judiciary – as well as New Hampshire's variations on these. Research and the development of one's own political ideology is central to this course. Students will use a variety of sources including primary sources, newspapers, magazines, websites and computer technology, and film and other media to research, discern, and determine political truth. This course will prepare students for college and responsible citizenry, as well as careers in law, law enforcement, or government.

Prerequisite(s): None

U.S. in the Cold War: Eve of Destruction CP

Semester course

This course is a college preparatory semester elective that surveys the major events of the Cold War (1945 – 1991), with a focus on the perspective of the United States. The class will study the Containment Policy, Korean War, McCarthyism, Cuban Missile Crisis, Vietnam War, I, the counterculture / anti-war movement, and other tensions between the US and the Soviet Union. We will also examine how the Cold War influenced the pop culture of the time, using books and films as examples. The course will be taught through readings, primary and secondary source documents, discussions, movies, and traditional lectures.

World Studies Honors

Semester course

This course, which is recommended for the accelerated student, provides a global, in-depth approach to the study of the development of civilization from the 1500s to the present day. Topics to be studied will include: the Renaissance, the Reformation, the Age of Enlightenment, the Age of Revolution, the Industrial Revolution, European Imperialism, both World Wars, and the events which are shaping the modern world. Well-defined verbal and writing skills are expected of students who take this course. The course is structured to help the student to develop various skills: listening and reading for comprehension, organization skills, and critical thinking skills of application, analysis, synthesis, and evaluation. Students will be expected to draw information from a wide variety of sources, including but not limited to, class lecture, primary and secondary source readings, film, television, and the Internet. A strong emphasis on analytical writing is a major component of the course. This course aims to prepare the college bound student for a successful transition to Advanced Placement U.S. History as well as to provide skills and information for careers in education, the humanities, law, politics, and government.

World Studies I CP

Semester course

This course is the study of the development of World History from the 1500s to 1900. Among the topics to be studied are the Enlightenment, the Age of Absolutism and Revolution, Napoleon, the Industrial Revolution, European imperialism, and the First World War. The course will help prepare the student to master such practical skills as the interpretation of maps, charts, tables, and timelines, as well as fostering reading for comprehension and application and developing higher order thinking skills. The student will do research using computer technologies and primary and secondary sources. These skills will enhance the 9th grade students' ability to successfully continue their high school career, to pursue studies beyond the secondary level, as well as providing preparation for entry level positions in a technologically advanced world.

World Studies I Workshop

Semester course

This course is a skills-based approach to the study of World History from the 1700 – 1930's. Among the topics to be studied are the Enlightenment, the Age of Absolutism and Revolution, Napoleon, the Industrial Revolution, European imperialism, and the First World War. For students looking to pursue college athletics, this class is not approved by the NCAA.

World Studies II CP

Semester course

This course is the study of the development of World History from 1900 to present. Among the topics to be studied are European nationalism, the Second World War, Communist and the Cold War, conflicts in the Middle East, and events shaping our modern world. The course will help prepare the student to master such practical skills as the interpretation of maps, charts, tables, and timelines, as well as fostering reading for comprehension and application and developing higher order thinking skills. The student will do research using computer technologies and primary and secondary sources. These skills will enhance the 9th grade students' ability to successfully continue their high school career, to pursue studies beyond the secondary level, as well as providing preparation for entry level positions in a technologically advanced world.

World Studies II Workshop

Semester course

This course is a skills-based approach to the study of World History from the 1930's – present. Among the topics to be studied are European nationalism and imperialism, the Second World War, Communism and the Cold War, conflicts in the Middle East, and events shaping our modern world.

SECTION 3



Open Electives

CAREER AND TECHNICAL EDUCATION

(Use the links below to read the course description and any prerequisites)

COURSE NAME	CREDITS	LENGTH	GRADE			
Air Force JROTC						
• Introduction to AFJROTC Leadership Program and Aviation History	1	Year-long	9	10	11	12
• Introduction to Global Awareness and Leadership Communication	1	Year-long		10	11	12
• Charting Career Opportunities and Survival	1	Year-long		10	11	12
• Management of the Cadet Corps	1	Year-long				12
Business - Accounting						
• Accounting I Honors	2	Year-long		10	11	12
• Accounting II Honors	2	Year-long			11	12
Business - Marketing						
• Marketing I	2	Year-long		10	11	12
• Marketing II Honors	2	Year-long			11	12
Electives						
• Entrepreneurship	1	Year-long		10	11	12
• Introduction to Business	.5	Semester	9	10	11	12
Computer Science						
• Esports I	2	Year-long		10	11	12
Electives						
• Coding and Gaming	.5	Semester	9	10	11	12
• IT Exploration	.5	Semester	9	10	11	12
Construction						
• Construction I	2	Year-long		10	11	12
• Construction II	2	Year-long			11	12
Electives						
• Woodworking	.5	Semester	9	10	11	12
• Advanced Woodworking	.5	Semester	9	10	11	12
Culinary Arts						
• Culinary Arts I	2	Year-long		10	11	12
• Culinary Arts II	2	Year-long			11	12
Digital Media						
• Digital Media I	2	Year-long		10	11	12
• Digital Media II	2	Year-long			11	12
Electives						
• Introduction to Digital Media	.5	Semester	9	10	11	12
Engineering (Project Lead the Way)						
• Engineering I Honors	2	Year-long		10	11	12
• Engineering II Honors	2	Year-long			11	12
Health and Human Services						
• Health Science I Honors	2	Year-long		10	11	
• Health Science II Honors	2	Year-long			11	12
• Human Services I Honors	2	Year-long		10	11	12
• Human Services II Honors	2	Year-long			11	12
Electives						
• Child Development	.5	Semester	9	10	11	12
• Human Relationships	1	Year-long	9	10	11	12

• Care and Support	.5	Semester	9	10	11	12
• Careers in Health and Human Services Exploration	.5	Semester	9	10	11	12
Heavy Duty Mechanics						
• Heavy Duty Mechanics I	2	Year-long		10	11	12
• Heavy Duty Mechanics II	2	Year-long			11	12
Electives						
• Small Engine Repair	.5	Semester	9	10	11	12
• Auto Maintenance and Repair I	.5	Semester	9	10	11	12
• Auto Maintenance and Repair II	.5	Semester	9	10	11	12
Natural Resources						
• Natural Resources I	2	Year-long		10	11	12
• Natural Resources II	2	Year-long			11	12
Electives						
• Retail Florist I	.5	Semester	9	10	11	12
• Retail Florist II	.5	Semester		10	11	12
• Advanced Floral Design	.5	Semester		10	11	12
• Growing Your Future	.5	Semester	9	10	11	12
• Forestry	1	Year-long	9	10	11	12
Veterinary Science						
• Veterinary Science I	2	Year-long		10	11	
• Veterinary Science II Honors	2	Year-long			11	12
Electives						
• Canine Science	.5	Semester	9	10	11	12
• Pet Care (Companion Animal Science)	.5	Semester	9	10	11	12
• Equine Science	.5	Semester	9	10	11	12
Welding and Fabrication						
• Welding & Fabrication I	2	Year-long		10	11	
• Welding & Fabrication II	2	Year-long			11	12
Electives						
• Introduction to Welding	.5	Semester	9	10	11	12

COURSE DESCRIPTIONS

AIR FORCE JROTC

Introduction to AFJROTC Leadership Program and Aviation History

Year-long course

This course introduces students to the history, mission, customs, and ethical principles of JROTC across all services, while also building key academic and life skills. This forms a core part of the Air Force JROTC curriculum. Students will also trace the evolution of flight from ancient times to future aerospace developments.

Introduction to Global Awareness and Leadership Communication

Year-long course

This course introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. Students delve into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. Students will learn skills in communicating effectively, understanding groups, and team dynamics.

Prerequisite(s): Introduction to AFJROTC Leadership Program and Aviation History

Charting Career Opportunities and Survival

Year-long course

This course helps to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students learn to navigate real-life issues such as designing a resume and a cover letter, understanding employment contracts,

effective interview skills, and how to apply for technical school or college. Students will be trained in skills and attitudes necessary to successfully perform fundamental tasks needed for outdoor survival.

Prerequisite(s): Introduction to AFJROTC Leadership Program and Aviation History

Management of the Cadet Corps

Year-long course

A hands-on experience that gives students the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be performed by cadets. This course will expose students to the fundamentals of management and provide them with the necessary skills needed to put into practice what they have learned during their time in AFJROTC.

Prerequisite(s): This is the capstone JROTC course and requires recommendation from the JROTC teacher to proceed.

BUSINESS – ACCOUNTING

Accounting I Honors

Year-long course

In this project-based class, students will be introduced to the complete accounting cycle for sole proprietorships, partnerships, and corporations. Online accounting software will be used instead of the traditional paper and pencil method. Students will use simulations and projects to apply concepts and master skills. For all who plan a career in business, finance, management, marketing, banking, accounting, or plan to run their own business, this course is a must. Students can receive 4 college credits for this course, which can mean a significant savings on college tuition when combined with other Early College options.

Accounting II Honors

Year-long course

Accounting II is for students who wish to pursue an accounting or business career and have completed Accounting I. Further competence in accounting skills is emphasized in this course which includes departmentalized, corporate, and cost accounting concepts. Online accounting software will be used instead of the traditional paper and pencil method. Students can receive 4 college credits for this course, which can mean a significant savings on college tuition when combined with other Early College options.

Prerequisite(s): Accounting I with a grade of C or better, or with instructor approval.

BUSINESS – MARKETING

Marketing I

Year-long course

Students will start this course learning the important role that marketing and business plays in society and how it impacts their daily lives. Learn about the types of business ownership, principles of entrepreneurship, management theories, strategies to motivate employees, business ethics and corporate social responsibility. As a result of understanding the role that the economic, global, legal, and financial environments have on business operations and profits, students will then have opportunities to apply these concepts in various hands-on projects throughout the course. After learning the basics of business, students will then learn and apply the fundamentals of marketing. Students will learn all about the world of marketing, analyzing market opportunities, developing new products, distribution decisions, promotion and communication strategies, pricing objectives and the skills needed for a successful career in marketing.

Marketing II Honors

Year-long course

Students will further their development of marketing and business skills in this course. Students will expand their knowledge of marketing and business and continue to participate in numerous interactive business marketing projects. Students will learn not only how to develop but manage a global business plan, analyze consumer decision-making, devise B-to-B and nonprofit marketing plans, analyze supply-chain management and marketing channels, advertise, create sales promotions, price set, as well as strategize and

implement social media marketing campaigns. Students will have increased opportunities to organize and lead real-world promotional campaigns and will have opportunities to partner with businesses in the community to strengthen their marketing skills.

Prerequisite(s): Marketing I.

ELECTIVES – BUSINESS

Entrepreneurship

Year-long course

Entrepreneurship focuses on recognizing a business opportunity, and starting, operating, and maintaining a business. Students will turn the knowledge they gained in their CTE program into a fledgling enterprise that teaches them how to take their product or service to market. They will learn and apply accounting, marketing, and business management skills throughout the class and will learn how to develop and apply a business plan. This course includes an optional internship component as part of the curriculum where students can further hone their skills in the community. By choosing this option students will engage with the Career Development Coordinator to identify and apply for an industry-specific internship.

Prerequisite(s): Successful completion of a two-year CTE program and recommendation of their program teacher

Introduction to Business

Semester course

This introductory course gives students a hands-on overview of running a business. Students will learn the key aspects of how businesses operate by developing a foundational understanding of how to identify viable business opportunities, create marketing strategies, and learn basic financial management that can apply to solo entrepreneurs or large corporations. Students will also develop the soft-skills necessary to be successful in business by focusing on the concepts of what it means to be professional and what leadership looks like a business, preparing them to become confident, ethical, and effective employees and future leaders.

COMPUTER SCIENCE

eSports I

Year-long course

This course is for students interested in competitive gaming and the technical, business, and creative skills required to support the eSports industry. The curriculum combines competitive game strategy, team-based play, and fundamental coding and game development principles. Students will also explore the business and marketing sides of the gaming industry, including event management, content creation, and team branding.

ELECTIVES - COMPUTER SCIENCE

Coding and Gaming

Semester course

Coding and Gaming is aimed at the novice computer user; it is designed to be a rewarding and fun learning experience for students who have no prior programming knowledge. Students will explore the fundamental introductory concepts and processes to computer programming. They will learn the building blocks for coding in a variety of ways including building their own computer games. Students will be better attuned for the mindset necessary to create programs from scratch. This class will help students feel confident in their ability to write small programs that allow them to accomplish useful goals while providing them with a solid background of standard computer logic to enhance problem-solving skills.

IT Exploration

Semester course

This introductory course provides an exploration of the foundational concepts and practical skills of information technology. Students will gain an understanding of computing systems, networks, and the Internet, while also examining the broader societal impacts of computing. The curriculum emphasizes hands-on application, with students using office productivity software and digital media tools to create and manage various types of content. The course introduces fundamental programming and game design principles, teaching students to apply algorithms to develop interactive projects. An emphasis is placed on applying design principles and ethical practices to digital environments, preparing students to be responsible and innovative digital citizens.

CONSTRUCTION

Construction I

Year-long course

In this course, students will practice their construction skills on small utility buildings or small houses. These future tradesmen will attend demonstrations, lectures, and will also receive hands-on experience through building construction. All phases of the housing industry will be explored. Guest speakers will help students discover what employment opportunities await them after graduation. Students should leave this course with the ability to construct sheds and other small buildings, as well as perform basic household repairs. Upon teacher recommendation and successful completion of all competencies, students can move on to Construction II.

Prerequisite(s): Overall GPA of C or better

Construction II

Year-long course

In this course, students will be led through the different phases of construction. Students will learn about site preparation, footings and foundations, framing, roofing, and interior and exterior finish. Students will be introduced to basic topics in concrete work, masonry, electrical wiring, and plumbing. Upon successful completion of this course, students will have the entry-level skills necessary to begin a carpentry career or progress to a postsecondary institution. Preparation: Construction I. Students will participate in OSHA 10 training and receive their OSHA 10 card upon successful completion of the program.

Prerequisite(s): Construction I

ELECTIVES - CONSTRUCTION

Woodworking

Semester course

Students will learn the safe use of hand tools, small power tools, the band saw, jig saw, and lathe. Finishing techniques will also be covered, allowing students to complete independent projects. Students will be able to utilize these skills to assist them in basic home repairs. To be successful in this course, an understanding of how to perform basic math computations is essential. Woodworking is an exploratory course for grades 9 & 10. Priority will be given to freshmen and sophomores during the scheduling process. Juniors and seniors will be given consideration on a space available basis.

Advanced Woodworking

Semester course

Students will build on their experience from Woodworking. Students will continue to utilize their broad knowledge of hand and power tools while adding more advanced tools and fine woodworking techniques with a primary goal of furniture making. Students will also learn to design personal projects with specific advanced woodworking elements. These elements will include mortise and tenon and mitered joinery techniques. Historic preservation and furniture finishing/refinishing techniques will be learned along with furniture repurposing. The course is designed as a project-based curriculum; students must complete a variety of hands-on projects both collaboratively and individually. Each unit outlines specific skills and/or long-term projects, which serve as unit and course assessments. Students are required to communicate acquired concepts and skills via completion of wood projects, writing, verbal communication, etc.

Prerequisite(s): Woodworking

CULINARY ARTS

Culinary Arts I

Year-long course

The Culinary Arts I program prepares a student for a career in the food service industry. Students train in the basics of planning, purchasing, and preparing food in quantity. Students learn cooking techniques and preparation, selection and use of utensils and equipment, and safety and sanitation techniques involved in food preparation, providing students with entry-level career skills and basic knowledge of how professional kitchens are set up and managed. Demonstrating your skill, knowledge and professionalism in the food service industry gives you a competitive edge over other chefs.

two.

Culinary Arts II Honors

Year-long course

Culinary Arts II students study kitchen design and layout, food costs, inventory management and cost controls. Students will further develop their understanding of skills and theories by applying what they learned in Culinary Arts I. Instruction will include sanitation standards and procedures, baking, mother sauces, classical cuisine, and garde manger. They learn how to plan for and serve at banquets. They receive assistance during the year in making postsecondary plans and/or obtaining employment in the food service industry. This assistance will continue after graduation if needed. Students will have the opportunity to earn the nationally recognized ServSafe certification.

Prerequisite(s): Culinary Arts I with a grade of C- or better

DIGITAL MEDIA

Digital Media I

Year-long course

This year-long course introduces students to some of the basic graphic design techniques used by commercial, visual, print, web, online game, and app designers. Digital Media I provides in-depth instruction in Adobe Photoshop and Illustrator. Students will learn how to use the fundamentals of layout, design, typography, and composition in the digital realm. They will integrate a variety of drawing, painting, editing, and retouching tools with special emphasis on how to create/achieve sophisticated, real-world results including posters, programs, logos, and brochure designs. It will encourage students to use flexibility and imagination in their growing repertoire of computer skills, providing better productivity, and therefore, employability. Real-world critical thinking and implementation are a hallmark of this course. As such, each student will be required to create both a physical as well as an electronic portfolio of accomplishments throughout this course.

Digital Media II

Year-long course

By completing this year-long capstone course students are preparing to continue their passion of becoming a user/developer of media technologies, for print and digital graphic design, illustration, and audio-visual production. DM2 provides students a chance to experience the day-to-day life of being creative. Students will learn how to integrate the skills they have learned thus far in Photoshop, Illustrator, InDesign, Premier Pro, and many other cutting edge Adobe Creative Suite programs to develop layout and design spaces for both print and web as well as visually engaging audio/visual creations. Students will continue to build on their image, illustration, audio/visual editing, and text skills to achieve professional design variations for multiple forms of digital media. Students will also explore communication with outside clients to create custom works. Students will explore advanced integration of multiple media technologies utilized in advertising and marketing agencies, production houses, and media-focused departments within larger corporations. Real-world critical thinking and implementation are a hallmark of this course. As such, each student will be required to continue to add to both a physical as well as an electronic portfolio of accomplishments that they started in DM1.

Prerequisite(s): Digital Media I

ELECTIVES - DIGITAL MEDIA

Introduction to Digital Media

Semester course

This semester course in the Digital Media realm is for students who want to explore computer technology through movies and music. Students will explore the making of movies using Adobe Premiere. Students will be exposed to the introductory issues relative to the visual development of ideas as well as how the audio affects the visual. Not only will they be exposed to script and storyboard generation, creation and editing of movie clips to create a final product, but also the creation of music using existing clips and their own musical compositions in Garage Band.

ENGINEERING

Engineering I Honors

Year-long course

This course is a combination of Introduction to Engineering and Design, and Principles of Engineering. In the first semester, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. In the second semester students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation, through problems that engage and challenge them. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The techniques learned and equipment used is state-of-the-art and currently being used by engineers throughout the US.

***Freshmen are eligible if they have completed the middle school pre-engineering courses and with department chair approval.**

Engineering II Honors

Year-long course

This course is a combination of Computer Integrated Manufacturing and Civil Engineering and Architecture. Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. In the second semester, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

Prerequisite(s): Engineering I

HEALTH AND HUMAN SERVICES

Health Science I Honors

Year-long course

This course will introduce students to the wide range of career options within Health Science. Students will be introduced to topics such as the history of healthcare, healthcare delivery systems, technology trends, healthcare economics, safety practices, infection control, and significant medical terminology. Curriculum topics and skills prepare students for careers in areas such as nursing, physical and occupational therapy, dentistry, medicine, and other careers of interest. Students may be certified in CPR/AED during this year. This course is designed for Juniors. Students' math and science grades are considered in the acceptance process. Students must earn a grade of B- or better in Health Science I Honors and satisfactorily complete all competencies to continue to year two. Prerequisite(s): A grade of B- or better in college prep Biology is required. An excellent attendance record and an overall GPA of 3.0 or better will also be considered for acceptance into the program.

Health Science II Honors

Year-long course

Health Science II Honors continues to expand knowledge and experience with significant anatomy, physiology, pathophysiology, medical terminology, and real-world clinical experiences. Medical terminology continues to be embedded in the program, and students may become eligible for college credit. Level II students may take one of three experiential tracks offered, LNA, Medical Assisting or Dental Assisting. Licensed Nursing Assistant Program completers may earn certification, become eligible to sit for the NH State Licensing written and practical exams prior to graduating, and become employment eligible immediately following graduation. General Clinical Dental assisting students may intern with local dental offices and medical assisting students may also be assigned to internship experiences in local physician offices.

Prerequisite(s): Students must earn a grade of B- or better in Health Science I Honors and satisfactorily complete all competencies to continue to year two.

Human Services I Honors

Year-long course

This course will introduce the background information and concepts necessary to understand the theory and practice of Human Services. The information will be drawn from disciplines including history, sociology, and psychology, as well as understanding the valuing of social roles, ethical behaviors and quality of life. Current influences on Human Services such as Managed Care may also be discussed. This pathway is geared towards students who are interested in pursuing a career in the Human Service Field (i.e. Social Work, Counseling, Advocacy, Work in non-profit organizations, etc). This is a Dual Enrollment course with NCC, where college credit may be obtained. This is an Honors level course. Attendance is a must as this is practice for real work applications. Prerequisite(s): Good attendance record.

Human Services II Honors

Year long course

This course will move further into the area of Human Services. There will be a focus on Communication Skills, Case Management, Supervision, Practical application of Counseling theories and techniques, Motivational Interviewing, and Shadowing experiences. This is the second year of the program of studies. Attendance continues to be a must. Prerequisite(s): Human Services Honors 1; Continued good attendance record.

ELECTIVES - HEALTH AND HUMAN SERVICES

Care and Support

Semester course

Are you interested in working with the elderly or individuals with intellectual/developmental disabilities while in high school or beyond? This course will prepare students for several different jobs available to high school students who enjoy working with others with needs. Students will learn skills essential to successful work including safety, developmentally appropriate activities, and supervision. You will learn how to apply for jobs as caretakers, assistants, and direct support professionals. Direct support professionals work one-to-one and in small groups to support individuals with intellectual or developmental disabilities and/or senior citizens. Students who successfully complete this course will be certified by Gateways as a Direct Support Professional, allowing them to apply for positions at local Gateways facilities, supporting others in need.

Careers in Health and Human Services Exploration

Semester course

In this introductory course students will explore the Health Care System, complete a *career interest inventory* as part of developing a career plan, and research a variety of careers in Health and Human Services. Careers in each of 5 career clusters will be explored. (1) Therapeutic Services - including physical therapist, athletic trainer, and dental hygienist; (2) Diagnostic Services - including medical lab techs, pathologists, and radiology techs; (3) Health Informatics - including health care administrator, medical librarian, and transcriptionist; (4) Support and Human Services - dietary technicians, social workers, counselors, and behavioral therapists; (5) Biotechnology Research and Development - biomedical chemist, microbiologist, and pharmacist.

Child Development

Semester course

This course involves the study of the physical, emotional, social, and intellectual development of the child from birth through the school age children. The students will explore attitudes and decisions involved in parenting and child-centered careers. The importance of prenatal care and childbirth options are also included. This course is recommended for students interested in early childhood or elementary education as well as for those who are planning careers in human services.

Human Relationships

Year-long course

This course is the study of the many factors that influence relationships throughout the lifespan. The major focus is on developing important soft skills that will enable individuals to relate to others and function in all aspects of their lives. Topics included in this course are examination of personality development, Emotional Intelligence, Anxiety, Communication skills, Conflict resolution, and working with others. Students interested in careers in psychology, childcare, education, and human services are encouraged to take this course.

HEAVY DUTY MECHANICS

Heavy Duty Mechanics I

Year-long course

This course is designed to give students an introduction to heavy duty mechanics as related to on and off-road vehicles as well as heavy equipment. Subject areas include equipment operation and maintenance, theory of engine operation, engine overhaul, hydraulics, power train, operation, welding, diagnostics, and troubleshooting. Safety will be stressed in all aspects of the course. Students will apply what they learn by gaining practical experience in the heavy equipment shop. Students can apply what they learn to help them with careers in mechanics, agriculture, construction, or trucking.

Heavy Duty Mechanics II

Year-long course

This course allows students to apply and expand upon skills and knowledge gained in the first year of the program. Students will work with on and off-road vehicles performing repair, overhaul, diagnostics, and troubleshooting. Students will become independent through projects requiring record keeping, disassembly, analysis, replacement of parts, and final reassembly to a working condition. Students will troubleshoot basic diesel engine malfunctions using the latest computer technology. This course will help prepare students for an entry level job in heavy equipment maintenance or a technical school program in mechanics.
Prerequisite(s): Heavy-Duty Mechanics I

ELECTIVES - MECHANICS

Small Engine Repair

Semester course

This course will introduce students to the maintenance and repair of small gasoline engines, such as those found on lawnmowers, rototillers, and snow blowers. This course will benefit the future homeowner as well as the individual seeking a career in mechanics. Major topics to be covered will include principles of operation, small engine specialty tools, engine disassembly and assembly, applications of small engine power, and the use of parts and repair manuals. This course may be taken additional times for credit.

Auto Maintenance and Repair I

Semester course

This course will introduce students to the maintenance and repair of gasoline engines in automobiles. This course will benefit the car owner as well as individuals seeking a career in mechanics. Major topics to be covered will include specialty tools, applications of engine power, and the use of parts and repair manuals. Auto repair will include changing tires, brakes, diagnostics, and various additional auto repair services. The course will have both classroom and shop instruction, and safety processes.

Auto Maintenance and Repair II

Semester course

This course will allow students to advance their maintenance and repair experience on automobiles. As this course will be taught alongside Auto Maintenance and Repair I, students will be able to assist less experienced students and be part of collaborative work teams on project vehicles. Business processes of completing timecards and work completed logs will be part of the course expectation. This course may be taken additional times for credit.
Prerequisite(s): Auto Maintenance and Repair I

NATURAL RESOURCES

Natural Resources I

Year-long course

To conserve, manage, and protect the biodiversity of our planet is critical for human survival. The management of Earth's natural resources is essential to keeping our communities safe from need in the 21st century, ensuring we have water to drink, food to eat, air to breathe, and materials for shelter. Activities covered in this course include identification and classification of plants and animals, forest & wildlife ecology & management, invasive species, biodiversity & habitat loss, climate change, and alternative energies. Considerable class time will take place outdoors where students will be involved in hands-on learning in Alvirne's 126-acre registered NH Tree Farm. Students will be introduced to a variety of tools and technologies used in natural resource management and conservation, including remote sensing with satellites and drones, computer-based mapping with Geographic Information Systems (GIS), and handheld Global Positioning Systems (GPS).

Natural Resources II

Year-long course

This course is a continuation of Natural Resources I with a strong focus on sustainability. In year two, students will have the opportunity to pursue interests in Fish & Game, aquaponics, greenhouse management and alternative energy. The Alvirne Tree Farm and greenhouse will continue to serve as the main laboratory spaces for the class, however student projects could take them to locations across the region. The course will continue the use of a variety of tools and technologies used in natural resource management and conservation, including remote sensing with satellites and drones, computer-based mapping with Geographic Information Systems (GIS), and handheld Global Positioning Systems (GPS). Students will be encouraged to pursue industry recognized credentials such as OSHA 10 and Wilderness First Aid.

Prerequisite(s): Natural Resources I

ELECTIVES - NATURAL RESOURCES

Retail Florist I and II

Semester 1 & 2 course

In these courses students will learn the basics of floral design. Students will learn the principles of design that will enable them to create floral arrangements including triangle, round, long and low, and holiday pieces. The basic corsage and wedding bouquet designs used in the floral industry will also be introduced. The students will be provided the opportunity to perfect design skills and gain practical knowledge to help them succeed in working in, managing, or establishing a flower shop.

Prerequisite(s): Retail Florist I is a prerequisite for Retail Florist II

Advanced Floral Design

Semester course

This course is designed for students who have successfully completed Retail Florist I and II. In this course students will have the opportunity to plan, construct, and perfect their design skills. This course is designed to examine floral design in relation to contemporary designs, business practices, specialty items, creativity, and careers in the floral industry. Designs will include holiday and wedding arrangements. Students will also explore the varied management practices and approaches to running a business while operating Blooming Bronco's Flower Shop.

Prerequisite(s): Retail Florist II

Growing Your Future

Semester course

This exciting new course is designed to introduce concepts of modern farming. Students will work with their hands and explore growing methods that can include hydroponics, aquaponics, or aeroponics. They will design and build the systems for growing in this burgeoning field. You will also work with our new chicken coop and harvest fresh eggs. This class is for students who like to work with their hands and enjoy, or want to explore, growing plants and learning about raising chickens.

Prerequisite(s): None Competencies: Safety, Plant Physiology, Greenhouse Management, Entomology

Forestry

Year-long course

This course is an introduction to the field of Forestry. Designed to encourage students to go out into the natural world and learn about the management of its natural resources through modern technology and field practices. Topics will include tree identification, resource & wildlife management, and the management & production of forest products such as lumber, firewood, and maple syrup. Introductory safe operation of equipment such as tractors, sawmill, chainsaws is included. A considerable amount of time will be spent outdoors in various weather and steel toed boots are required.

VETERINARY SCIENCE

Veterinary Science I

Year-long course

The first year of this advanced level, two-year program introduces students to the applied principles and practices used in small and large animal related business with a special emphasis on veterinary medicine. Students will explore concepts through hands-on experiences working with kennel animals such as chinchillas, rabbits, guinea pigs, ferrets, rodents, and birds along with our large animal species including donkeys and dairy cattle. Topics will also include safety, animal behavior, breed and species identification, animal health, welfare, and client relations. Through continuous exposure to animals on the school farm and small animal facility, students will develop hands-on skills in handling, restraint, grooming, feeding, cleaning/ disinfection, training, and record keeping. Students will develop skills in professional telephone etiquette and customer service and research animal-related careers. Students will also be required to complete 12 hours of community service in an animal related service project. This course will provide students with skills and knowledge needed for employment in an entry-level job such as a veterinary assistant or kennel assistant, and/or preparation for post-secondary education.

Prerequisite(s): (1) College-prep Biology with a grade of B- or better; (2) An excellent attendance record and an overall GPA of 3.0 or better will be considered; (3) Strong Algebra I skills will be required in this program; and (4) A Lexile reading level of 1300L1600L or better will be successful with interacting with the textbook.

Veterinary Science II Honors

Year-long course

In the second year of the Veterinary Science program, students will continue to build on their knowledge and skills gained in the first year. Using the kennel's small animals and large animal species, advanced topics in veterinary science II will include nutrition and anatomy, health and disease and veterinary medical terminology and entrepreneurship. Hands-on skills will be developed in feed selection, laboratory procedures (i.e., fecal analysis, blood, and urine analysis), animal health and disease prevention, such as vaccinations, deworming, grooming, physical exams, office skills, equipment identification and business management. Students will also be required to complete 12 hours of community service in an animal related service project. With the completion of this program, a student's potential for success in post-secondary education/an entry level job and/or in an animal science field is greatly enhanced.

Prerequisite(s): Veterinary Science I with a B- or better and a chemistry course taken previously or concurrently is strongly recommended.

ELECTIVES - VETERINARY SCIENCE

Canine Science

Semester course

This course introduces students to the wide world of dogs. Included topics are handling and restraint, history, and breeds, instinctive and learned behavior, anatomy, selection and responsible ownership, as well as an introduction to grooming. The course will be taught with many projects and demonstrations. Hands-on participation in safe attire (pants and closed toe shoes) is required during class. Some students will be required to stay after class to work with the instructor's animals for projects if they can't access a pet at home.

Pet Care (Companion Animal Science)

Semester course

Do you own a pet or hope to some day? Would you know what to look for in a healthy and happy pet or where the best place is to find one? Do you know how to give the best care possible to your family addition whether they are cats, guinea pigs, rodents, birds, fish, reptiles, rabbits, chinchillas, or ferrets? Take this opportunity to learn how to choose and care for small animals and meet the animals in the Agri-pet kennel.

Equine Science

Semester course

Do you love horses? How about the relatives of horses? In this semester-long course, students will have the opportunity to work with Alvirne's Mediterranean Miniature donkeys. Throughout the semester, students will be exploring such topics as equine evolution, history, future industry trends and equine careers. As part of the management team, students will be learning and applying their knowledge about safety, handling, training, anatomy, selection/conformation, and equine health. As we proceed throughout the class, students will practice what they learn by performing health evaluations, parasite prevention, vaccinations, and proper hoof care. Come and discover more about our beautiful, magnificent companions that so many people have come to love.

WELDING AND FABRICATION

Welding & Fabrication I

Year-long course

Students will learn to arc weld in the flat position, utilize an oxy-acetylene torch for cutting metal and learn basic MIG skills. Through various exercises students will select the proper welding materials and demonstrate appropriate techniques. This course is useful for any student planning a career in the fields of mechanics, engineering, agriculture, construction, machine trades, or civil technology. Grade 10 & 11 students will be given priority when scheduling.

Prerequisite(s): Overall GPA of C or better

Welding & Fabrication II

Year-long course

In year two of the welding program students will delve into advanced MIG, TIG, and stick welding skills. Using torch and plasma cutters students will develop their own self-directed projects to encourage growth of welding skills and to connect program contents to real life applications. Students will use oxy-fuel, shielded metal arc, metal inert gas, gas tungsten arc, gas metal arc, and plasma metal arc equipment to develop real-world skills in a controlled environment. Students will build partnerships with business and community members to help master skills.

Prerequisite(s): Successful completion of Welding I with a grade of C or better

ELECTIVES - WELDING AND FABRICATION

Introduction to Welding

Semester course

This semester course introduces students to the basics of welding using stick welding and cutting torches. Students will work on developing skills through a series of projects that can prepare them to advance into the welding program.

FAMILY AND CONSUMER SCIENCE
(see course description for prerequisite information)

COURSE NAME	CREDITS	LENGTH	GRADE			
Food Works I	.5	Semester	9	10	11	12
Food Works II	.5	Semester		10	11	12
Unified Independent Living	.5	Semester	9	10	11	12

COURSE DESCRIPTIONS

Food Works I

Semester course

This course is an introduction to the basic skills on food preparation and the understanding of nutritional needs and disease prevention. Food safety and sanitation are a critical component to this course. Additionally, consumer awareness and environmental issues are emphasized. Student assessment includes lab work and a variety of hands-on activities as well as homework and exams. Students concerned with their own food choices, as well as those interested in health and fitness careers are encouraged to take this course. Safety & Sanitation, Food Prep Techniques & Culinary Skills, Nutrition Principles, Math & Reading Integration in Food Preparation

Food Works II

Semester course

This course is intended for the students who choose to continue the study of food preparation and want to increase their basic skills. Food safety and sanitation are a critical component to this course. This course of study allows students to explore more complex and detailed areas. Students interested in consumer choices concerning health, finance, time, effort, and the environment are encouraged to take this course.

Prerequisite(s): Food Works I

Unified Independent Living

Semester course

This course will provide the student with a variety of skills necessary for living as an independent young adult. Career choices, values, money management, and decision-making will be explored. Students will have the opportunity to experience relationships, learn from and help support their intellectually challenged peers. Students will also participate in hands-on activities designed to give them food selection and preparation skills, basic sewing experience, and consumer awareness. At the completion of this course, students will be able to demonstrate skills explored at a novice or appropriate individual level. This course is best designed for upperclassmen students and requires teacher permission. The course may be repeated.

WORLD LANGUAGE

(see course description for prerequisite information)

COURSE NAME	CREDITS	LENGTH	GRADE			
American Sign Language I CP^	1	Year-long	9	10	11	12
American Sign Language II CP^	1	Year-long		10	11	12
American Sign Language III CP^	1	Year-long			11	12
French I CP^	1	Year-long	9	10	11	12
French II CP^	1	Year-long		10	11	12
French II Honors^	1	Year-long		10	11	12
French III CP^	1	Year-long			11	12
French III Honors^	1	Year-long			11	12
French IV Honors^	1	Year-long			11	12
Russian Language and Culture I CP^	1	Year-long	9	10	11	12
Russian Language and Culture II CP^	1	Year-long		10	11	12
Spanish I CP^	1	Year-long	9	10	11	12
Spanish II CP^	1	Year-long	9	10	11	12
Spanish II Honors^	1	Year-long	9	10	11	12
Spanish III CP^	1	Year-long		10	11	12
Spanish III Honors^	1	Year-long		10	11	12
Spanish IV Honors^	1	Year-long			11	12
Spanish V Honors^	1	Year-long			11	12

^NCAA Approved

COURSE DESCRIPTIONS

American Sign Language I CP

Year-long course

This year-long course is an introduction to American Sign Language and deaf culture. Students will develop a beginner's range of communication skills, as well as examine the educational, social, political, and artistic experience of deaf people. The course will cover vocabulary development, fingerspelling, and an introduction to the syntax and grammar of ASL through demonstrations, dialogues, film, guest speakers, and other media. Reading, writing, and research are also required as a foundation for students to debate and discuss the central issues within the deaf community. A signing environment is maintained in the classroom, which means only the target language is used.

American Sign Language II CP

Year-long course

This year-long course is a continuation of American Sign Language I. Using a language immersion approach, students will continue to develop an intermediate range of communication skills, as well as examine the educational, social, political, and artistic experience of Deaf people. The course will cover continued comprehension of previous lessons in ASL I, but it will also expand on fingerspelling practice, various number types, special verb agreement, and negation signs. There will be a greater focus on storytelling and narrative structure as well as cultural insight of the deaf community. Content is presented through demonstrations, dialogues, film, guest speakers, and other media. Reading, writing, and research are also required as a foundation for students to debate and discuss the central issues within the deaf community.

Prerequisite(s): C- or above in ASL I or teacher permission.

American Sign Language III CP

Year-long course

This year-long course is a continuation of American Sign Language II. Students will continue to develop an intermediate range of communication skills, as well as examine the educational, social, political, and artistic experience of Deaf people. The course will build on comprehension skills from ASL II and expand on ASL Literature (ABC Stories, Number stories, narratives, poetry), classifier use, job opportunities in the Deaf community, and advocacy. Learning activities will include demonstrations, dialogues, film, guest speakers, and other media.

Prerequisite(s): C- or above in ASL II

French I CP

Year-long course

French I is an introduction to the French language, its pronunciation, inflection and tempo. Students gradually master basic conversational sentences, such as greetings, weather, numbers, etc., through active participation. Listening comprehension of native speakers is a major part of each lesson, in addition to the understanding of basic French grammar, culture and geography. French I is geared to the student who has had no previous or limited study of French. Classes are conducted in French.

***Embedded honors option**

French II CP

Year-long course

Having been introduced to basic French conversational expressions, students now combine these with their own ideas to communicate with greater ease, and with an expanded vocabulary. Students increase accuracy in all skills with added fluency. French 2 embeds the study of Francophone and American lifestyles and their cultural differences. Classes are conducted in French.

Prerequisite(s): C- or above in French I or the permission of the department chair.

French II Honors

Year-long course

Having been introduced to basic French conversational expressions, students now combine these with their own ideas to communicate with greater ease, and with an expanded vocabulary. Students increase accuracy in all skills with added fluency. French 2 embeds the study of Francophone and American lifestyles and their cultural differences. Classes are conducted in French. French II Honors maintains the rigor and pacing of the French I Honors course. Classes are taught in French.

Prerequisite(s): C- or above in French I or the permission of the department chair.

French III CP

Year-long course

Students continue to develop proficiency in speaking, writing, reading, and listening. All classroom interactions are exclusively in the target language. The study of France, Canada and French Speaking Africa serves as the base for presentations and communication on a variety of current topics.

Prerequisite(s): C- or above in French II or permission of the department chair

French III Honors

Year-long course

Students who have successfully completed French I honors and French II honors continue to develop sophistication and acquisition of advanced listening, reading, speaking and writing skills. French is exclusively spoken, and students are expected to work independently and encouraged to seek opportunities to speak the target language outside the classroom setting.

Prerequisite(s): C- or above in French II Honors or permission of the department chair

French IV Honors

Year-long course

French IV continues the advanced development of French and expands the students' immersion in the language with reading selections, vocabulary exercises, oral proficiency, and cultural lessons. English is eliminated from the communication process. A major component of evaluation is the students' use of French throughout each class session.

Prerequisite(s): C- or above in French III or permission of the department chair.

Russian Language and Culture I CP

Year-long course

Students in this enriching and exciting course will expand their global knowledge and understanding through an exploration of Russian language and culture—and they will see that Russian is fun to learn and is not difficult! They will gain insight into the real lives of Russians and the people of the former Soviet Union. Upon completion of this course, students will be able to converse using limited vocabulary and grammatical constructions on the topics which have been presented in class and be able to read and write simple passages containing familiar vocabulary and structures. Students will also acquire cultural awareness about Russian, including some geography and history, customs, literature, music, and traditions.

Russian Language and Culture II CP

Year-long course

This course is a continuation of Russian Language and Culture I. Further development of grammar, reading, conversation and listening comprehension skills, based on authentic material from Russian culture and civilization with the emphasis on communicative competence. A literature in translation and Russian film component will enhance knowledge of the living language and provide further insight into the modern Russian culture.

Prerequisite(s): C- or above in Russian Language and Culture I or teacher's permission

Spanish I CP

Year-long course

Spanish I is an introduction to the Spanish language, its pronunciation, inflection, and tempo. Students gradually master basic conversational sentences, such as greetings, weather, numbers, etc., through active participation. Listening comprehension of native speakers is a major part of each lesson, in addition to understanding of basic Spanish grammar, culture and geography. Spanish I is geared to the student who has had no previous or limited study of Spanish. Classes are conducted in Spanish. There is an honors option available for this course.

***Embedded honors option**

Spanish II CP

Year-long course

Having been introduced to basic Spanish conversational expressions, students now combine these with their own ideas to communicate with greater ease, and with an expanded vocabulary. Students increase accuracy in all skills with added fluency. Spanish 2 embeds the study of Hispanic and American lifestyles and their cultural differences. Classes are conducted in Spanish. Prerequisite(s): C- or above in Spanish I or the permission of the department chair

Spanish II Honors

Year-long course

Having been introduced to basic Spanish conversational expressions, students now combine these with their own ideas to communicate with greater ease, and with an expanded vocabulary. Students increase accuracy in all skills with added fluency. Spanish 2 embeds the study of Hispanic and American lifestyles and their cultural differences. Classes are conducted in Spanish. Spanish II Honors maintains the rigor and pacing of the Spanish I Honors course. Classes are taught in Spanish. Prerequisite(s): C- or above in Spanish I Honors or the permission of the department chair.

Spanish III CP**Year-long course**

Spanish III students study advanced grammar and develop a sophistication of their listening comprehension of the native speaker. The study of the history of Spain, Mexico, and South American countries enable the students to read and study independently and to communicate ideas in class entirely in Spanish.

Prerequisite(s): C- or above in Spanish II or the permission of the department chair.

Spanish III Honors**Year-long course**

Students having shown competence in their previous Spanish honors courses continue their comprehensive study of the Language and culture. The students develop sophistication of their listening comprehension on the native speaker while building vocabulary and acquiring more fluency in oral and written self-expression. Teacher/student communication is entirely in Spanish.

Prerequisite(s): C- or above in Spanish II Honors or permission of the department chair.

Spanish IV Honors**Year-long course**

Spanish IV delves into areas of Spanish literature, Spanish art, Spanish culture, and everyday life. Activities are mainly conversational in nature. Writing skills are enhanced. Activities are mainly spontaneous and conversational, driven by daily reading assignments, and your writing skills will be significantly enhanced. English is eliminated from the lessons. A major component of evaluation is student's use of Spanish throughout each class session.

Prerequisite(s): C- or above in Spanish III or the permission of the department chair.

Spanish V Honors**Year-long course**

This intensive course focuses on critical analysis, complex literature, and spontaneous discussion of abstract global themes at a pre-collegiate level. You will focus on critical analysis of complex literature and engage in spontaneous discussion and debate on abstract global themes, honing your ability to articulate sophisticated ideas with precision.

Prerequisite(s): C- or above in Spanish IV or the permission of the department chair.

SECTION 4



Academic Supports

English Learners (EL)

ESOL services are only available to students who meet legally predetermined criteria to qualify for ESOL direct services. ESOL services are delivered through multi-level ESOL classes levels 1 and ESOL 2 scheduled by semester. These two classes provide English Learners (EL's) with the opportunity to learn social and academic English and socio-cultural skills necessary to succeed in mainstream classes at Alvirne High School. ESOL services also include support of students in the mainstream classrooms as push-in services. Both ESOL classes and push-in services count towards meeting the recommended hours of services for students based on their level of proficiency. EL students remain in the program until they meet the exit criteria measured by WIDA ACCESS 2.0. ESOL students can earn up to one ESOL elective credit per year. EL students newly enrolled in a US school as juniors or seniors may be able to count up to 1 credit towards an English requirement. Dean of Academics approval is required.

Special Services Program

The Special Services Department at Alvirne High School is designed to provide support and/or services to students who meet the criteria for a Special Education eligibility within the 13 categories defined by Individuals with Disabilities Act (IDEA), determined through assessment or evaluation. Students meeting the criteria are assigned to an elective, credit bearing class to receive specially designed instruction, in the special education setting. In addition to specialized instruction, accommodations and/or modifications will be afforded to students with an educational identification. These accommodations/modifications afford students an opportunity to access the general curriculum.

The clear intent of the programming is to ensure that all students are able to access the general curriculum, are challenged to excel, receive opportunities to prepare for independence in adult life, are able to meet progress within the mainstream curriculum, and progress toward graduation requirements. This independence includes post-secondary education, employment, the armed forces, and/or volunteering. Each of the programs offered by the Special Services Department encompasses one or more of the components listed below:

1. Support services to enhance students' individual performance
2. Development and refinement of social, interpersonal, and behavioral skills needed to function effectively in the school setting, social milieu, and society
3. Tools to promote and strengthen self-advocacy strategies
4. Transitional plans to facilitate a smooth progression from school to post-graduate opportunities

The Special Services team uses three (3) integrated steps to ensure that the unique needs of the students are addressed. In addition, the team is bound by law to ensure full compliance with district, state, and federal requirements:

1. Eligibility Determination - Begins with the referral process, which includes outlining interventions, that have been attempted/implemented with fidelity, to assist the student, if the criterion is met, and ends with a thorough evaluation of the student in all areas of a suspected disability.
2. Development of the Individual Education Program (IEP) - If the team, including but not limited to the student and parents, general educators, evaluator(s) and special educators, finds the student eligible for special education, the elements of an IEP are discussed, planned and established in the written document. The evaluation and eligibility process occurs triennially.
3. Placement Decisions - Once the IEP is developed, placement in the least restrictive environment is determined by the team.

Library Media Center

The Alvirne High School Library Media Center collection (print, media and technology) reflects and supports the needs of Alvirne's curriculum and learning community. Our students and staff use the media center to access materials for research, borrowing print and other media, computer workstations, and to read for pleasure. The goal of the Library Media Center staff is to create a welcoming atmosphere and to make our students life-long learners in the 21st century. Our hours are Monday, Tuesday, Thursday, and Friday from 7:15 to 3:30 p.m. On Wednesday the Library closes at 2:10.

Academic Support Center

The Academic Support Center located in Room 307 is a dedicated space where students can receive additional support with math, reading, and/or writing. This is a great opportunity for students to receive one-on-one or small group tutoring with dedicated staff. Homework help, test preparation, and skill-building are a few of the services provided in the Academic Support Center.

SECTION 5



Additional Learning Opportunities

Extended Learning Opportunities (ELOs)

“Extended learning opportunities” (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting driven by student; interests, talents, and development are expressly permitted by the Hudson School District policy IHBH.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, Alvirne High School permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable School Board policies.

Credit is earned when students achieve the state or district competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended learning opportunities allow students to earn credit through demonstration of competencies or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes.

Current ELO’s offered at Alvirne High School include:

- Independent Study
- Remote Learning Opportunities
- College Courses (not Dual Enrollment)
- Career Focused Internships
- Independent Physical Education Credit
- Work Skills Credit

Other learning experiences, not identified herein, will also be considered on an individual basis.

In all instances of alternative credit opportunities, credit may be earned, but the grade is not factored into a students’ cumulative GPA. An ELO may not be used to replace a class that AHS currently offers. Students interested in such opportunities need to present their proposal to the school’s ELO Coordinator for approval. Without a petition to seek pre-approval, learning experiences already completed will not be retroactively considered an ELO credit. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork, and will work with the Dean of Academics to determine the competencies and potential credits that may be earned through the ELO. The Dean of Academics will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma.

Independent Study

Independent study is intended to provide an opportunity for students to go beyond the classroom experience to pursue or develop an interest. We recognize the value of self-discovery and self-teaching, and we wish to encourage the responsibility and growth which is involved in this process.

- Qualifications
 1. Student must be a junior or senior.
 2. Student shall be involved in only one independent study per semester.
- Procedure
 1. Student develops a topic or project in the form of an essay explaining the purpose of the proposed course and the new skills and knowledge that are desired. The student should consider not only why they are interested in the topic, but also discuss how it will apply to their future academic and vocational plans.

2. Student finds a teacher-advisor who has knowledge in the area in which he/she wishes to study and who is willing to act as a supervisor. The teacher should help the student develop their proposal by naming key material to be studied and the essential assignments to be assessed.
 3. It will be the individual teacher's responsibility to determine if he/she has the time and interest to act as advisor to a particular student and to determine if the student has a viable plan and is sufficiently motivated. If a particular teacher is requested as an advisor by more students than he/she can assume, seniors will have priority.
 4. The plan must have the approval of the student's counselor, department head, the teacher-advisor, and the Dean of Academics, who are the independent study coordinators, at least one month prior to the beginning of the semester.
- Setting up a schedule
 1. Minimum of one hour per week consultation or supervision between advisor and student shall be established at the beginning of the independent study. There will be at least two check points or progress report dates during each quarter of the semester in which the independent study is done. By these times certain goals or progress, as developed by the student and his advisor, shall be accomplished.
 - Miscellaneous
 1. An independent study will have the same point value as any other academic course (0.5 credits).
 2. Independent study is not intended as a substitute for regular class work.

Remote Learning Opportunities

Alvirne High School has established a procedure for students to follow to receive permission to participate in a remote learning opportunity. A remote learning opportunity, for the purposes of this procedure, will be defined as an on-line course. Alvirne High School recognizes that at times there may be certain scheduling restrictions which create a need to look outside the building to meet the academic and scheduling needs of students. Alvirne High School has chosen the Virtual Learning Academy Charter School (VLACS) as our remote learning course option due to its alignment with the State of NH Frameworks. Some examples of these restrictions may be, but are not limited to the following:

1. A course is unable to be scheduled at Alvirne because it conflicts with another course.
2. A student wishes to take a course not offered at Alvirne.
3. A student wishes to take a prerequisite course to enroll in the next sequential course during the academic year.
4. A student needs a course for Credit Recovery
5. A student is unable to attend school because of documented medical reasons.

All courses attempted will be added to the student's schedule and posted on the transcript, similar to courses taken at Alvirne High School.

Dual Enrollment

Alvirne High School has entered into dual enrollment agreements with the Community College System of NH and Southern New Hampshire University. Each postsecondary institution has minimum enrollment requirements. In the event the minimum enrollment is not met; college credit will not be available, and payment will be returned.

Community College System of NH

Early College at Your High School is a partnership with the New Hampshire Community College system, which allows students to take courses at Alvirne High School and receive both high school and college credit for the same course. Students may apply to this program through their teacher. It will be the student's responsibility upon completion of the course(s) to request a transcript from the college.

These courses will be offered during the regular school day at AHS. The faculty members who teach the Early College at Your High School courses come from within Alvirne High School. Upon successful completion of an Early College at Your High School course, students receive a college transcript from the Community College System of New Hampshire. College credit

can be used to continue at any NH Community College or may be transferred to other colleges. Students may take up to two classes per academic year at no charge during the 2026 - 2027 school year. Tuition for additional courses is \$150 per course payable to either Manchester Community College or Nashua Community College. This cost allows students to receive college credit for an earned grade of “C” or higher.

Early College at Your High School Courses Offered

Alvirne Courses	Manchester Community College
Engineering I Honors	Intro to Engineering Design (4)
Engineering I Honors	Robotic Design (3)
Engineering II Honors	Manufacturing Fundamentals (3)
Health Science I Honors	Medical Terminology (3)

Alvirne Courses	Nashua Community College
Accounting I Honors	Financial Accounting I (4)
Accounting II Honors	Financial Accounting II (4)
Culinary Arts II Honors	Food Service Systems: Sanitation (3)
Culinary Arts II Honors	Fundamentals of Baking (3)
Health Science II Honors	Medical Terminology (3)
Human Services I Honors	Intro to Human Services (3)
Human Services II Honors	Supportive Communication Skills (3)
Marketing II Honors	Principles of Marketing (3)

Alvirne Courses	Great Bay Community College
Veterinary Science II Honors	Intro. To Vet Tech. (2)

[Early College At Your High School \(Formerly Running Start\) - Community College System of New Hampshire](#)

Southern NH University

Alvirne High School has partnered with SNHU, allowing juniors or seniors to take courses at Alvirne High School and receive both high school and college credit for the same course. The courses will be taught by Alvirne faculty during the regular school day. The 2025-2026 cost to students was \$100.00 to \$125.00 payable to SNHU which covers the administrative cost to post the credit.

Dual Enrollment Courses Offered

Alvirne Courses	SNHU Courses – Credit
French 3 CP/French 3 Honors	LFR 112 Beginning French 2 (3)
French 4 Honors and French 5 Honors	LFR 211 Intermediate French I (3)
Spanish 4 Honors and Spanish 5 Honors	LSP 112 Beginning Spanish II (3)

Articulation Agreements

Articulation agreements between secondary and postsecondary schools provide a pathway for students that may lead to a credential, a certificate, or a degree. In some agreements, students can earn college credits at the partnered school by meeting individual postsecondary requirements. Students must successfully complete the full two-year program to be eligible for articulated credit. Specific requirements are listed in each articulation agreement.

Program	College	Agreement
Heavy Duty Mechanics	Lincoln Technical Institute	Shop Practices & Hydraulic Principles; Electrical Systems
Welding & Fabrication	Lincoln Technical Institute	Welding & Cutting Fundamentals; Basic Arc Welding Procedures
Welding & Fabrication	Manchester Community College	Fundamentals of Welding
Veterinary Science	SUNY Cobleskill	3 Credits for Intro to Animal Science

Veterinary Science	UNH	Introduction to Veterinary Science
Any CTE Program	Keene State College	Up to 8 Credits

Career Focus Internship Program – 70 Hours

The Alvirne High School internship program is designed to provide seniors with work experience in their specific career focus area. The structure involves a strong business partnership that links the program and its participants to current resources, information, and guidance from industry professionals. Internships may be paid, credit-bearing experiences, but students should expect an internship that is unpaid. The Career Focus Internship (CFI) provides students with the opportunity to explore career interests by actively participating in a professional work environment. This competency-based program will allow students the opportunity to observe how decision making, problem solving, technology, communication and teamwork skills are utilized in a professional environment in a specific industry. Seniors will be supervised by the Career Development Coordinator and an assigned Workplace Mentor. A commitment to completing workplace hours, weekly class internship meetings, weekly attendance forms, journal entries and a Capstone presentation are required. A Pre-Internship Application and Mentor/Mentee Application are also required prior to starting with any Internship sponsor. Internship hours (Minimum 70 hours) may need to be completed outside the regular school day. Students may be required to interview with a potential Internship sponsor before being placed in the program.

Guidelines:

Students must...

- meet with the instructor to be enrolled.
- have successfully passed one (1) course related to the student's industry of interest.
- have passed all classes in the prior or current semester, have a minimum GPA of 2.5 (or permission of the instructor).
- A student must complete an internship application.
- must have an approved internship site prior to the start of any internship.

Students will...

- receive a pass/fail for the course (seniors only).
- will receive a half credit (.5) for successful completion of 1 semester. Internships can be extended for another half credit (.5) with permission of the instructor.
- provide the internship coordinator journals, weekly attendance, mentor evaluation, and the Capstone presentation as scheduled.

In order to be considered for a Career Focus Internship...

- additions and withdrawals will only be allowed during the first fifteen days of the semester.
- students are required to have an excellent attendance and discipline record, the ability to work independently, reliable transportation and parent/guardian support and approval.

CFI Application can be found here: <https://forms.gle/GjhPdVD1mmv9mcCHA>.

HUDSON SCHOOL DISTRICT

SAU # 81

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To:	Hudson School Board
From:	Jessica Benson, Assistant Superintendent
Date:	December 15, 2025
Re:	HSD Academic Standards

Executive Summary

The Hudson School District Academic Standards document includes the subject area standards that are used to define the curriculum and competencies for the district. These standards should be board approved every 10 years or as needed to keep curriculum and competencies relevant for student learning. When the district has chosen to use standards that are not on the public state academic standards website, notes are provided as to why that decision was made and how the standards chosen support academic rigor for students.

Background Information

The Ed 306's refers to the New Hampshire Department of Education's (NHDOE) Minimum Standards for Public School Approval. These are the regulatory requirements that all public school districts and public academies in New Hampshire must follow to be approved by the state.

Requested Board Action

Hudson School Board Approval



Hudson School District Academic Standards

This document includes the subject area standards that are used to define the curriculum and competencies. These standards should be reviewed, and board approved every 10 years or as needed to keep curriculum and competencies relevant for student learning. When the district has chosen to use standards that are not on the public state academic standards website, notes are provided as to why that decision was made and how the standards chosen support academic rigor for students.

Content Area	State Academic Standards & Model Competencies	Local District Academic Standards & Competencies	Notes
Arts	K-12 Curriculum Framework For the Arts, 2001	National Core Arts Standards	The National Core Arts Standards address the core concepts found in the NH Guidelines. The National Core Arts Standards provides a higher level of detail and rigor.
Computer Science	New Hampshire Computer Science Standards, 2018: Part 1 & Part 2	New Hampshire Computer Science Standards, 2018: Part 1 & Part 2	
Digital Literacy	None Available	International Society for Technology in Education (ISTE) standards	
English Language Arts	New Hampshire College and Career Readiness Standards and the Common Core State Standards for English Language Arts, 2010	New Hampshire College and Career Readiness Standards and the Common Core State Standards for English Language Arts, 2010	
Health	Health Education Curriculum Guidelines, 2003	SHAPE America's National Health Education Standards, 2024	The SHAPE Standards address all the core disciplinary concepts found

			in the NH guidelines. The SHAPE Standards provide a higher level of detail and rigor.
Library/ Media	None Available	American Association of School Librarian Standards (AASL)	
Mathematics	New Hampshire College and Career Readiness Standards and the Common Core State Standards for Mathematics, 2010	New Hampshire College and Career Readiness Standards and the Common Core State Standards for Mathematics, 2010	
Physical Education	New Hampshire K12 Physical Education Curriculum Guidelines, 200	SHAPE America's National Physical Education Standards, 2024	The SHAPE Standards address all the core disciplinary concepts found in the NH guidelines. The SHAPE Standards provide a higher level of detail and rigor.
School Counseling	None Available	National ASCA Standards	
Science	Next Generation Science Standards (NGSS), 2017	Next Generation Science Standards (NGSS), 2017	
Social Studies	K-12 Social Studies New Hampshire Curriculum Framework, 2006	K-12 Social Studies New Hampshire Curriculum Framework, 2006 and the C3 Frameworks	The C3 Framework addresses all the core disciplinary concepts found in the NH standards and also extends beyond them by centering student inquiry and action.

Technology/Engineering	Next Generation Science Standards (NGSS), 2017	Next Generation Science Standards (NGSS), 2017	Next Generation Science Standards (NGSS), 2017
World Language	NH Guidelines for World-Ready Language Learning, 2018	The ACTFL World-Readiness Standards for Learning Languages	The ACTFL standards address all the core disciplinary concepts found in the NH Guidelines and raise the level of rigor for our students.

ALVIRNE HIGH SCHOOL

Steven Beals, Principal

December 1, 2025

Memorandum

To: Dan Moulis, Superintendent
Hudson School Board

From: Steve Beals, Principal

RE: NH Special Olympics Penguin Plunge

CC: Jessica Toomey, WATS Club Advisor

Each year, Alvirne High School participates in the NH Special Olympics Penguin Plunge at Hampton Beach to be held on February 7, 2026 in support of the organization programs in conjunction with Unified activities at our school. The WATS Club is seeking permission as part of the Crowd Funding Policy to allow student and staff participants to fundraise through social media postings.

NH Special Olympics is a 501:C3 nonprofit organization and all funds raised get sent directly to them, through their online portal. Alvirne Unified activities does receive funds in return for our school activities including athletics, theater, music, and the Buddy Ball.

This activity has been instrumental in supporting our strong desire to continue as a Unified Champion School as designated by Special Olympics NH and is very connected to our Core Value of Community. I full support the request and the Fundraising form is attached.

Sincerely,



Steven Beals, Principal

ALVIRNE HIGH SCHOOL

Steven Beals, Principal

Memorandum

December 1, 2025

To: Dan Moulis, Superintendent
Hudson School Board

From: Steve Beals, Principal

RE: Alvirne Over Night Field Trip Request

The Model UN Club at Alvirne is seeking permission to attend an over night field trip request as they have in prior years to the Boston University Model UN Conference. The conference will be held February 6-8, 2026.

The participants would have daily activities on the Boston University campus and stay in an area Boston Hotel. As in past years, the participant students would be happy to present their learning and experience to the Hudson School Board at a future date after the conference.

I fully support this activity request. Additionally, the Alvirne Trustees have offered to financially support their request resulting in no cost to club members or chaperones attending, including Tyler McAlevy and Scott Rush.

Sincerely,



HUDSON SCHOOL DISTRICT

SAU # 81

20 Library Street Hudson, NH 03051-4240
(603) 883-7765 fax (603) 886-1236

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Superintendent of Schools

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dmoulis@sau81.org

Jessica Benson

Assistant Superintendent

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jbenson@sau81.org

Rachel Borge

Director of Special Services

(603) 886-1253

rborge@sau81.org

Jenny Graves

Business Administrator

(603) 886-1235

jgraves@sau81.org

To:	School Board
From:	Cathy Brackett, HRIS Coordinator
Date:	December 5, 2025
Re:	Extra-Curricular/ Sports Nominations

The following nominations for extra-curricular/sport activities for the 2025/2026 SY have been submitted for a stipend.

Hudson Memorial School

Book Club

Elizabeth Collard

\$500.00

Boys Basketball Coach

Jeffrey Hastings

\$1,200.00

HUDSON SCHOOL DISTRICT

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Business Administrator

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jgraves@sau81.org

To:	Hudson School Board
From:	Cathy Brackett, HRIS Coordinator
Date:	December 15, 2025
Re:	AHS Winter/Spring Sports Nominations

The following AHS Winter/Spring Sports nominations have been submitted for the 2025/2026 SY.

AHS

Winter

Assistant Indoor Track Coach	Jeff Ogiba	\$2,450
------------------------------	------------	---------

Spring

Varsity Baseball Head Coach	Colton Houle	\$3,850
JV Baseball Coach	Rich Loftus	\$2,700
Pitching Coach	Alex Larson	\$2,700
Varsity Softball Head Coach	Haley Peaslee	\$3,850

HUDSON SCHOOL DISTRICT

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Jenny Graves

Business Administrator

(603) 886-1258

jgraves@sau81.org

To:	Hudson School Board
From:	Jenny Graves, Business Administrator
Date:	December 15, 2025
Re:	FY27 Budget Change Order

Background:

Throughout the FY27 budget process the District has informed the School Board of any requested monetary changes to the FY27 proposed budget through a publicized budget change order document.

The Budget Committee took action to reduce the proposed FY27 budget by \$539,073 at the December 10, 2025 Budget Committee meeting. This action reduced the FY27 proposed budget from \$74,398,555 to \$73,859,482. This reduction is from two items on the budget change order approved by the School Board at the December 1st 2025 School Board meeting:

1. \$404,073 in Health Insurance
2. \$135,000 Hudson Memorial Window Replacement

Discussion:

The District has two new monetary changes impacting the FY27 budget for presentation to the School Board.

1. The budget line for Debt Service: Interest was overstated by \$19,635. A reduction of \$19,635 is warranted.
2. Our insurance vendor Primex has sent final invoices for FY27 which include a total increase of \$111,970 over the current year cost. This is comprised of an \$85,648 increase for property & liability insurance, and a \$26,322 increase for workers compensation insurance. An increase of \$111,970 is warranted.

KDB
12/12/25

PCP 12-12-25

HUDSON SCHOOL BOARD TENTATIVE AGREEMENT WITH
AFSCME LOCAL 1906, COUNCIL 93, AFL-CIO - LEADERSHIP TEAM

November ____, 2025

The School Board makes the following tentative agreement with the Leadership Team (AFSCME Local 1906).

(Proposed new language is identified in **RED**, proposed deletions are identified by ~~strikeouts~~. Wording in [brackets] is informational only).

KDB
12/12/25

PCP 12-12-25

Agreement
Between the
American Federation of State, County and Municipal Employees
(AFSCME) Council 93, AFL-CIO
Local 1906
and the
School Board
of the
Hudson, New Hampshire School District
(SAU 81)

July 1, 2026 – June 30, 2029

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PCP 12-12-25

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PCP 12-12-25

PREAMBLE

The purpose and intent of the Hudson School Board and AFSCME entering into this Agreement is to promote orderly and peaceful relations between the School District and the organized employees in the bargaining unit covered by this Agreement.

On or before May 15 of the prior year in which this agreement expires, the Leadership Team shall in writing, notify the Board and Superintendent of its intent to negotiate the terms of a successor agreement.

The parties shall, no later than July 15, meet, confer and negotiate in a good faith effort to reach a mutual understanding and agreement.

ARTICLE 1

1.1 Recognition

The Hudson School Board recognizes the American Federation of State, County and Municipal Employees (AFSCME), Local 1906 Council 93, AFL-CIO as the exclusive bargaining representative for all Principals, Assistant Principals, ~~School Counselors~~,¹ **Special Education Coordinators**, Dean of Academics, Department Heads, School Psychologist, and Directors of School Counseling, Athletics, Career and Technical Education, and Music, of the Hudson School District for the purpose of bargaining wages, hours, and conditions of employment pursuant to New Hampshire Law RSA 273-A.

1.2 Definitions

- a. Whenever used in the Agreement, the words "School Board" shall refer to the Hudson School Board.
- b. Whenever used in the Agreement, the word "parties" shall refer to the Hudson School Board and the American Federation of State, County and Municipal Employees (AFSCME), Local 1906 Council 93, AFL-CIO as participants in this Agreement.
- c. Whenever used in the Agreement, the acronym "LTM" shall refer to Administrative Group (Leadership Team) bargaining unit member or employee employed by the District, as described in Article 1.
- d. When the singular is used in this Agreement, it is understood to include the plural.

¹ [Note: This change is conditional upon PELRB approval of unit modification petitions to remove the position of "school counselor" from the AFSCME Local 1906 bargaining unit and add it to the HFT bargaining unit. If, for any reason, the PELRB denies the unit modification petitions to remove the position of "school counselor" from the AFSCME Local 1906 bargaining unit and add it to the HFT bargaining unit, or for any other reason the modification petitions fail, the position of school counselor shall remain in the AFSCME Local 1906 bargaining unit.]

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- e. Whenever used in this Agreement, "full year employees" shall refer to bargaining unit members who are employed to work for 12 months each year.
- f. Whenever used in this Agreement, "school year employee" shall refer to bargaining unit members who are employed less than a full year as that term is defined above.

ARTICLE 2

JURISDICTION AND AUTHORITY OF THE SCHOOL BOARD

The Board, subject only to the language of this Agreement, reserves to itself full jurisdiction and authority over matters of policy and retains the right in accordance with applicable laws and regulations to direct and manage all activities of the School District. The parties acknowledge that neither the Board nor the Superintendent may lawfully delegate powers, discretions, and authorities which by law are vested in them, and this agreement shall not be construed so as to limit or impair their respective statutory powers, discretions, and authorities including, but not limited to the unrestricted right:

- (a) to direct and manage all activities of the School District;
- (b) to direct the work of employees;
- (c) to hire, promote, transfer, assign and retain employees in positions within the School District and to suspend, demote, discharge, withhold all wage increases, or take any other disciplinary action against the employees,
- (d) to act unilaterally, including by adoption of rule or regulation, on any and all matters not excluded by RSA 273-A, provided said act, rule or regulation, does not conflict with or violate any of the items of this Agreement;
- (e) to maintain the efficiency of government operations;
- (f) to relieve employees from duties because of lack of work or for other legitimate reasons;
- (g) to determine the methods, means and personnel by which operations are to be conducted;
- (h) to contract with companies or agencies for services currently performed by the bargaining unit positions of psychologist to be provided by employees of those companies or agencies, and
- (i) to take actions as may be necessary to carry out the mission of the School District in emergencies.

ARTICLE 3

COMPENSATION

3.1 Salaries

- a. ~~For the 2024-2025 school year, members of the bargaining unit shall receive a 2.75% "cost of living" increase.~~

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12/12/25

PCP 12-12-25

~~For the 2025-2026 school year, members of the bargaining unit shall receive a 2.75% "cost of living" increase.~~

For the 2026-2027, 2027-2028 and 2028-2029 school years, employees shall receive salary increases in accordance with the position classifications and rates which are attached to this Agreement and marked Appendix A.

b. Salaries shall be subject to the following adjustment:

Base salaries are for Master's degree, \$1,000 deduction for a Bachelor's degree.

~~c. Unit members shall receive a stipend of \$1,000 for 30 credits beyond Master's degree.~~

Unit members with thirty (30) credits beyond a Master's degree will receive an additional one-thousand-five-hundred-dollar (\$1,500) stipend.

Unit members with a Certificate of Advanced Graduate Studies (C.A.G.S) will receive an additional two-thousand-dollar (\$2,000) stipend.

~~d. Unit members with a Ph.D. Doctorate~~ will receive an additional \$1,000 ~~three-thousand-dollar (\$3,000)~~ stipend.

e. Salaries will be adjusted on a per diem basis for employees whose work year extends beyond the work year in her/his category. The stipends referenced in (e) and (d) above are not included for purposes of calculating the per diem rate.

~~[The parties shall establish a joint committee to study current salary schedules and make recommendations for next contract.]~~

~~3.2 Co-curricular Activity~~

~~Leadership Team Members who direct school activities, shall be compensated at the same rate, as are members of the Hudson Federation of Teachers, as provided in their contract. Additionally, teaching department heads and counselors assigned as chaperones shall be compensated at the same hourly chaperone rate as are members of the Hudson Federation of Teachers as provided in their contract. Activities covered under the title chaperone will be limited to the following: dances, ski trips and other activities agreed to by the Superintendent of Schools.~~

3.2 Bonus Compensation

- All bargaining unit employees shall be eligible for annual bonus compensation of up to \$2,500, as follows:

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- a. Active participation in District committees (active participation involves leadership of committee or sub-committees). Unit member must participate in 2 or more for compensation. Compensation for participation in district committees, \$500.00.
- b. Attending professional conferences, courses, and/or workshops aligned to the District goals and bringing new learning back to school district administration. The unit member will develop a plan with direct supervisor and district administration to incorporate new learning to meet district goals. Unit member must attend 2 or more for compensation to receive \$500.00.
- c. Evidence of academic growth/improvement within the unit members school or content area (overall growth proficiency by school and content area assessed at least 6% more than from the previous year). The metrics will include a portfolio of evidence: State Assessment results (grades 3-8) and grade 11, or i-Ready assessment for grades that do not have a state assessment (grades K-2); preschool progress reports. Unit member will work with supervisor to determine evidence of growth-compensation \$750.00.
- d. Plan, create and facilitate a new after school family/school engagement event. (Facilitation of two or more new after-school events). Examples may include family or student engagement opportunities, informational sessions for the community or for families, etc. Compensation-\$750.00.

The unit member will complete and submit bonus compensation form to his/her supervisor, no later than June 1st for categories (a), (b), and (d). Unit members will submit a portfolio of evidence for category (c) and have a meeting with his/her supervisor by June 30th. The bonus compensation shall be paid in a separate lump sum payment for categories (a), (b), and (d) by June 30th, at the end of the school year in which it has been earned. The payment for category (c) will be paid by July 31st within the next contract year.

3.3 Hiring Rates

The District may place newly hired employees at a salary rate that is commensurate with their training and experience, except that, in no case shall training and experience be used to place such new hires at a salary greater than a current and continuing employee with similar training and experience within the same category.

New hire salaries shall fall within the following ranges by job category:

Category 1: High School Principal (~~Full Year~~)
\$101,230 to \$120,000

Category 2: Middle School Principal (~~Full Year~~)

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\$97,900 to \$115,000

Category 3: Elementary Principal, Deans, CTE Director (~~Full Year~~)
\$91,384 to \$108,000

Category 4: Elementary Asst. Principal, Directors, Associate Principal (~~Full Year~~)
\$85,708 to \$100,000

Category 5: School Psychologist (~~198 Days~~)
\$65,059 to \$82,771

Category 6: Asst. Principals (HS & MS), Department Head, Special Education Coordinator (~~188 Days~~)
~~\$65,264 to \$85,000~~ \$75,359 to \$95,274

~~Category 7: School Counselors (186 Days)~~
~~\$41,752 to \$71,359~~

3.4 Method and Time of Salary Payment

- a. Salaries of members of the Leadership Team bargaining unit who work less than 211 days per year shall be paid in twenty-six (26) or twenty-one (21) equal gross installments at the option of the member. Under the twenty-six (26) pay option, a balloon payment shall be made on the last bi-weekly pay day of the fiscal year (on or before June 30) for the payment of any remaining installments.
- b. Leadership Team members who work two-hundred eleven (211) or more days per year will be paid bi-weekly throughout the twelve (12) month period.

3.5 Anniversary Dates

For the duration of this Agreement, Leadership Team members who work more than half the work days specified in Section 4.1 during one year will be credited with a full year's service.

3.6 Mileage Allowance

Traveling Leadership Team members covered by this Agreement who are authorized by the Superintendent or the Superintendent's designee to use private automobiles for School business shall be reimbursed at the prevailing rate per mile allowed by Federal IRS guidelines.

3.7 Itemized Payroll Deductions

A statement of payroll deductions shall be provided with each salary payment in accordance with the current practice.

3.8 Longevity

Effective July 1, 2026, each unit member who has completed twenty (20) or more years of service in the district shall receive longevity pay equal to one-hundred dollars (\$100.00) per completed year of service in the district, up to a maximum rate of thirty (30) years of service. Longevity shall be paid in a separate lump sum payment by June 30th at the end of the school year in which it is earned. A year of service shall be considered one half or more of the work days in a contract year.

ARTICLE 4

WORKING CONDITIONS

4.1 Length of Work Year

- a. The length of the work year for members of the Leadership Team shall be as follows per position:

Full Year Employees

Principal

Elementary Assistant Principals

Associate Principal (High School and Middle School)*

~~Associate Principal for Student Services*~~

Academic Dean

Director

[* Associate Principal - full year vs. 198 day asst. principal]

~~208~~ 207 day Employees

Special Education Coordinators

~~198~~ 197 day Employees

High School Department Head

Middle and High School Assistant Principal

School Psychologist

~~High School Counselor~~

~~196 day~~ Employees

~~High School Counselor~~

~~191~~ 192 day Employees

~~Middle School Counselor~~

Middle School Department Head

~~186 day~~ Employees

~~Elementary School Counselor~~

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- b. The School District may request a Leadership Team member to work additional days or vacation days, for which he/she will be paid at a per diem rate.
- c. The School Year is defined as ~~188~~ 187 days only for Category 6 VI and ~~186~~ days only for Category VII, and employees in such positions shall be paid at a per diem rate for any days, as set forth above, in excess of those numbers.
- d. In the event any additional days are worked over and above the number of contracted days provided for under a unit member's individual contract, they will be paid on a per diem basis within 14 days of the conclusion of the pay period during which the days were worked.

4.2 Leadership Team Members' Vacations and Holidays

- a. Full-year Leadership Team members hired prior to September 1st will earn twenty-five (25) days of vacation each year. Vacation may be taken anytime during the contract year including during holiday periods.
- b. During the first year of employment, full-year employees will earn vacation on a pro-rated basis depending on their date of hire.
- c. Vacation may not be taken until approved in advance by the Superintendent. Denials by the Superintendent hereunder shall not be subject to the provisions of the grievance procedure.
- d. Full-year members of the bargaining unit shall be entitled to eleven (11) paid holidays per year. Those holidays are: New Years Day; Martin Luther King/Civil rights Day; Memorial Day; Independence Day; Labor Day; Columbus Day, Veterans Day; Thanksgiving and the day after; and Christmas and the day before. Two (2) of these days may be used as floating holidays; and may be taken at such times when students are not in school.
- e. Up to ten (10) days of vacation may be carried over until the first day of school of the employee's next contract year. Unused vacation time as of the first day of school shall be lost.
- f. Upon separation of employment, employees shall be paid for all accrued, but unused, vacation days.

4.3 Leadership Team Personnel Files

Leadership Team personnel files shall be maintained under the following circumstances.

- a. No material which is derogatory to a Leadership Team member's conduct, service, character, or personality shall be placed in the official personnel file unless the Leadership Team member is sent a dated copy at the same time.
- b. The Leadership Team member shall have the right to submit a response to any such statement. The Leadership Team member's response shall also be included in his/her personnel file.
- c. No copy of or reference to any official grievance will be placed in any Leadership Team member's personnel file.

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4.4 Damage or Loss of Property

- a. No Leadership Team member shall be held responsible for loss, damage or destruction of school property or children's' property when such loss, damage or destruction is not the fault of the Leadership Team member.
- b. A Leadership Team member shall report in writing any loss, damage, or destruction to the building Principal or Superintendent, whichever the case may be, immediately upon becoming aware of such loss, damage, or destruction.
- c. The School District shall reimburse Leadership Team members for any clothing or glasses damaged in the performance of the employee's duty or for the loss or damage of any personal property brought to school for use in the performance of said duty. Personal property left overnight, not in the possession of the school Principal, shall not be covered by this language. No money or property left unlocked or unattended shall be eligible for compensation. A Leadership Team member who wishes to file a claim shall complete the form provided in the school office and provide evidence of the cost of the item(s) lost or stolen. All claims will be held until the close of the school year. If the total amount of all claims exceeds four-thousand (\$4,000) in any fiscal year, employees will be reimbursed on a pro-rated basis.

4.5 Duties

While LTM's may be asked to assist in given supervision situations, LTM's will not be assigned to duty rosters.

ARTICLE 5

SUPPLEMENTAL BENEFITS

5.1 Medical Insurance

- a. The School District will offer members of the bargaining unit a Cigna SchoolCare Yellow Open Access 2.0 with Choice Fund Plan, Cigna SchoolCare Yellow Open Access 2.0 with No Choice Fund Plan, **Cigna SchoolCare Orange Open Access 2.0 Plan** or comparable plan chosen by the School District. Members may select individual, two-person or family coverage.

The School District shall pay the following percentage of the premiums for the Cigna SchoolCare Yellow Open Access 2.0 with Choice Fund plan and unit members shall pay the remaining percentage dependent upon the plan selected:

2024-26

2026-2029

School District 90%

KDB
12/12/25

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The School District shall pay the following percentage of the premiums for the Cigna SchoolCare Yellow Open Access 2.0 with No Choice Fund plan and unit members shall pay the remaining percentage dependent upon the plan selected:

2024-26

2026-2029

School District 90%

For members of the bargaining unit who enroll in the Orange Open Access 2.0 medical plan, the School District shall pay the following percentages of the cost of single-person coverage:

2026-2029

District 100%
Employee 0%

For members of the bargaining unit who enroll in the Orange Open Access 2.0 medical plan, the School District shall pay the following percentages of the cost of two-person coverage:

2026-2029

District 97.5%
Employee 2.5%

For members of the bargaining unit who enroll in the Orange Open Access 2.0 medical plan, the School District shall pay the following percentages of the cost of family coverage:

2026-2029

District 95%
Employee 5%

b. If a unit member is married to another District employee, they shall take the coverage or combination of coverages whose premium(s) is least costly² and pay the percentage of the premium under the terms of the collective bargaining agreement applicable to the employees. In the event the married District

² Example: Assume two employees of the District are married to each other, they take medical insurance coverage offered by the District, and they cover a child as well as themselves. If the premium for a family coverage plan would be less than the premium for one single coverage plan and one 2-person coverage plan, the employees will take the family coverage plan.

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employees are members of separate bargaining units, the employees shall select the agreement under which the premium percentage shall be determined.

c. The Board or the Leadership Team may reopen negotiations on insurance and salaries if it deems it desirable to do so in order to avoid penalties under the Affordable Care Act.

5.2 Life Insurance

- a. The Hudson School District shall pay one hundred percent (100%) of the premium for a term life insurance policy for each member of the bargaining unit equal to twice the employee's salary, but subject to a maximum benefit amount of \$250,000. The carrier shall be chosen by the School Board.
- b. Bargaining unit members may purchase, at their own expense, additional/optional life insurance if approved by the insurance carrier in an amount allowed by the insurance carrier.

5.3 Tax-Free Annuities

The School Board agrees to allow the Leadership Team members to take advantage of the Federal Law concerning tax-free annuities.

5.4 Course Reimbursement

- a. Full tuition reimbursement shall be paid to each member receiving credit in a course taken for professional improvement.
- b. All courses for which reimbursement is sought shall require advance approval by the Superintendent.

As a condition of tuition reimbursement, the unit member must agree in writing that if s/he voluntarily leaves employment with the School District, s/he will repay the full amount of any tuition reimbursements that occurred within three (3) years of the separation date.

Payment shall be made upon submission of evidence of payment to the college or university as well as evidence of completion of the course with a grade of B or better (or a grade of pass in a pass/fail course). In no event will a Leadership Team member be entitled to payment unless he/she is employed with the District for the school year in which evidence of completion of the course with a grade of B or better (or a grade of pass in a pass/fail course) is submitted or, if submitted after the close of the school year, is actually employed by the District at that time. The School District shall not be required to expend more than the sum of \$20,000 annually for this benefit.

The course reimbursement rate is established at the UNH per credit rate for graduate courses; bargaining unit members are limited to no more than eight (8) credits per year. Those bargaining unit members who are part of the Southern New Hampshire University Graduate Cohort for Hudson shall be allowed to take up to the equivalent of the amount of

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eight (8) credits at the UNH rate. In the event of any unused money, it may be redistributed equally.

Employees may apply for the maximum allowable course reimbursement, but will not be reimbursed for a second course until every employee has had the opportunity to apply for a first course. Reimbursement for a first course shall be issued on the basis of date of application. The last date to apply for reimbursement of a first course shall be January 15. In the event of any unused money, it shall be redistributed equally.

5.5 Direct Deposit

The Hudson School District agrees to transmit to a credit union or other financial institution of the employee's choice, via direct deposit, such money as is designated, in writing, by individual Leadership Team members.

5.6 Dental Plan

The School District shall offer Cigna Dental through SchoolCare or any comparable plan chosen by the School District. Members may select individual, two-person or family coverage. The School District shall pay 100% of dental coverage.

5.7 Long-term Disability

The District shall maintain the long term disability plan previously made available to members of the bargaining unit, subject to the following condition on eligibility: Employees shall be eligible to receive 66.67% of their pay up to a maximum monthly benefit of \$7,000 upon the later of 90 days of disablement or the date any accumulated sick leave payments end.

ARTICLE 6

LEAVE POLICIES

6.1 Sick Leave

Each member of the Leadership Team is entitled to a leave of absence for sickness with full pay for up to a total of 15 days per year accumulative to 90 days.

Those members of the Leadership Team who do not have full-year contracts, and who have no paid vacation leave, may annually use up to three days of their sick leave allocation for emergencies. For the purpose of this Agreement, "emergency" shall be limited to home exigencies, religious holidays, court appearances, or any other reasonable category approved by the Superintendent. Leadership Team members who have vacation leave are expected to use such leave for the purposes enumerated in this paragraph.

Whenever possible at least 24 hours notice should be given to the employee's immediate supervisor.

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6.2 Short-term Disability Leave

(a) If a member of the Leadership Team is unable to work due to illness, injury, or childbirth, for a period of 10 consecutive days or longer, and otherwise qualifies for long-term disability payments, the employee will be granted short-term disability leave at full pay until the employee is able to return to work or until 90 calendar days after the commencement of said illness or injury, whichever is less. In no event may an employee use more than 60 days of short-term disability leave each year. A year, for these purposes, shall be 12 months on a rolling calendar basis, calculated from the date that the leave begins. The usage sequence shall be as follows: (1) use of any accrued sick leave; (2) up to 60 days short term disability to cover any period of absence between exhaustion of accrued sick leave and 90 calendar days following commencement of illness or injury; (3) long term disability. The employee may be required to furnish medical certification to the Superintendent indicating the extent of the illness or injury and verifying the employee's inability to work as a result.

(b) Mini Sick Bank:

Any employee who has exhausted all of their accrued sick leave upon return from short- or long-term disability leave, may access the "mini" sick bank. This sick bank will be used by, and available to, all bargaining unit employees, employed by the District for one-year or more, to access up to ten sick days. The sick bank may only be used for the employee's own personal illness or injury.

Any employee may apply for the use of the Sick Bank by providing the following to the Sick Bank Committee:

1. A written request to draw from the Sick Bank.
2. A letter from his/her doctor stating the nature of the illness, the initial date of required absence, and the expected date of ability to return to work.
3. All employees shall donate one (1) day to the sick bank as of the first payroll of each contract year until the total number of days exceeds a number equivalent to one times the number of employees in the bargaining unit. If at any time the number of sick days in the sick bank falls below ten days, one day per employee will be deducted from each employee on the first pay day in the following fiscal year and added to the sick bank until the number of days exceeds a number equivalent to one times the number of employees in the bargaining unit.
4. A committee consisting of 2 Leadership Team members and the Superintendent or his/her designee will then review the request and related information and determine the appropriateness of granting Bank Days and to what extent use will be permitted.
5. The committee's decision shall be final and binding, and is not subject to the parties' grievance procedure.

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6.3 Bereavement Leave

- a. Five (5) days bereavement leave without loss of pay shall be granted to Leadership Team members upon the death of anyone in their immediate family or permanent household.
- b. The immediate family shall mean the member's spouse, child, stepchild, mother, father, sister, brother, grandparents and grandchildren.
- c. Three (3) days funeral leave without loss of pay shall be granted to employees upon the death of their aunt, uncle, niece, nephew, mother in law, father in law, sister in law, brother in law, or grandparents in law or any other family member living in the employee's household.
- d. One official designee of the Leadership Team shall be allowed to attend the funeral of any members of the bargaining unit.
- e. Permission to attend the service shall be granted to one (1) employee per building in the case of death of any staff retired from that building at the discretion of the Superintendent.
- f. An employee shall be permitted to use up to a maximum of five (5) sick days for bereavement purposes, upon exhaustion of the days 5 or 3 days described above.
- g. Additional bereavement leave beyond the days described above and five (5) sick days may be granted with the permission of the Superintendent of Schools or designee.

6.4 Military Leave

a. (1) Active Duty: Any employee who is drafted or otherwise called to active military duty with the Armed Forces of the United States will be granted military leave. During military leave the employee will receive his/her rate of pay less the amount of compensation, including allowances, received from the military for up to two (2) weeks per year. Upon return from military leave, the rate of pay and other benefits will be the same as if the employee had worked continuously with the District in the assignment held when the period of military leave commenced.

(2) Qualifying Exigency Leave: In the event that a member of the employee's immediate household is called to covered active duty, such as a short notice deployment (i.e., deployment within seven or less days of notice), the employee will be granted time off to address necessary family matters in accordance with the Family and Medical Leave Act (FMLA).

b. Reserve Duty: When an employee who, as a member of one of the reserve components of the Armed Forces, is required to meet his/her annual two week obligation, the employee will be granted military leave. During military leave the employee will receive his/her rate of pay less the amount of compensation, including allowances, received from the military for up to two (2) weeks per year.

c. Notice of leave request: Any employee needing time away from work for service or training in the military must make the Human Resources Department aware of the need for leave as soon as written or verbal orders from the military are received. Such notice

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will be in writing and shall provide all pertinent information such as first day on leave and the anticipated return to work date. If an employee is seeking military leave for reserve training during the school year, s/he shall provide verification that such training could not otherwise occur during the summer recess period when school is not in session.

d. Reinstatement to work: As soon as an employee on active duty has a return to work date, s/he must notify the Human Resources Department in writing. The District will reinstate the employee promptly in accordance with applicable law. Employees seeking reinstatement may be asked to provide documentation of the timeliness of the reinstatement request and/or the total time spent in active service (i.e., for periods of service of 181 days or more, application for reemployment must occur within 90 days of release from duty).

e. Disabled service members: If a returning employee was disabled or a disability was aggravated during uniformed service, the District will make reasonable accommodations and efforts to help the employee perform the duties of his/her reemployment position.

6.5 Educational Leave

- a. Leave of absence with pay may be granted to members for the purpose of visiting other schools or attending meetings, workshops, or conferences of an educational nature, at the discretion of the Superintendent or his designee.
- b. Subject to prior written approval and the availability of funds, the School District shall pay reasonable expenses incurred by members who attend workshops, seminars, or other approved professional improvement sessions. The School District will also reimburse transportation expenses to approved workshops, seminars, and professional improvement sessions at the prevailing rate per mile allowed by IRS guidelines. Members will be responsible for providing their own transportation to and from the site of any approved workshop seminar, or professional improvement session.
- c. Members requesting reimbursement from the School District under this section will submit to the Superintendent a voucher individually listing the expenses for which reimbursement is sought. Such voucher should include receipts for all expenses.
- d. At the discretion of the Superintendent or his designee, conference days with pay may be granted to Leadership Team members for the purpose of presenting a workshop, as well as attending a workshop.

6.6 Child Rearing Leave

- a. A unit member shall be granted a child rearing leave of absence without pay to become effective upon birth or adoption of a child, and to terminate at the end of a semester not later than two (2) years after birth or adoption of that child.
- b. A unit member on child rearing leave shall notify the Superintendent in writing by March 1 before the leave expires of the member's intent to return to active duty. Said member shall be reinstated to a position for which he or she is certified and shall retain all benefits held at the time the leave became effective.

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- c. Unless a unit member returns to duty at the end of a semester not later than two years after the birth or adoption, the member's employment shall be terminated. Should a member refuse an assigned position in an area where the member is certified, all child rearing and other contractual benefits shall cease immediately.

6.7 Jury Duty

A member of the bargaining unit who is called for service on a jury, shall not suffer any loss of pay or benefits. The unit member shall remit to the Hudson School District any fee received for jury duty, excluding reimbursement for mileage, meals and lodging.

6.8 Other Leaves

- a. Leadership Team members who are on continuing contract may be granted a one (1) year leave without pay or other benefits for necessities of the home, professional improvement, or for any other activity which would benefit the Hudson School District. Such leave will be granted at the discretion of the Superintendent and subject to the approval of the School Board. Leadership Team members shall apply in writing for such leave by March 1, but the Superintendent may agree to extend that application deadline for emergencies or unforeseen circumstances.
- b. A member of the Leadership Team shall be granted a leave of absence, without pay or other benefits to serve as an elected or appointed official in public office. The duration of such leave shall coincide with the term or appointment of office.
- c. Leaves of absence may be extended by the School Board.
- d. A member of the Leadership Team on leave of absence must notify the Superintendent of Schools in writing by March 1 in the year the leave expires of his/her intent to return to active duty the following September. Failure to so notify the Superintendent of Schools or failure to return from a leave of absence will be considered a resignation unless such leave has been extended by the School Board.
- e. A member of the Leadership Team returning from a leave of absence shall be reinstated to the position he/she held prior to such leave.

ARTICLE 7

REDUCTION IN FORCE

The decision to implement a Reduction in Force shall be at the sole discretion of the School Board. As soon as a Reduction in Force is contemplated, the Superintendent of Schools shall notify the Leadership Union that the elimination of positions is contemplated. When a final determination has been made as to the reduction of the work force, and as early as possible, the Superintendent of Schools shall communicate that decision in writing to those staff members involved.

For the purposes of a Reduction in Force, all bargaining unit members shall be assigned to one of the following classifications:

High School Principal

Middle School Principal
Elementary School Principal
Secondary Assistant Principal
Dean of Academics
Elementary Assistant Principal
Directors by area of responsibility
Director of School Counseling
School Psychologist
~~School Counselors~~
Department Heads by Subject
Special Education Coordinators

Should the School Board decide to reduce the work force, the School Board will make every reasonable effort to minimize the effects in reduction in force on the current staff by absorbing as many positions as possible through attrition. If all layoffs cannot be accomplished through attrition, the most qualified employees within each of the aforesaid classifications will be retained. If the qualifications of all employees within a classification are determined to be more or less equal, the most senior employees (determined by number of years of employment in the classification in Hudson) will be retained. If the selection is made on the basis of seniority, the selection will not be subject to the grievance procedure.

Laid off members shall be placed on a recall list for a period of two years from the date of layoff. Members on the recall list shall be recalled to open positions within their assigned classification in the inverse order of their layoff.

Any transfer, assignments, or reassignments resulting from or involved with a reduction in staff will be made at the sole discretion of the Superintendent of Schools. In the event of a change of assignment or transfer as a result of a reduction in force, the member involved shall be notified of such change.

ARTICLE 8

GRIEVANCE PROCEDURE

8.1 Definitions

- a. A "grievance" shall mean a complaint by an employee, a group of employees, or the union that there has been a violation or misinterpretation of the terms of this Agreement.
- b. The Union and the School District mutually may agree to initiate and process grievances beginning at step 2.

8.2 Grievance Procedure

- a. Step 1 – Assistant Superintendent level (informal)

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A grievant shall informally discuss a grievance with the Assistant Superintendent within ten (10) workdays after the grievant knew or should have known of the act or condition upon which the complaint is based. Failure to reach a mutually satisfactory resolution may be cause for the grievant to refer the grievance to step 2.

b. Step 2 – Assistant Superintendent level (formal written)

An employee or the union, wishing to process a grievance at step 2 will do so in writing to the Assistant Superintendent within ten (10) working days from the conclusion of the discussions at step 1 or within ten (10) work days after the grievant knew or should have known of the act or condition upon which the complaint has been based (if it has been mutually agreed that the grievance shall be initiated at Step 2). The grievance shall be specific in nature and shall state the remedy requested. The Assistant Superintendent shall establish a formal conference on the matter and whenever a grievance is filed by an employee without the union the Assistant Superintendent shall notify the union and shall give the union the opportunity to be present and to state the views of the union. The aggrieved employee and the union shall be given at least two (2) working days notice of said conference. The Assistant Superintendent shall respond in writing ten (10) workdays from the date the formal grievance is filed. The Assistant Superintendent's decision shall be presented in writing to both the employee and the union.

c. Step 3 – Superintendent level

If a settlement is not reached at step 2 the employee or the union may present the grievance to the Superintendent of Schools within five (5) working days after the decision has been rendered at step 2. The grievance must be submitted in writing stating the specific nature of the grievance and the remedy requested and shall include a copy of the step 2 decision. The Superintendent may schedule a meeting at a mutually convenient time to discuss the grievance with the employee and the union. Both parties reserve the right to include consultants in any such meeting. The Superintendent shall respond in writing together with supporting reasons to the employee and the union, within ten (10) working days from the date the grievance is filed at step 3.

d. Step 4 – School Board level

If a grievance remains unsettled after having been processed through step 3 the employee or the union may within (5) work days from the date the decision is rendered at the previous step, submit the grievance to the School Board. In which case, the grievance is to be submitted in writing and shall specify the nature of the complaint and the remedy requested. Copies of the previous decisions are to be included with the grievance. Within five (5) workdays from the date the grievance is filed at step 4, the School Board will establish a mutually convenient date and time for a meeting to discuss the matter. Both parties reserve the right to include consultants in any such meeting. The School Board shall render its decision in

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writing together with supporting reasons to the employee and the union within fifteen (15) workdays from the date the grievance is received.

e. Additional Provisions:

- A union representative may be present at any grievance meeting with the exception of step 1. A union representative may be excluded from a grievance meeting at step 1 if the employee so requests, however, any resolution of the grievance shall not be inconsistent with the terms of this Agreement.
- The time limits in this article may be reduced or extended by mutual agreement.
- Failure to refer a grievance to the next step within the specified time shall be considered an acceptance by the employee and/or the union of the decision rendered.
- Failure at any level of the grievance procedure to render a decision within the specified time limits shall be deemed a denial of the grievance and permit the employee or the union to proceed to the next level.

8.3 Arbitration

- a. ~~Any grievance which remains unsettled after having been fully processed pursuant to the provisions of the grievance procedure as stated herein, relating to the interpretation or application of a provision of this agreement may be submitted to arbitration upon written request of either the union or the School Board. The proceeding shall be initiated by filing with the American Arbitration Association, a request for arbitration within twenty (20) workdays after the final decision of the School Board has been given to the union.~~
- b. ~~A request for arbitration shall state in reasonable detail the specific nature of the dispute and the remedy requested. The dispute as stated in the request for arbitration shall constitute the sole and entire subject matter to be heard by the arbitrator, unless the parties mutually agree to modify the scope of the hearing. Only one request shall be scheduled for the same arbitration hearing except by mutual agreement of the parties. The specific nature of the dispute and the remedy that are stated in the request for arbitration shall not exceed the scope of the specific nature of the dispute and the remedy that are requested in the grievance at step 2.~~
- c. ~~In any arbitration case a fundamental principle shall be that the School Board retains the exclusive right to manage its affairs including (but not limited to) the right to determine means and methods of operation to be carried on, to direct its employees, and to conduct district operations in a safe and most efficient manner,~~

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~~subject only to the limits stated in this Agreement. The parties agree that only grievance with specific reference to the Agreement shall be processed to arbitration.~~

- d. ~~In the conduct of an arbitration hearing the applicable provisions of the Labor Arbitration Rules of the American Arbitration Association shall apply, including the right of either party to be represented by counsel or other authorized representative.~~
- e. ~~The arbitrator shall issue his/her decision not later than thirty (30) days from the date of the close of the hearing, or if oral hearings have been waived, from the date of transmitting the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue submitted. The decision of the arbitrator shall be final and binding provided however that either party may appeal under the provisions of RSA 542. Both parties agree that the arbitrator's decision represents a precedent for substantially similar situations.~~
- f. ~~Both parties agree that the arbitrator be prohibited from modifying or adding to this Agreement.~~
- g. ~~The cost of the Arbitrator shall be borne by the losing party.~~

The purpose of this section is to provide a fair, timely, and binding procedure for resolving grievances that remain unresolved after completion of Step 4 under this procedure.

Scope

Only grievances involving the interpretation, application, or alleged violation of a specific provision of this Agreement shall be subject to arbitration.

Request for Arbitration

If a grievance remains unresolved following Step 4, either party may submit the matter to arbitration by filing a written request with the New Hampshire Public Employee Labor Relations Board in accordance with PELRB administrative rules, no later than thirty (30) calendar days from the date of the Step 4 response.

Selection of Arbitrator

Upon receiving a valid request for arbitration, the PELRB shall provide a list of qualified neutral arbitrators pursuant to its rules. The parties may mutually agree on an arbitrator from the list, or, failing agreement, request the PELRB to appoint one.

Arbitration Hearings

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The arbitration shall be conducted under the rules and procedures established by the PELRB. The arbitrator shall conduct a fair and impartial hearing, allow both parties to present evidence and arguments, and shall render a written decision within thirty (30) days following the conclusion of the hearing, or the filing of post-hearing briefs, whichever is later.

Authority of the Arbitrator

The arbitrator shall have no authority to amend, alter, or modify the terms of this Agreement. The arbitrator's decision shall be limited to the issues submitted and shall be based solely on the interpretation and application of the specific provisions of this Agreement.

Binding Decision

The decision of the arbitrator shall be final and binding on the employer, the union, and the grievant, provided however that either party (employer or union) may appeal under the provisions of RSA 542. Both parties agree that the arbitrator's decision represents a precedent for substantially similar situations.

Costs

The costs of the arbitrator and any administrative fees charged by the PELRB shall be borne equally by the employer and the union. Each party shall bear its own costs associated with presenting its case, including legal fees and witness expenses.

Time Limits

Time limits in this section may be extended only by mutual written agreement of the parties. Failure to adhere to the time limits by the party requesting arbitration shall be deemed a waiver of the grievance, unless the delay is excused by the arbitrator for good cause shown.

ARTICLE 9

MAINTENANCE OF MEMBERSHIP

- a. Each member of the bargaining unit who, on the effective date of this Agreement, is a member of the Union, and each employee who becomes a member of the bargaining and the Union after the date shall continue his/her membership in the Union during the duration of this agreement; provided, however, that employee may at his/her discretion, and in writing (Appendix C), withdraw his/her membership from the union anytime within twenty (20) calendar days prior to the expiration of this agreement (June 10th to June 30th)

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- b. Any employee who is in the bargaining unit and is not a member of the Union but wishes to be represented by the Union in grievances shall assume full financial responsibilities as to the actual cost of processing the grievances. Collection of such fees shall be the sole responsibility of the Union. Should there be a dispute between an employee and the Union relating to the processing such grievances or cost, the Union agrees to defend, indemnify and hold the school board, its agents and employees harmless in any such dispute.
- c. Should there be a dispute between an employee and the Union over the matter of an employee's Union membership, the Union agrees to defend, indemnify and hold the school board, its agents and employees harmless in any such dispute.
- d. The School District shall supply a list of all bargaining unit members to the Union Secretary/Treasurer. The list shall include the employee's name, work location, title, rate of pay and date of hire on the first week of October and the first week of February in electronic format. The initial list shall be subject to a joint audit by both parties to ensure accuracy.

ARTICLE 10

DUES DEDUCTION

- a. The School District agrees to authorize the deduction of AFSCME Local 1906 dues from each employee who has signed a membership application/payroll deductions form and shall send said dues via ACH along with the statement indicating who has paid dues each month to: duesrosters@afscme93.org
- b. The Union will keep the District informed of the correct name and address of the Business Manager and Treasurer of AFSCME Local 1906.
- c. The School District agrees to deduct Union dues from the wages of employees in the bargaining unit each pay period following the presentation of appropriate Membership Application/payroll deductions form. (Appendix B)
- d. The Union agrees to limit changes in the amount of payroll deductions for union dues not more than one (1) time per year during the month of January and to give the School District thirty (30) days written notice prior to the beginning of the payroll period in which the deduction is to be made.
- e. If any employee has no check coming to him/her, or if his/her check is not large enough to satisfy the dues, then no dues deduction will be made from that employee. In no case, will the district attempt to collect fines or assessments for the union beyond the regular dues.
- f. The Union shall be notified by the Leadership Team member if that Leadership Team member withdraws from or drops payroll deductions. The District will notify the Treasurer of Local 1906 within thirty (30) days of the cancellation of dues deduction in accordance with Article 9A by an employee who had previously signed an authorization for said deduction.

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- g. If there should be a dispute between the Union and an employee over the matter of dues deductions, the Union agrees to defend, indemnify and hold harmless the school board, its agents and employees in any such dispute and the Union agrees to defend, indemnify and hold the school board, its agents and employees harmless in any and all dispute regarding payroll deduction of these dues.

DUES CHECK-OFF

1. ~~AFSCME Local 1906 may secure Authorizations for Payroll Deductions for Union dues from individual employees. The Superintendent will submit such sums in total, along with a list of who has paid such dues to the Union Business Office;~~

Business Manager
AFSCME Council 93
8 Beacon Street
Boston, MA 02108

2. ~~Any Leadership Team member desiring to have the Superintendent discontinue deductions that they had previously authorized must provide written notice to the Superintendent of Schools.~~
3. ~~The Union shall be notified by the Leadership Team member if that Leadership Team member withdraws from or drops payroll deductions;~~
4. ~~The union shall defend and hold the district harmless for any claim by, or liability to an employee arising as a result of this article.~~

- h. Authorization for Payroll Deductions Form:

ARTICLE 11

SAVINGS PROVISIONS CLAUSE

Should any Article, Section or portion, thereof, of this Agreement be declared invalid because it is in conflict with a Federal or State law or be held to be unenforceable by any court of competent jurisdiction, such determination shall apply only to the specific Article, Section or portion, thereof, specified in the decision, and all other provisions of this Agreement shall continue in full force and effect.

ARTICLE 12

VOLUNTARY SEPARATION

In order to qualify for the voluntary separation benefit, the staff member must have a minimum of fifteen (15) years of District service.

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The amount of the separation payment shall be determined as follows: \$1,000 per year of service in the District plus 1/3 times the number of unused sick days; which, combined, shall result in a maximum payment of up to \$25,000. The staff member must provide written notice to the District, in order to receive payment on July 1st of the following calendar year, no earlier than July 1st and no later than September 1st of the preceding school year. The Hudson School Board may, in its complete discretion, grant waivers to the September 1st date of notice in cases of serious unforeseen circumstances.

Once written notice under this article is received by the School Board, it may not be withdrawn by the staff member except for good cause as determined by the Board at its sole discretion.

A maximum of three people a year shall be granted this benefit. In the event of multiple applications, the date of hire by the School District shall be used to determine benefit eligibility. Then, if necessary, the date of application for voluntary separation.

ARTICLE 13

FAIR PRACTICE

As sole collective bargaining agent, the Union will continue its policy of accepting into membership all eligible persons in the unit without regard to race, creed, color, national origin, sex, or marital status. The Union will represent equally all persons without regard to membership in, or association with the activities of any employee organization.

ARTICLE 14

HANDLING OF NEW ISSUES

Being a mutual agreement this instrument may be amended at any time by mutual consent.

ARTICLE 15

JOB DESCRIPTIONS

The District will provide the Union President with copies of the job descriptions for bargaining unit positions upon request.

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ARTICLE 16

DURATION

14.1 This Agreement shall become effective on July 1, 2024 ~~2026~~ and shall continue in full force and effect until June 30, ~~2026~~ ~~2029~~

14.2 The Board agrees to provide the PELRB with a copy of this Agreement within fourteen (14) days of its execution in accordance with PUB 207.02(b).

In WITNESS WHEREOF, the parties hereto have hereunto set their hands.

**American Federation of State, County and Municipal Employees
(AFSCME, Local 1906, Council 93, AFL-CIO)**

By: Keith Bowen, Negotiating Committee

By: Lauren Denis, Negotiating Committee

By: Karen O'Brien, Negotiating Committee

By: Gerry Mills, NH Coordinator

Hudson School Board

By: _____, Chair

By: _____, Vice-Chair

By: _____, Board Member

By: _____, Board Member

By: _____, Board Member

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Appendix A

On July 1st of each contract year the employees' rate of pay shall be adjusted in accordance with the following percentages:

	<u>26-27</u>	<u>27-28</u>	<u>28-29</u>
Category 1: High Principal	2.5%	2.5%	3.0%
Category 2: Middle School Principal	2.5%	2.5%	3.0%
Category 3: Elementary Principal, Deans, CTE Director	3.0%	3.0%	3.0%
Category 4: Elementary Asst. Principal, Directors, Associate Principal	3.0%	3.0%	3.0%
Category 5: School Psychologist	5.0%	3.0%	3.0%
Category 6: Asst Principals (HS & MS), Dept Head, SPED Coordinator	5.0%	3.0%	3.0%
[Category 7: School Counselors	5.0%	3.0%	3.0%] ³

³ The school counselor position is being removed from this AFSCME bargaining unit and placed into the HFT bargaining unit, subject to PELRB approval and certification, as part of this agreement. The percentage salary adjustments referenced herein for the position of school counselor shall only apply if, for any reason, the position remains in the AFSCME bargaining unit as of July 1, 2026.

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12/12/25

Appendix B

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Membership Application

American Federation of State, County and Municipal Employees Membership and Authorization for Dues Deduction

I hereby apply for membership in Council 93 (hereafter "Union") and I agree to abide by its Constitution and Bylaws. I authorize the Union and its successor or assignee to act as my exclusive bargaining representative for purposes of collective bargaining with respect to wages, hours and other terms and conditions of employment with my Employer.

Effective immediately, I hereby voluntarily authorize and direct my Employer to deduct from my pay each pay period, regardless of whether I am or remain a member of the Union, the amount of dues certified by the Union, and as they may be adjusted periodically by the Union, and to authorize my Employer to remit such amount monthly to the Union.

This voluntary authorization and assignment shall remain in effect in accordance with the applicable collective bargaining agreement. If the applicable collective bargaining agreement or state statute does not address revocation, then this voluntary authorization and assignment shall be irrevocable, regardless of whether I am or remain a member of the Union, for a period of one year from the date of execution or until the termination date of the collective bargaining agreement (if there is one) between the Employer and the Union, whichever occurs sooner, and for year to year thereafter unless I give the Employer and the Union written notice of revocation not less than ten (10) days and not more than twenty (20) days before the end of any yearly period; or in accordance with state statute. The applicable collective bargaining agreement is available for review, upon request. This card supersedes any prior check-off authorization card I signed.

I recognize that my authorization of dues deductions, and the continuation of such authorization from one year to the next, is voluntary and not a condition of my employment.

In order to comply with Internal Revenue Service rulings, be advised that your membership dues are not deductible for federal income tax purposes. However, they may be tax deductible as ordinary and necessary business expenses.

<input type="checkbox"/> New Member		PLEASE PRINT LEGIBLY.		<input type="checkbox"/> Re-commit
1908	Hudson School District (SAU 81)			
Local Number	Employer			
Last Name		First Name	M.I.	
Street Address			Apt. No.	
City	State		ZIP Code	
SSN (last four digits)	Employee ID #	Job Title		
Cell Phone	Personal E-mail Address			
By providing my cell phone number, I understand that AFSCME and its affiliates may use automated calling technologies and/or text message me on my cell phone on a periodic basis. Carrier message and data rates may apply to such texts.				
Signature		Date		

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12/12/25

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Appendix C

American Federation of State, County & Municipal Employees, Council 93, AFL-CIO

77 Sundial Ave, Suite 104W • Manchester, NH 03103 • Phone: (603) 606-6723

Website: www.afscme93.org

Membership Rejection Statement

I hereby decline membership in AFSCME Council 93, Local 1906 I acknowledge and agree to the following:

1. I have been offered the opportunity to join AFSCME as a dues paying member by signing the attached membership application, but have declined to do so, and as a full dues paying member of the Union in good standing, I would be entitled to full representation at no additional cost to me.
2. If I seek to have the Union represent me in any future proceedings, I shall pay AFSCME the full cost of any representation services that I receive. An initial deposit of one thousand dollars (\$1,000.00) for retainer of services will be submitted along with any supporting documentation to the AFSCME Staff Representative, AFSCME Council 93, 77 Sundial Ave Suite 104W, Manchester, NH 03103. This retainer shall be used to pay for initial steps required for representation, attorney services, support services, their expenses, arbitration, arbitrator's services and/or fees, plus any other expenses the Union may rightfully charge for including but not limited to postage, photocopies, duplication of audio or video files, storage disks, transcriptions, etc.
3. Failure to notify the Union in writing of your desire to be represented by the Union, shall constitute a waiver of Union representation.
4. If the cost of representation, as outlined below in the fee schedule, exceeds the one thousand dollar (\$1,000.00) deposit, I agree to pay the balance owed as billed by AFSCME, prior to proceeding with the investigation or to the next progressive step in the grievance procedure. If the undersigned fails to comply with the payment of any/all fees within fifteen (15) days of being invoiced by the Union, I understand that the grievance shall be withdrawn. The contractual grievance procedure time frames shall not be extended pending payment of said invoice.
5. If the cost of representation, as outlined below, is less than the one thousand dollar (\$1,000.00) retainer, the unused portion shall be returned to the undersigned.
6. Pursuant to the Parties Collective Bargaining Agreement, AFSCME is the only party that can appeal a grievance to arbitration.
7. The Union reserves the right to review any and all grievances filed for arbitration, and all grievances shall be subject to the same internal review process as a full dues paying member of the Union.

Fee Schedule as of July 2017*:

Attorney	-	\$250.00/hour plus expenses
Staff Representative	-	\$125.00/hour plus expenses
Research Fees	-	\$100.00/hour plus expenses
Support Services	-	\$75.00/hour
Arbitration	-	All costs incurred in arbitration including but not limited to filing fees and expenses

Please print the following information:

Name: _____

Street: _____ City: _____ State: _____ Zip: _____

Job Title: _____ Employer: _____ Work Location: _____

Signature: _____ Date: _____

KDB
12/12/25

PCP 12-12-25

**American Federation of State, County and Municipal Employees, AFSCME,
Local 1906, Council 93, AFL-CIO
and
the Hudson School Board**

Memorandum of Understanding

Administrators teaching an additional class at Alvirne High School and at Hudson Memorial School

Whereas the American Federation of State, County, and Municipal Employees, ("AFSCME") #1906, and the Hudson School Board ("Board") have consulted over the difficulties in hiring for certain critical shortage vacancies;

Whereas the District and Building Administration will continue to make all reasonable attempts at filling teacher vacancies through external recruiting efforts;

Whereas the District and Building Administration make all reasonable attempts for equitable class sizes;

Whereas Building Administration will seek administrators on a voluntary basis to teach an additional class beyond their normal teaching load as an Administrator and should there be no volunteers the District and Building Administration and the American Federation of State, County, and Municipal Employees will meet to review a school plan to fulfill these teaching assignments;

Accordingly, to address the impact of *the critical shortage area hiring needs*, the Board and AFSCME agree to the following:

1. Administrators who teach an additional class beyond their normal teaching load as an Administrator per semester, which represents one (1) additional class added to the administrator's responsibilities will be compensated at a rate based upon the teacher per diem (1/186th) base rate of pay as outlined in the HFT salary schedule for the degree track and step on which a teacher with an equivalent degree and years of experience would be placed for the current school year.
2. Administrators who, as a result of teaching an additional class beyond their normal class load in a semester, are assigned another section of the same subject area as contained within their current course assignments (i.e. an administrator with an Earth Science course picking up another section of Earth Science), will be paid thirteen percent (13%) of the equivalent teacher daily per diem rate (based on degree and experience) for the number of student days occurring within the semester in which the administrator is assigned to teach this course. This additional rate does not apply to any non-student days, including professional development days, occurring within the semester. *Please reference Table 1 for a hypothetical salary breakdown.*

KDB
12/12/25

PCP 12-12-25

Table 1:

Degree & Track	Salary	# Days	Per Diem	13% Calc	Per Semester
MA step 15	\$70,000	187	\$374.33	\$48.66	\$4,379.40
MA+30 step 18	\$80,000	187	\$427.81	\$55.62	\$5,005.80

3. Administrators who, as a result of teaching an additional class beyond their normal class load in a semester, are assigned to a course that is outside of any subject area as their current course assignments (i.e. an administrator with an Earth Science class picking up a section of Physics, which is not currently a course in the assignment roster), will be paid twenty percent (20%) of the equivalent teacher daily per diem rate (based on degree and experience) for the number of student days occurring within the semester in which the administrator is assigned to teach this course. This additional rate does not apply to any non-student days, including professional development days, occurring within the semester. *Please reference Table 2 for a hypothetical salary breakdown.*

Table 2:

Degree & Track	Salary	# Days	Per Diem	20% Calc	Per Semester
MA step 15	\$70,000	187	\$374.33	\$74.87	\$6,738.30
MA+30 step 18	\$80,000	187	\$427.81	\$85.56	\$7,700.40

4. The pay will occur every two weeks through time sheet submission, be included in the regular pay schedule, and denoted on the paycheck.

This MOU shall expire on June 30, 2029.

American Federation of State, County,
And Municipal Employees (AFSCME)

Dated

Hudson School Board Chairperson

Dated

WARRANT ARTICLES

Hudson School District

State of New Hampshire

Rev. 12/10/2025

To the Inhabitants of the School District in the Town of Hudson, County of Hillsborough, in the State of New Hampshire, qualified to vote in District affairs;

FIRST SESSION OF ANNUAL MEETING (DELIBERATIVE SESSION)

You are hereby notified to meet in the Hudson Community Center in said district on Saturday the 7th day of February 2026 at 9:00am for the first session of the Annual School District Meeting, for explanation, discussion, and debate of the Warrant Articles 1 through 11 in accordance with RSA 40:13. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

SECOND SESSION OF ANNUAL MEETING (OFFICIAL BALLOT VOTING)

You are hereby notified to meet again at the Hudson Memorial School Gymnasium (Ward 1), or the Alvirne High School Cafeteria (Ward 2) in said District on Tuesday the 10th day of March 2026 between the hours of 7:00am to 8:00pm for the second session of the Annual School District Meeting to vote by official ballot upon the following subjects:

ELECTION OF OFFICERS (Separate Ballot Vote)

To choose two (2) members of the School Board for the ensuing three (3) years.

WARRANT ARTICLES

2026-2027

Warrant Article 1

Operating Budget

The Hudson School District average cost-per-pupil as calculated in accordance with RSA 189:75 I(a) for 2024-2025 was \$20,152.12.

WARRANT ARTICLES

The Hudson School District achievement proficiency scores obtained from the Department of Education for 2024-2025 were ELA Proficiency: 58%; Math Proficiency: 42%; Science Proficiency: 41%.

Shall the Hudson School District vote to raise and appropriate as an operating budget, not including appropriations by special warrant article and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote at the first session, for the purposes set forth therein, totaling \$73,859,482?

Should this article be defeated, the default budget shall be \$73,478,275 which is the same as last year, with certain adjustments required by previous action of the Hudson School District or by law; or the governing body may hold one special meeting under RSA 40:13-X and XVI to take up the issue of a revised operating budget only.

Estimated tax rate impact: \$1.33

Recommended/Not by the Hudson School Board X-X

Defaulted tax rate impact: \$1.25

Recommended/Not by the Budget Committee X-X

Warrant Article 2

Collective Bargaining Agreement between the Hudson School Board and PSRPs

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement reached between the PSRP AFT Local #6245, AFT-NH, AFL-CIO (List job classes here) and the Hudson School Board which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

2026-2027 \$X

2027-2028 \$X

and to further raise and appropriate \$X for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement that would be paid at current staffing levels?

Estimated tax rate impact: \$XX.XX

Recommended/Not by the Hudson School Board X-X

Recommended/Not by the Budget Committee X-X

WARRANT ARTICLES

Warrant Article 3

Collective Bargaining Agreement between the Hudson School Board and AFSCME

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement reached between the AFSCME Local 1906 (List job classes here) and the Hudson School Board which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

2026 -2027	\$X
2027 - 2028	\$X
2028 - 2029	\$X

and to further raise and appropriate \$X for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement that would be paid at current staffing levels?

Estimated tax rate impact: \$XX.XX Recommended/Not by the Hudson School Board X-X

Recommended/Not by the Budget Committee X-X

Warrant Article 4

Collective Bargaining Agreement between the Hudson School Board and the TEAMSTERS

Shall the Hudson School District vote to approve the cost items in the collective bargaining agreement between the Teamsters Local No. 633 of NH (List job classes here) and the Hudson School Board which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

2026 -2027	\$X
2027 - 2028	\$X
2028 - 2029	\$X

and to further raise and appropriate \$X for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement that would be paid at current staffing levels?

Estimated tax rate impact: \$XX.XX Recommended/Not by the Hudson School Board X-X

WARRANT ARTICLES

Recommended/Not by the Budget Committee **X-X**

Warrant Article 5

Window Replacement at Hudson Memorial School

Shall the Hudson School District vote to raise and appropriate a sum of up to \$135,000 to replace **XX** windows at Hudson Memorial School? This is phase eight of eleven phases of the Hudson Memorial School Window Replacement plan.

Estimated tax rate impact: \$0.03

Recommended/Not by the Hudson School Board **X-X**

Recommended/Not by the Budget Committee **X-X**

Warrant Article 6

Fire Alarm Panel Replacement at Alvirne High School

Shall the Hudson School District vote to raise and appropriate a sum of up to \$180,000 to replace the fire alarm panel at Hudson Memorial School? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$0.00

Recommended/Not by the Hudson School Board **X-X**

Recommended/Not by the Budget Committee **X-X**

Warrant Article 7

Science Labs Renovation at Hudson Memorial School

Shall the Hudson School District vote to raise and appropriate a sum of up to \$125,000 to upgrade one Science Classroom/Lab at Hudson Memorial School? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$0.00

Recommended/Not by the Hudson School Board **X-X**

Recommended/Not by the Budget Committee **X-X**

WARRANT ARTICLES

Warrant Article 8

District Wide Facilities HVAC Vehicle

Shall the Hudson School District vote to raise and appropriate a sum of up to \$62,000 for the purchase of one District Wide Facilities HVAC Vehicle? The sum is to come from June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation. This is a special warrant article.

Estimated tax rate impact: \$0.00

Recommended/Not by the Hudson School Board **X-X**

Recommended/Not by the Budget Committee **X-X**

Warrant Article 9

Increasing Funds in the Capital Reserve School Renovation Fund

Shall the Hudson School District vote to raise and appropriate a sum of up to \$150,000 to be added to the Capital Reserve School Renovation Fund established in September 1999? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation.

Estimated tax rate impact: \$0.00

Recommended/Not by the Hudson School Board **X-X**

Recommended/Not by the Budget Committee **X-X**

Warrant Article 10

Increasing Funds in the Alvirne Farm Capital Reserve Fund

Shall the Hudson School District vote to raise and appropriate a sum of up to \$150,000 to be added to the Alvirne Farm Capital Reserve Fund approved by voters in March 2024 and established in August 2024? This sum is to come from the June 30 fund balance available for transfer on July 1 with no amount to be raised by additional taxation.

Estimated tax rate impact: \$0.00

Recommended/Not by the Hudson School Board **X-X**

Recommended/Not by the Budget Committee **X-X**

WARRANT ARTICLES

Warrant Article 11

Health Insurance Expendable Trust Fund

Shall the Hudson School District vote per RSA198:20-C to establish a district wide health insurance expendable trust fund, for the purpose of covering expenditures associated with health insurance premiums and net assessments from the contracted health insurance vendor, and to raise and appropriate the sum of \$1 to be added to the fund and further to name the Hudson School Board as agents to expend from the fund? This sum to come from June 30 fund balance available for transfer on July 1 with no amount to be raised from additional taxation.

Estimated tax rate impact: \$0.00 Recommended/Not by the Hudson School Board X-X
Recommended/Not by the Budget Committee X-X

GIVEN UNDER OUR HANDS AT SAID HUDSON THIS __ DAY OF JANUARY, 2026.

A TRUE COPY OF WARRANT – ATTEST

WARRANT ARTICLES

HUDSON SCHOOL BOARD

DRAFT

HUDSON SCHOOL DISTRICT POLICY

IGE Parental Objections to Specific Course Material

Updated: For School Board Second Reading December 15, 2025

Related Policies: [AB](#), IHAM, KEC, [IHAMA](#)

Category: Priority/Required by Law

The School Board recognizes that there may be specific course materials that some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable for a course their child is enrolled in, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction. The alternative instruction must be mutually agreed upon by the building principal and parent/guardian and be sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing. Parent/guardian names and any reasons given for an objection to material shall not be public information.

~~The building principal and the parent/guardian must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.~~

School district staff will make reasonable efforts, within the scope of existing time, schedules, resources, and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school through approved independent study, or through another method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents/guardians who wish for particular instructional material to be reviewed for appropriateness may submit a request for review in accordance with Board policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a school district that receives federal Department of Education funds, and NH RSA 186:11, IX-c, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11, 11X-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction or program of human sexuality, or human sexual education, sexual orientation, gender, gender identity, or gender expression, including, among other things, the right to receive a minimum of 2 weeks advance notice of any curriculum course material to be used with respect to such instruction or program. Such notice will be delivered via school district communication. email, other direct written means, website/social media posting, or phone call. As indicated in RSA

186:11, IX-c, no notice is required if the district employee is responding to a question from a student during class.

Legal References

RSA 186:11, IX-b & IX-c

RSA 193:40

20 U.S.C 123h, (c)(1)(C)

State Board of Education; Duties

Prohibition on Teaching Discrimination

Protection of Pupil Rights

Adopted: May 21, 2012

Updated: December 6, 2021

First Reading: December 1, 2025

Second Reading: December 15, 2025

Reviewed:

HUDSON SCHOOL DISTRICT POLICY

IHAM Health Education and Exemption from Instruction and Exemption Form

Updated: **For School Board Second Reading December 15, 2025**

Related Policies: AB ~~EBCG~~, ~~JLF~~, JICK, JLF

Category: Priority/Required by Law

Consistent with state law and Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and sexually transmitted infections.

Instruction or programming must be appropriate to grade level, course of study, and the development of students, and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents/guardians shall be notified by ~~e-mail, other written means, website/social media postings or phone call, school district communication~~ not less than two (2) weeks in advance of use of the curriculum course material to be used for their minor child for instruction or program of human sexuality, ~~or~~ human sexual education, sexual orientation, gender, gender identity, or gender expression. ~~To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. Accordingly, the notice will identify and provide contact information for the Principal or other staff member a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. The notice shall identify and provide contact information for the principal or other staff member whom a parent/guardian should contact to arrange an opportunity to inspect the curriculum course material. However, no notice is required if a district employee is responding to a question from a student during class.~~

In accordance with the federal Protection of Pupil Rights Amendment, as a school district that receives federal Department of Education funds, and also in accordance with NH RSA 186:11, IX-c, the Superintendent/designee shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for their minor student. The procedures will provide access to the requested instructional material promptly (as is reasonable under the circumstances) to instructional material within a reasonable period of time after the request is received. Accordingly, the notice will identify and provide contact information for the principal or other staff member whom a parent/guardian should contact to arrange an opportunity to inspect the curriculum course material.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt ~~out-out~~ of such instruction. (Note: Per RSA 186:11, IX-c, parents/guardians have additional opt-out rights under Board policy IGE.)

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course Material Opt-Out Letter/Form. And follow the timelines in the Opt-out Letters/Forms that are available from either the health education teacher or the principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request ~~of the parent/guardian~~ under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health education teacher in conjunction with the principal.

~~In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.~~

Legal References

RSA 186:11, IX	Instruction as to Intoxicants and Sexually Transmitted Diseases
RSA 186:11, IX-b	Health and Sex Education
RSA 186:11, IX-c	Objectionable Course Material
RSA 186:11, IX-e	Notice to Parents/Guardian Required
N.H. Code Admin. Rules Ed 306.31	Health and Wellness Education Program
N.H. Code Admin. Rules Ed 306.32	Physical Education Program
20 U.S.C §1232h, (c)(1)(C)	Protection of pupil rights

Updated: January 3, 2022

First Reading: December 1, 2025

Second Reading: December 15, 2025

HUDSON SCHOOL DISTRICT POLICY

IJ Instructional Resources and Instructional Resources Plan

Updated: For School Board Second Reading, December 15, 2025

Related Policies: ~~HK~~-IJ-R

Category: Priority/Required by Law

The Hudson School Board is responsible for ensuring that each school has a developmentally appropriate collection of resources aligned to all learning and grade levels in the school.

All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Endeavor to present various viewpoints on important issues;
5. Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
6. Are current;
7. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and
8. Match the appropriate skill levels of pupils.

Instructional resources should include materials from a variety of media, including, but not limited to, books, online and other print materials, equipment and technologies that will support the curriculum as well as the learning needs of all students. Selection of such materials should be made only after a determination that such materials are developmentally and age-appropriate, provide quality learning experiences, and fit within the district's educational goals and philosophies.

Each school's instructional resources should be organized and accessible to students, staff, and parents/guardians, and managed through circulation policies and procedures that are designed to maximize the use of the resources.

The instructional resources in each school should integrate the following concepts across curricular areas when appropriate:

1. Accessing information efficiently and effectively;

2. Evaluating information and sources critically and competently;
-
3. Citing sources and not plagiarizing;
-
4. Using information accurately and creatively;
-
5. Pursuing information related to personal interests;
-
6. Appreciating literature and other creative expressions of information;
-
7. Striving for excellence in information-seeking and knowledge generation;
-
8. Recognizing the importance of information to a democratic society;
-
9. Practicing ethical behavior regarding information and information technology; and
-
10. Participating effectively in groups to pursue and generate information.

Instructional Resources Plan

The Superintendent or designee is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum and learning resources necessary to support the needs of the school's students. The plan should be presented to the School Board no later than September 30 of every third year beginning 2026.

Legal References

N.H. Code Admin. Rules Ed 306.08 Learning and Instructional Resources

Adopted: September 11, 2017
First Reading: December 1, 2025
Second Reading: December 15, 2025

SELECTION OF INSTRUCTIONAL RESOURCES

~~Selection of Resources Policy~~

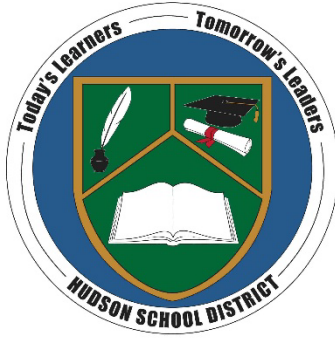
~~The Superintendent, in consultation with administrators and professional staff, is responsible for selecting appropriate educational resources (including instructional and library media resources). The Superintendent is responsible for developing any administrative procedures necessary to guide the review and selection of educational resources and may delegate specific responsibilities to staff as he/she deems appropriate. All administrative procedures must be consistent with this policy and the requirements of Ed 306.08. The Superintendent is expected to keep the Board informed about educational resources for the school district.~~

~~The Superintendent is responsible for any and all procedures set forth by this policy. The district will have a procedure for dealing with challenged resources.~~

Definitions

~~Ed 306.08 of the New Hampshire Department of Education defines “instructional resources” to include “a developmentally appropriate collection of instructional resources, including online and print materials, equipment, and instructional technologies that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of the total school population.”~~

~~Adopted September 11, 2017~~



HUDSON SCHOOL DISTRICT PROCEDURE

IJ-R Instructional Materials and Curriculum Resource Plan and Procedure

Updated: September 22, 2025

Material shall support and be consistent with the current educational goals and objectives of instructional programs.

Material shall meet standards of high quality in factual content.

Material shall be appropriate to the subject area and for the age, ability level, and social maturity of the students for whom the material is selected and used.

The responsibility to review and select textbooks and workbooks to be recommended to the Superintendent or designee for use by students shall rest with the professional staff members, directors, and building administration.

The Selection Committee includes these members:

- Building administrator
- Teachers representing the associated grade levels and departments/subject areas
- District-wide Curriculum Coordinator/Dean of Academics/Department Head
- Assistant Superintendent

Procedure:

- The district will review materials in relation to the Curriculum Adoption Cycle.
- A committee of teachers, facilitated by the District Curriculum Coordinator or other designee from the Assistant Superintendent, is developed.

- Research is conducted to determine potential resources to review. This includes criteria from the field and available resources, this may include, but is not limited to:
 - Reviewing sample copies that the district has obtained;
 - Reviewing webinars about the resources;
 - Attending presentation from providers;
 - Attending site visits to other districts (if available);
 - A search for reputable, unbiased professional reviews;If formal reviews are unavailable, an informal review shall be completed using — available resources, rubrics, and checklists not provided by the company.
- The committee will determine the next steps based on the above criteria as needed for a thorough review of any instructional materials.

HUDSON SCHOOL DISTRICT POLICY

KEC Reconsideration of Instructional Materials and/or Library Resources

Updated: **For School Board Second Reading December 15, 2025**

Related Policies: IGE, KEC-R, IJL, IJ, IJ-R

Category: Recommended

~~Persons not in agreement with the school on its selection of books or other instructional material and who wish a particular book or material to be reviewed must submit to the principal a "Request for Reconsideration of Instructional Materials." The forms will be available from the school upon request.~~

~~The principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The principal will then notify the appropriate party to assemble committee and schedule meetings necessary to review the complaint and to write a report.~~

~~The final report will be forwarded to the complainant and the Superintendent of Schools. If the complainant is dissatisfied, the next step is to submit the request to the Superintendent of Schools for action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the School Board, whose decision will be final.~~

~~During the investigation the instructional material will remain in use unless the committee votes to remove or restrict the material until a final decision is made.~~

Parents/guardians of students currently attending the Hudson School District not in agreement with their child's district school on its selection of ~~books~~ library or instructional materials and who wish a particular book or other instructional material to be reviewed must submit a "Request for Reconsideration of Instructional Materials" or "Request for Reconsideration of Library Resources" form to the building principal. The request forms are available at each of the school's main offices.

The building principal, upon receipt of a "Request for Reconsideration of Instructional Materials" or "Request for Reconsideration of Library Resources" form, will acknowledge receipt to the complainant in writing and inform the Superintendent or designee, who will initiate the action steps outlined in related procedure KEC-R.

Parents/guardians who have concerns about or objections to specific course material that their child is enrolled in should refer to Board Policy IGE.

During the investigation, the instructional material will remain in use unless the committee votes to remove or restrict the material until a final decision is made.

Legal References n/a

Adopted: December 6, 2021

First Reading: December 1, 2025

Second Reading: December 15, 2025

Reviewed:



HUDSON SCHOOL DISTRICT PROCEDURE

KEC-R Procedure for Reconsideration of Instructional Materials and/or Library Resources

Updated: October 8, 2025

Despite the care taken to select materials for student and teacher use, it is recognized that occasional objections may arise from parents/guardians with students attending their child's school. The Hudson School Board recognizes that the final authority as to what materials an individual student will be exposed to rests with the student's parents/guardians. However, at no time shall the wishes of one child's parents/guardians to restrict their reading or viewing of a particular item infringe on another parent/guardian's rights to permit their child to read or view the same material.

If a complaint is made under Policy KEC, it will be reviewed under the following procedures:

1. Staff members receiving verbal complaints shall promptly notify the building principal. The building principal will provide the complainant with a copy of policies KEC and IGE.
2. If the complainant decides to pursue their complaint after reviewing these policies, the complainant will be asked to fill out the "Request for Reconsideration of Instructional Materials" or "Request for Reconsideration of Library Resources" form and submit it to the building principal. A copy of the completed form will be submitted to the superintendent or designee.
3. Upon receipt of a completed "Request for Reconsideration of Instructional Materials" or "Request for Reconsideration of Library Resources" form, the Superintendent or their designee shall then appoint a review committee that may be composed of the following persons to consider the complaint: the District Curriculum Coordinator, building principal, a Library Media Specialist, one classroom teacher at the appropriate grade level, the Dean of Academics, department head, or a specialist in the subject area of the challenged material. The District Curriculum Coordinator will act as the chair of the committee.
4. The review committee shall:

- read/view and examine the materials referred to in the “Request for Reconsideration of Instructional Materials” or “Request for Reconsideration of Library Resources” form,
 - check general acceptance of the materials by reading professional reviews,
 - weigh values and faults against each other and form opinions based on the materials as a whole and not on passages or portions pulled out of context, keeping the best interests of the students and the learning purpose,
 - meet to discuss the materials and prepare a written recommendation within sixty calendar days of the filing of the complaint,
 - forward the written recommendation to the complainant and the superintendent or designee.
5. The written recommendation will be forwarded to the complainant and the Superintendent or designee. If the complainant is dissatisfied, the next step is to submit their request to the Superintendent or designee for action. If the complainant does not accept the Superintendent or designee’s decision, the complainant may request a review by the School Board, whose decision will be final.
6. During the investigation, the instructional material will remain in use unless the committee votes to remove or restrict the material until a final decision is made.

HUDSON SCHOOL DISTRICT POLICY

IHCA Summer Activities

Updated: For School Board Second Reading December 15, 2025

Related Policies: IK

Category: Priority/Required by Law

The Hudson School Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. –Therefore, the Hudson School Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities and other career readiness activities, or other activities that support student learning.

~~With the exception of summer programs governed by state or local statutes, the District's Summer School Programs are intended to be self-supporting. Tuition related to enrichment or academic programs must be paid prior to the start of the program. No tax dollars shall be expended to support summer programs. No transportation will be provided by the School District, unless governed by state or federal statutes.~~

Whether or not summer activities are organized by the district, if the activity can be applied to an approved graduation requirement, students may achieve identified district and graduation competencies toward high school credit as provided in Board policy IK. Students (along with their parent/guardian) wishing to benefit themselves with the opportunity to achieve competencies in non-district summer activities should consult with the Dean of Academics to maximize the alignment of the activity to the high school graduation competency(ies).

Legal References

N.H. Code Admin. Rules Ed 306.04(b)(21)(e)(6) ELOs and Career Readiness Activities (Summer Activities)
20 U.S.C. §7801 (23) Every Student Succeeds Act

Adopted: June 1, 2015

Reviewed: June 1, 2020

First Reading: December 1, 2025

Second Reading: December 15, 2025

Updated:

HUDSON SCHOOL DISTRICT POLICY

JICJ: Unauthorized Communication Devices

Adopted: For School Board Second Reading December 15, 2025

Related Policies: EHAA, EHAB, JIC, JICL, EDCA

Category: Priority/Required by Law

A. Purpose

The district is committed to providing students with a learning environment free from disruptions. Use of personal communication devices for nonacademic means often leads to disruptions in the learning environment for both individual students and the classroom.

The school community should model cell phone use that abides by this policy, this includes students, teachers, staff, coaches, etc. Students and staff are allowed to use any available mobile communication device in the event of an emergency that threatens the safety of students, staff, or other individuals.

For the purposes of this policy, a personal communication device is defined as any non-district provided internet/ cellular or data capable device that can support voice or video calls, texts, emails, or instant messages. Personal communication devices include, but are not limited to cell phones, tablets, laptops, and smart devices. For ease of reference, devices provided by the district for instructional use shall be referred to as "district-owned" devices.

B. Restrictions

Student use of personal communication devices is strictly prohibited from when the first bell rings to start instructional time until the dismissal bell rings to end the academic school day (referred to as "the school day"). The school day includes lunch periods, passing time, and recesses.

Students participating in extracurricular activities, co-curricular activities, field trips or other activities shall abide by the rules and consequences established for personal communication devices set by the coach, instructor, sponsor or other designated supervisor for the activity. However, in no event shall personal communication devices (or any other device with photographic or recording capabilities) be used in locker rooms, bathrooms, or any other location where such use could violate another person's reasonable expectation of privacy.

If digital devices are used to enhance learning in the classroom, the district is responsible for providing district-owned devices. As part of school district's practice, students are allowed to bring their own personal device (i.e. laptop computer, tablet) to be used for educational purposes. This practice is still allowed, however if the personal device is not used for educational purposes and for personal communication then section D "consequences and violations" of this policy will apply.

While it is best practice that these devices are not brought to school, if these devices are brought to school, they shall be kept with the power turned off in a student's assigned locker, backpack, or handbag. The district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

C. Exceptions

Students with medical needs, such as insulin pumps and glucose sensors, or disabilities that require a device to support their learning as identified by their individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, or a multilingual student with appropriate language access programs and services pursuant to Title VI of the Civil Rights Act of 1964 shall be granted exceptions to this policy solely for the express purposes identified. Students will be expected to abide by all other behavioral expectations relative to the use of personal electronic communication devices. Additionally, the superintendent or their designee may approve additional exceptions on a case-by-case basis or through an administrative decision recorded in the student handbook.

D. Consequences and Violations

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in disciplinary action. The school reserves the right to monitor, inspect, copy, and review a student's personal electronic device subject to the limitations of RSA 189:70, if there is reasonable suspicion to believe that a student has violated board policies, regulations, school rules, or has engaged in other misconduct while using their personal electronic device.

Consequences for violations of this policy will be pursuant to the District Student Behavior Standards. Additionally:

- ~~1. First Offense: Verbal Warning and inform the student to put the device away.~~
- ~~2.~~ ~~1. First~~~~Second~~ Offense: Documented written w~~W~~arning with student securing their device into a specified classroom holder predetermined location and referral to school administration to formalize the ~~for formal written warning to formalize written warning.~~
- ~~3.~~ ~~2. Second~~~~Third~~ Offense: Secure the device for the remainder of the school day (office). Family contact.
- ~~4.~~ ~~3.~~ Subsequent Offenses: Secure the device for the remainder of the school day (office), administrative detention, and request for family meeting.

E. Review

The Superintendent shall annually review policy in collaboration with parents/guardians and teachers with a report and recommendations for policy changes to be delivered to the Board no later than April 30 of each school year.

F. Dissemination

The Superintendent shall ensure that information regarding the prohibition against using personal communication devices during the school day is included in all student handbooks.

Legal References

RSA 189:68

RSA 189:68-a

RSA 189:70

RSA 644:21

Student Privacy

Student Online Personal Information

Educational Institution Policies on Social Media

Searches of Portable Electronic Devices

First Reading: August 18, 2025

Second Reading: Waived

Updated: August 18, 2025

First Reading: December 1, 2025

Second Reading: December 15, 2025



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

6:30 pm Regular Meeting
Non-Public Session

School Board Meeting Minutes – November 17, 2025-Draft

In Attendance

Board Members

Maureen Dionne, Chair
Mike Campbell, Vice Chair
Ethan Beals
Steve Meyer
Daniel Kilgour
Jane Makoviy, Student Rep.
Dave Morin, Board of Selectmen Liaison

SAU Staff

Dan Moulis, Superintendent of Schools
Jessica Benson, Assistant Superintendent
Rachel Borge, Director Special Services
Jenny Graves, Business Administrator

A. Call to Order [0:00:15]

School Board Chair Maureen Dionne called the meeting to order at 6:30pm. Steve Meyer led the Pledge of Allegiance.

B. Public Input [0:00:40]

There was no public input.

C. Good News Update (Information) [0:00:48]

Assistant Superintendent Jessica Benson shared good news happening in school:

- Alvirne students taking Russian language classes attended Russian Language Day at UNH.
- Local industry partners of the Alvirne CTE Center met with economic classes to review real world skills.
- Hills Garrison School fourth grade students visited the New Hampshire State House and Library of History.

D. Student Representative Comments [0:01:40]

Ms. Makoviy reported on the following:

- CTE Ambassadors visited the Seacoast School of Technology, toured their career center, and met their student ambassadors.
- Engineering students visited L3 Harris to observe the production of night vision, etc.
- Several National Honor societies, Spanish, French and DECCA, are running food drives to give back to the community.
- The Model United Nations team traveled to High Mowing School in Wilton where 3 Alvirne High School students won awards.
- Fall sports have concluded; students are beginning the pre-season for winter activities.
- French 2 and 3 students will be attending the 360-degree Claude Monet exhibition.
- Alvirne Class Act performed the play *I Never Saw Another Butterfly*.

E. Presentations to the Board [0:03:22]**1. Hudson Memorial School Social Studies Curriculum & Alvirne High School Civics Test Updates (Information)**

HMS Social Studies Department Head Rachel Scanzani and AHS Social Studies Department Head Scott Rush shared information regarding the Social Studies curriculum. Highlights included:

MIDDLE SCHOOL

- In year 2 of the 3-year plan to shift where some curriculum subjects are taught
- 6th grade has adjusted, and the focus is now on geography, economics, and world history.
- 7th grade is working on adjustments, including Middle Ages - Renaissance, exploration/colonization, and the American Revolution. Some 8th grade topics are being adjusted for the 7th grade. Grade 7 will be teaching similar curriculum to grade 8 as a phase-in process over 3 years.
- 8th grade will adjust curriculum topics next year.

HIGH SCHOOL

- Working with 8th grade shifting to allow for more current movement e.g. humanities in the Junior class (starting at the Civil War review and Reconstruction)
- Civics test per NH law: required to be on the online NH Tide system. Alvirne computers are required to take the test. Accommodations were built in for students with disabilities or who spoke a language other than English.
- There are 182 questions on the Civics test.
- 398 students were tested in 2 days in October 2025. The group included 138 Juniors and Seniors and resulted in a pass rate of 89.9% for this particular group.
- 216 Freshman and Sophomores were tested and received a pass rate of 38.4%. The Freshman curriculum does not fully support early administration of this civics test, so sentiment is students were not fully prepped. More senior students understood the importance of taking this test. A suggestion was to move the civics test to the Sophomore year as opposed to the Freshman year in response to the ED306 changes (creating a

course designed for NH history involving studies on the USA and NH constitution). This may yield a better success rate. Freshmen struggled with questions on the US government.

- The half credit course in NH History would be required for next year's rising Freshmen class (to be administered to Sophomores in 2 years). Teachers are currently working on the curriculum. A suggestion was to run this as an elective next year in order to see where improvements could be made.

F. New Business [0:22:34]

1. Nominations (Decision)

There was a review of AHS winter sports nominations.

Mike Campbell made a motion to approve the AHS winter sports nominations as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

2. Permission to Attend an Overnight Field Trip (Decision)

There was a review of an overnight field trip request for a group of HMS students and 2 chaperones to attend the NH Teen Institute's Leadership in Prevention Program in Freedom, NH from February 13 - 25, 2026.

Ethan Beals made a motion to approve the NH Teen Institute's Leadership in Prevention Program overnight trip request as presented. Maureen Dionne seconded the motion. Motion passed 5-0.

G. Old Business [0:23:58]

1. Health Insurance Update (Discussion)

Ms. Graves gave an update on health insurance rates.

- Expecting a budgetary appropriation shortfall of around (\$1,106,525) in the general fund. this will be monitored throughout the FY26 year with updates provided to the Board.
- FY26 General Fund "10" Medical Insurance snapshot:

FY26 budgeted amount:	\$18,782,039
FY26 predicted employer cost:	\$9,888,564
Predicted FY26 budgetary shortfall:	\$1,106,525
- FY27 general fund "10" medical insurance presented increase: \$1,876,782 (21.37%).

Portion from FY27 budgetary shortfall (\$1,106,525)	12.6% increase
Portion from FY27 rate increase (\$770,257)	8.77% increase
Total FY27 increase: \$1,876,782	21.37% increase
- Rate sheets (not based on actual enrollment) were presented to correlate to the district's invoice for FY27 (cost shares). Delineations included plans; there will be phasing out of some plans. 3 of the CBAs will be in the consumer-driven 2.0 plan starting July 1st if accepted; 2 other CBAs would be in 2.0 until July 1, 2027 (negotiations after this point will go to 2.0).
- Average increase in health insurance of 7.8%.

- Request to reduce the FY27 General Fund Medical Insurance Budget by (\$404,073) via a change order at the opening session with the Town of Hudson Budget Committee. If accepted, this will reduce the total FY27 budgetary appropriation from \$74,398,555 to \$73,994,482.
- The volatility of insurance was discussed.

Ethan Beals made a motion to review the first reading of policies next. Mike Campbell seconded the motion. Motion passed 5-0.

2. Warrant Article Review (Discussion)

There was a review of the proposed Warrant Articles (still to be reviewed by counsel):

WARRANT ARTICLES

1. Operating Budget: Raise/appropriate \$74,398,555 (operating budget) - \$74,217,389 (default budget).
2. Collective Bargaining Agreement between the Hudson School Board and PSRPs: Amount TBD.
3. Collective Bargaining Agreement between the Hudson School Board and AFSCME: Amount TBD.
4. Collective Bargaining Agreement between the Hudson School Board and the Teamsters: Amount TBD.
5. Science Labs at Hudson Memorial School: raise/appropriate up to \$125,000 to upgrade 2 HMS science classrooms/labs (taken from June 30th fund balance).
6. Fire Alarm Panel Replacement at AHS: raise/appropriate up to \$180,000.
7. Increasing Funds in the Capital Reserve School Renovation Fund: raise/appropriate up to \$150,000 to be added to Capital Reserve School Renovation Fund - sum to be taken from June 30th fund balance.
8. Increasing Funds in the Alvirne Farm Capital Reserve Fund: to raise/appropriate up to \$150,000 to be added to the Alvirne Farm Capital Reserve Fund - sum to be taken from June 30th fund balance.

Board suggestions included reversing the order of WA 5 and 6 (for safety), changing wording (capital reserve for the insurance) and bringing back to the Board the facilities truck as draft warrant article. It was clarified that, where the HMS window replacement is a CIP project greater than \$50,000, and has exceeded 5 years, it is appropriate to be on a Warrant Article instead of the operating budget; there was discussion about this. The Budget Committee would need to remove it from the operating budget. This will be discussed at the next School Board meeting.

H. Policies - Second Reading [0:54:30]

There was a second reading of the following policies:

EHAG: Use of Artificial Intelligence

- NHSBA new policy with revisions (student and staff use). The district's plan is being developed.

IK: Earning of High School Credit

- NHSBA version with revisions. Paragraph F: learn everywhere.

IKF: High School Graduation Requirements

- NHSBA version with revisions e.g. 3 different diploma tracks for graduation and a breakdown of State requirements. This will be in the program of studies.

IKFA: Early Graduation

- IKFA for withdrawal (incorporated in policy IKF).

ILBAA: High School Graduation

- ILBAA for withdrawal (incorporated in policy IK).

IMBCC: Alternative Credit Options

- IMBC for withdrawal (incorporated in IK).

Maureen Dionne made a motion to approve the following policies:

EHAG: Use of Artificial Intelligence

IK: Earning of High School Credit

IKF: High School Graduation Requirements

Mike Campbell seconded the motion. Motion passed 5-0.

Maureen Dionne made a motion to approve the withdrawal of the following policies:

IKFA: Early Graduation

ILBAA: High School Graduation

IMBCC: Alternative Credit Options

Mike Campbell seconded the motion. Motion passed 5-0.

I. Recommended Action [0:57:06]**1. Manifests****2. Minutes: October 20, 22, and 27, 2025**

Ethan Beals made a motion approve the minutes of October 20, 22, and 27, 2025 as presented. Mike Campbell seconded the motion. Motion passed 5-0.

J. Reports to the Board (Information) [0:58:07]**1. Superintendent Report**

The Superintendent report included the following:

- Drama performance of *I Never Saw Another Butterfly*
- HMS Math Team traveled to Hampstead Middle School to compete and did well.
- He attended the Chamber of Commerce Coffee and Conversations event last Friday to review ways to connect with local businesses.

- Meeting with First Student Transportation to review bus routes for next year and an application for parents to use to follow their students. A quote is being drafted for the FY27 school year as well as a multi-year agreement for Board review.
- Veterans Day events included breakfast and a parade at Hills Garrison, JROTC shared Veteran biographies, and Nottingham West School also held a recognition hosting veterans with thank you notes.
- Annual food drives are occurring at the schools to help the Hudson Food Pantry.
- Everyone was wished a happy Thanksgiving.

K. Committee Reports [1:01:47]

Mr. Kilgour mentioned that he attended Budget Committee meetings, noting:

- Town budget: \$48,199,481.
- There was discussion about salary increases.

L. Correspondence (Information) [1:02:39]

Correspondence included the October 2025 discipline report, October 31, 2025 financial reports and donations (\$2,000 from the American Legion Meat Raffle and the \$250 from the Ladies Auxiliary.) The MS24-R was approved by the Department of Revenue so the revenue numbers were revised for the FY26 checkbook. No excess was falling into the fund balance. Most districts have financial statements for School Boards until the month of September closes, as the MS24-R is the official revenue estimate. Ms. Graves will submit a revised cash request to the town of Hudson in November to reflect the final closing of books for FY25 (including the amount to return to the town). There will be no impact to the fund balance due to this process.

M. Board of Selectmen - Liaison Comments [1:09:06]

Mr. Morin reported that:

- The Budget Committee continues to work on the town budget.
- They renewed the leasing contract with a tractor trailer licensing company for training done in the parking area at the Pickleball courts on Industrial Drive.
- Appointed Chief Cayot as Deputy Emergency Management Director
- The Police Department will receive 3 new vehicles that are on the replacement schedule.
- \$1.3million of the fund balance was used to decrease the taxes.
- Process started to hire a Human Resources Coordinator (shifting from an Assistant Town Administrator due to need).
- Warrant Article updates
- FY26 revenue updates
- Everyone was wished a happy Thanksgiving.

N. Board Member Comments [1:10:41]

Mr. Kilgour mentioned that Town Engineer Mr. Dima had stated that the town is keeping up with industry standards and is setting up for success. The FFA performed well in a competition in October, finishing second in the nation. He wished everyone a happy Thanksgiving.

Ms. Dionne mentioned that there will be a telethon on December 6th for the food pantry. She thanked boy scouts from 3 troops who participated in the Scouting for Food program and collected food, as needs are increasing. She thanked everyone that donated.

O. Non-Public Session: RSA 91-A:3 II (a) [1:13:38]

At 7:45 pm, Ethan Beals made a motion to enter into non-public session per RSA 91-A:3 II (a). Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

Reviewed tentative agreements for AFSCME, reviewed letters of correspondence

P. Return to General Session and Adjourn

At 8:35pm, Ethan Beals made a motion to return to general session and adjourn the meeting. Mike Campbell seconded the motion. Motion passed 5-0. Roll call vote.

Public session minutes submitted by,

Susan DeFelice

Non-Public session minutes submitted by Dan Moulis and Maureen Dionne

Discipline Report – December 15, 2025

November 2025

School	# Student	Detentions			In-School Suspensions			Out-of-School Suspensions			Reported Incidents of Bullying	Incidents of Bullying Being "Found"	Personal Communication Device Violations	Note
		#	1x	2x +	Total	1 day	2 days +	Total	1 day	2 days +				
ELC - Library Street	178	0	0	0	1	1	0	0	0	0	0	0	0	
ELC - Dr. H.O. Smith	197	0	0	0	1	1	0	0	0	0	0	0	0	
Hills Garrison	386	0	0	0	1	1	0	0	0	0	0	0	2	
Nottingham West	567	0	0	0	2	2	0	0	0	0	0	0	0	
Hudson Memorial	592	10	10	0	8	8	0	3	3	0	0	0	1	1 warning (PCD)
Alvirne High School	942	160	120	40	15	14	1	11	11	0	7	1	21	

November 2024

School	# Student	Detentions			In-School Suspensions			Out-of-School Suspensions			Reported Incidents of Bullying	Incidents of Bullying Being "Found"	Note
		#	1x	2x +	Total	1 day	2 days +	Total	1 day	2 days +			
ELC - Library Street	191	0	0	0	0	0	0	0	0	0	0	0	Pers Comm Dev data was not tracked in 2024
ELC - Dr. H.O. Smith	198	0	0	0	0	0	0	1	1	0	0	0	Pers Comm Dev data was not tracked in 2024
Hills Garrison	357	0	0	0	3	0	3	0	0	0	0	0	Pers Comm Dev data was not tracked in 2024
Nottingham West	561	0	0	0	0	0	0	3	3	0	0	0	Pers Comm Dev data was not tracked in 2024
Hudson Memorial	651	15	11	4	7	7	0	5	4	1	0	0	Pers Comm Dev data was not tracked in 2024
Alvirne High School	980	76	48	12	14	14	0	16	6	10	2	1	Pers Comm Dev data was not tracked in 2024

Detentions # = total number of detentions 1x = single incidents 2x+ = number of students receiving detention more than once in the month

ISS/OSS Total = total number of incidents in category 1 day = number of students receiving ISS/OSS for one day 2 days+ = number of students receiving ISS/OSS for multiple days

The Hudson School District has *Student Behavior Standards for PreK-12*, which are included in the student handbook at each school. Detailed expectations and the response to disruptive behaviors, by grade span, are included.

Detention – a student is given detention for purposeful or repeated behaviors that interrupt the school day such as skipping class, repeated tardies, disruptions to the learning environment. Teachers and administrators can assign detention, which is used to rectify the behavior.

In-School Suspension (ISS) – a student is given in-school suspension for significant violations of accepted behavioral standards and require the intervention of a building administrator. Behaviors include significant noncompliance, cheating/plagiarism and bullying. A principal can assign ISS for *one to 10 days.

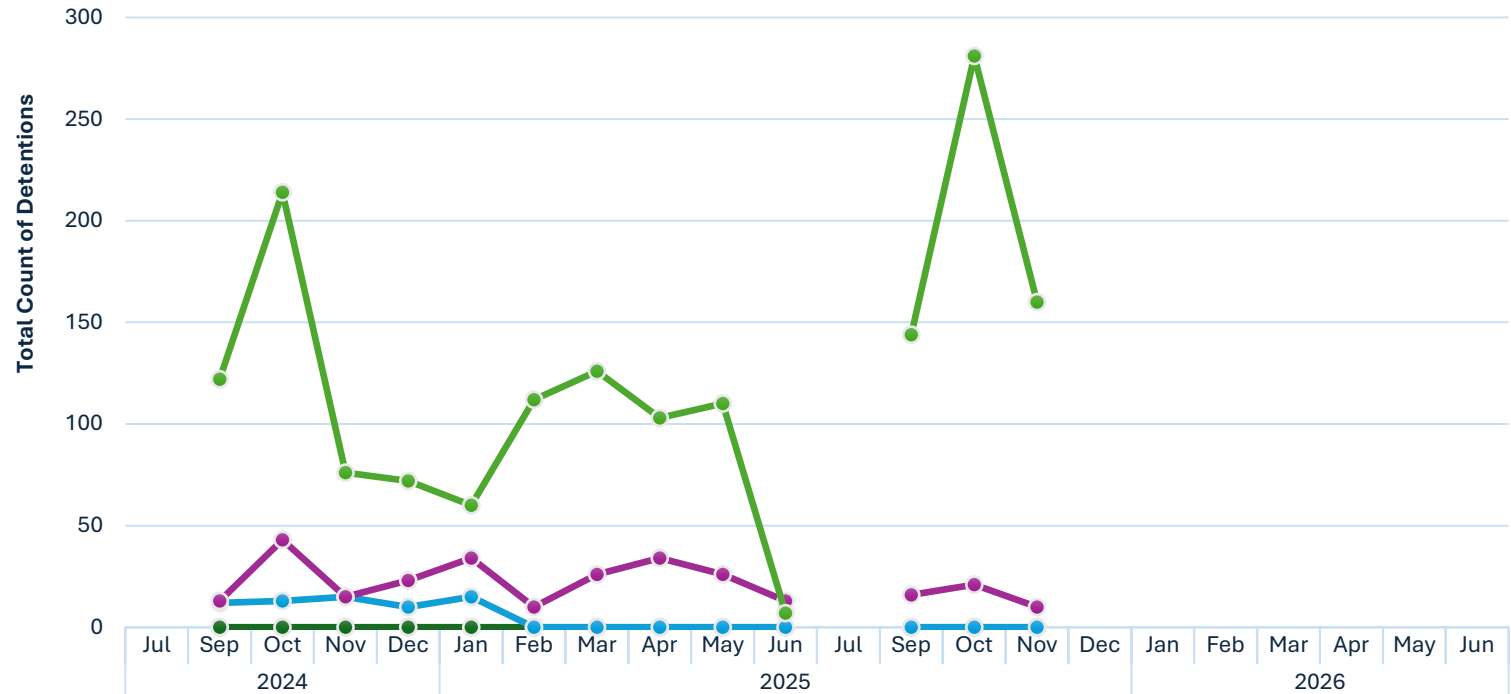
Out-of-School Suspension (OSS) – a student is given out-of-school suspension for significant violations of safety for students, teachers, staff and other members of the school community. OSS is avoided at the elementary level. Behaviors include bullying, aggressive physical conduct, threats of violence and possession or use of drugs. A principal can assign OSS for one to 10 days and it can be extended by the superintendent for an additional 10 days.

Bullying – a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:

- (a) physically harms a student or damages the student's property;
- (b) causes emotional distress to a student;
- (c) interferes with a student's educational opportunities;
- (d) creates a hostile educational environment; or
- (e) substantially disrupts the orderly operation of the school

"Bullying" includes actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors or beliefs

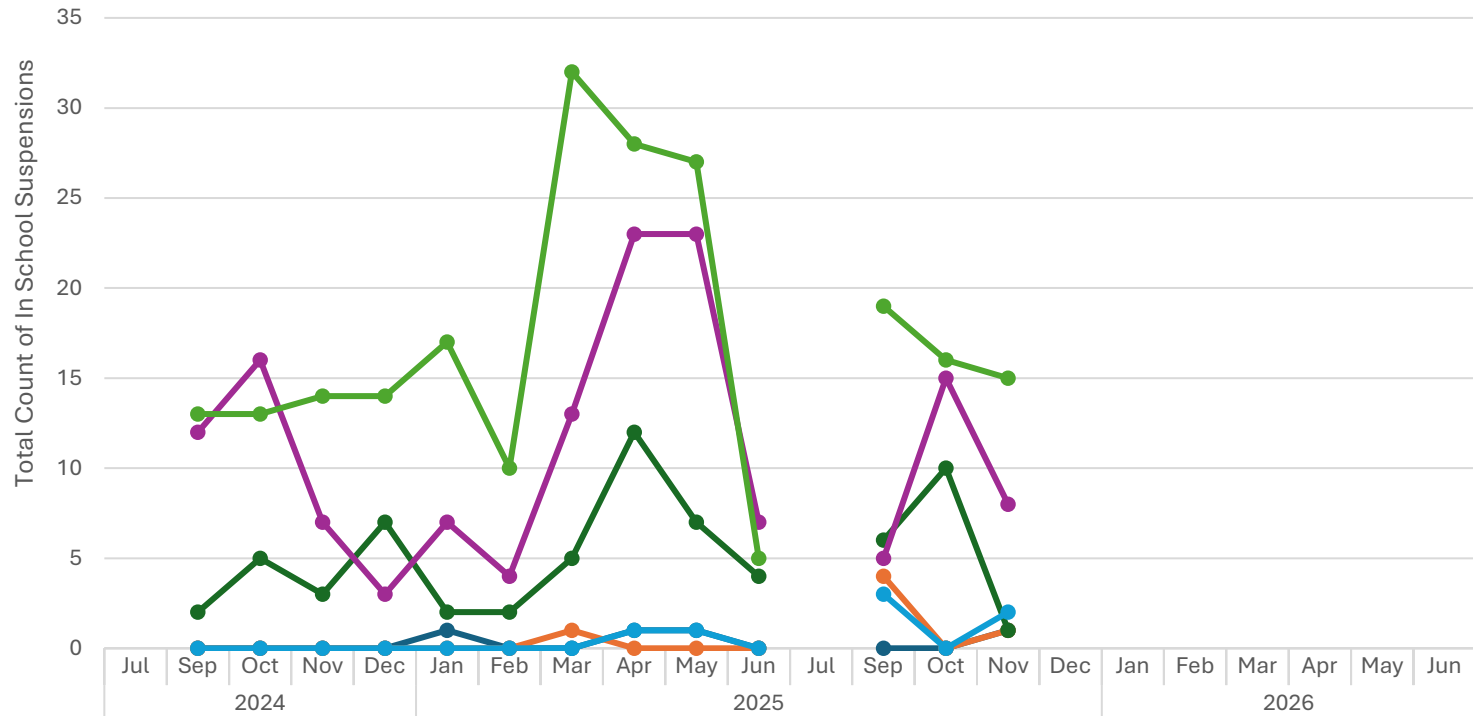
Hudson School District Detention Trends 24-25 & 25-26



ELC - Library Street	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELC - Dr. H.O. Smith	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hills Garrison	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nottingham West	12	13	15	10	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hudson Memorial	13	43	15	23	34	10	26	34	26	13	16	21	10						
Alvirne High School	122	214	76	72	60	112	126	103	110	7	144	281	160						

HSD IN SCHOOL SUSPENSION TRENDS THROUGH NOVEMBER 30, 2025

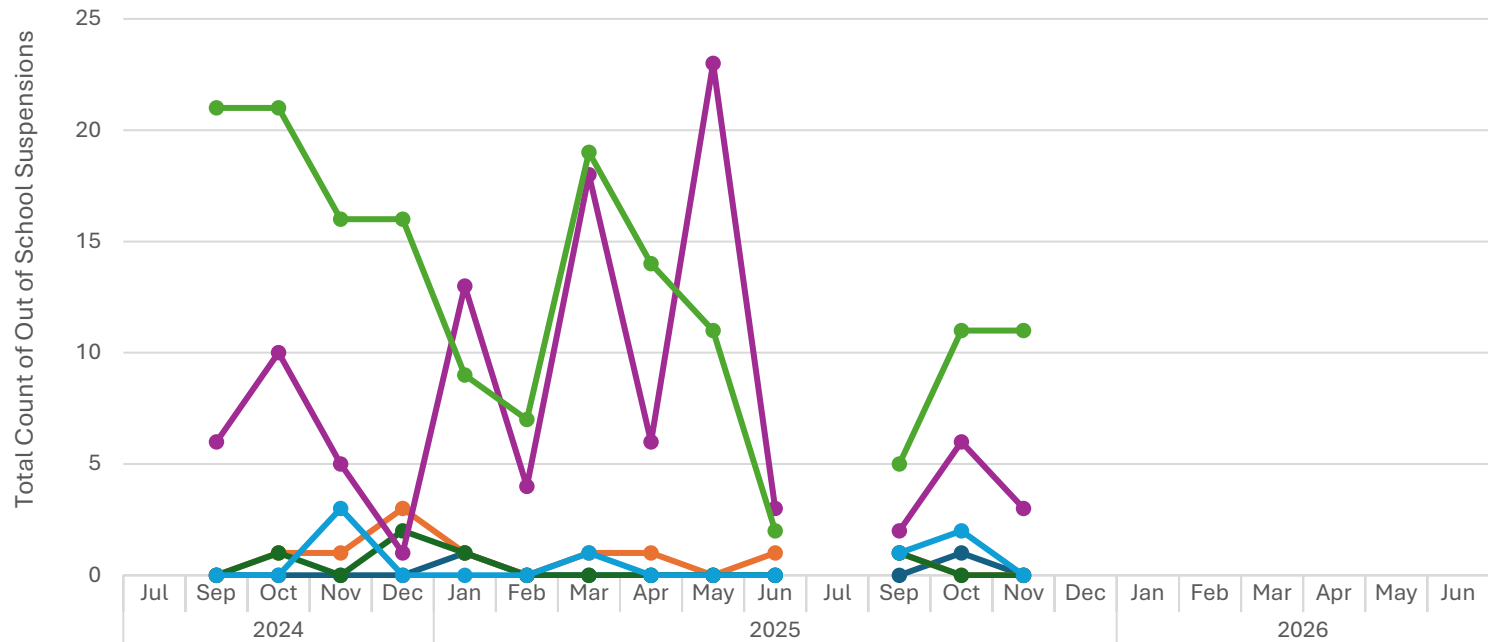
Hudson School District In School Suspension Trend 24-25 & 25-26



 ELC - Library Street		0	0	0	0	1	0	0	1	1	0		0	0	1							
 ELC - Dr. H.O. Smith		0	0	0	0	0	0	1	0	0	0		4	0	1							
 Hills Garrison		2	5	3	7	2	2	5	12	7	4		6	10	1							
 Nottingham West		0	0	0	0	0	0	0	1	1	0		3	0	2							
 Hudson Memorial		12	16	7	3	7	4	13	23	23	7		5	15	8							
 Alvirne High School		13	13	14	14	17	10	32	28	27	5		19	16	15							

HSD OUT OF SCHOOL SUSPENSION TRENDS THROUGH NOVEMBER 30, 2025

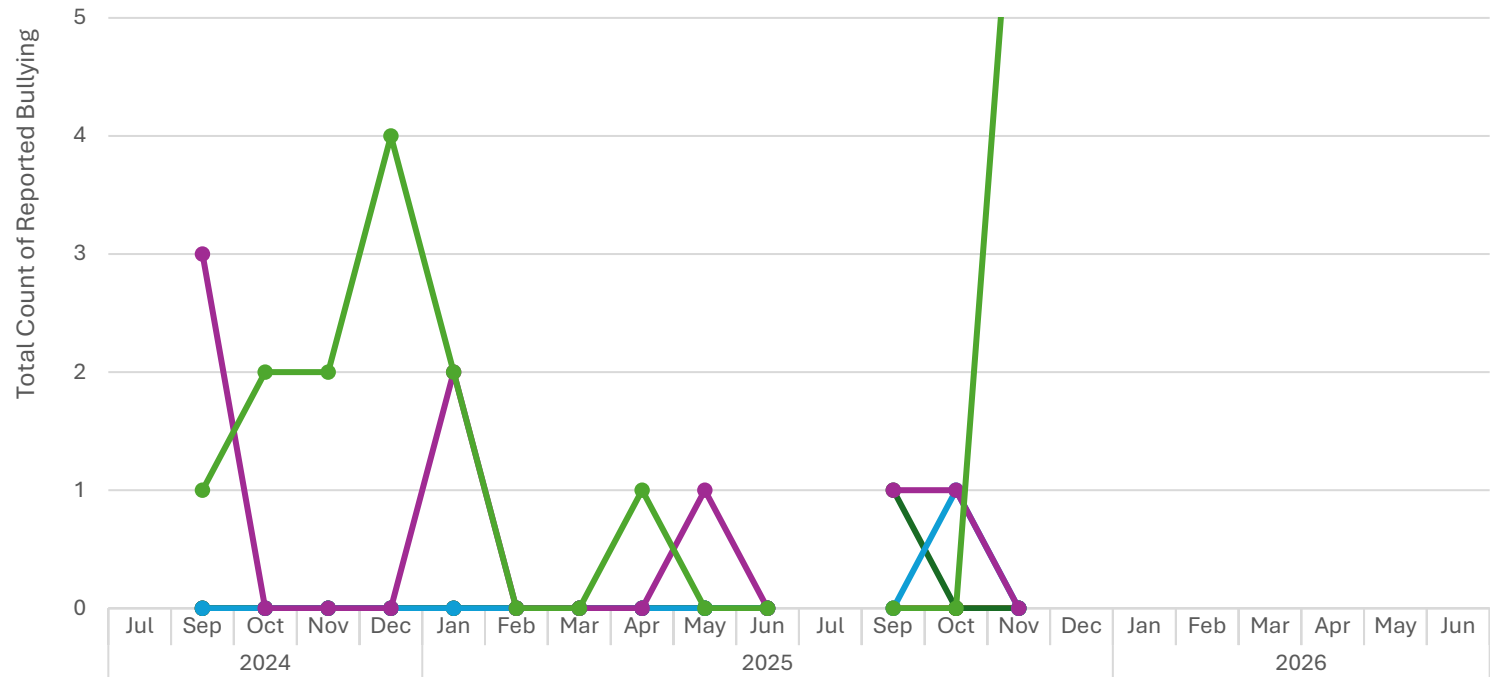
Hudson School District Out of School Suspension Trend 24-25 & 25-26









	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		2024					2025						2026									
ELC - Library Street		0	0	0	0	1	0	0	0	0	0		0	1	0							
ELC - Dr. H.O. Smith		0	1	1	3	1	0	1	1	0	1		1	0	0							
Hills Garrison		0	1	0	2	1	0	0	0	0	0		1	0	0							
Nottingham West		0	0	3	0	0	0	1	0	0	0		1	2	0							
Hudson Memorial		6	10	5	1	13	4	18	6	23	3		2	6	3							
Alvirne High School		21	21	16	16	9	7	19	14	11	2		5	11	11							

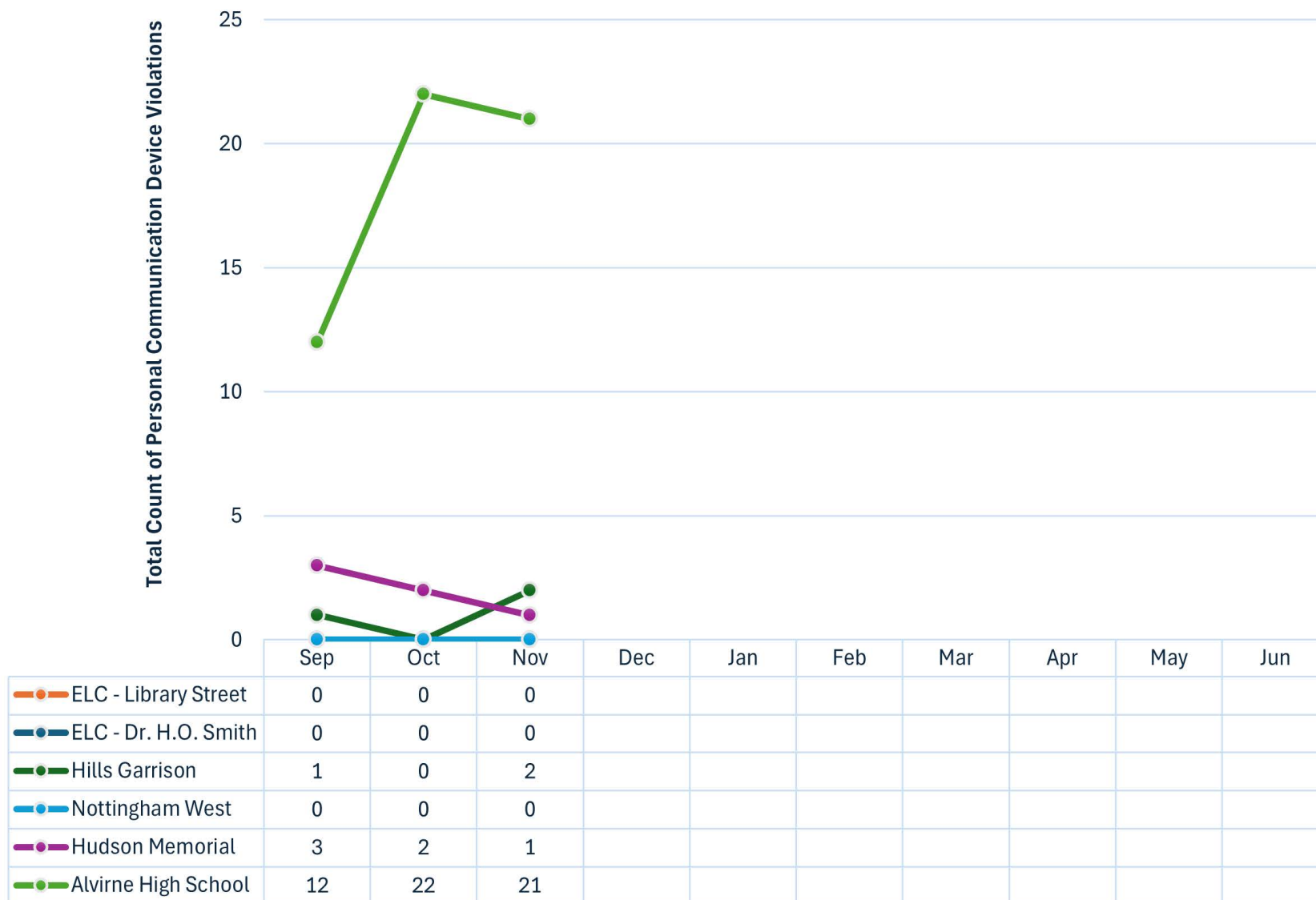
HSD REPORTED INCIDENTS OF BULLYING

Hudson School District Reported Incidents of Bullying 24-25 & 25-26



 ELC - Library Street		0	0	0	0	0	0	0	0	0	0		0	0	0							
 ELC - Dr. H.O. Smith		0	0	0	0	0	0	0	0	0	0		0	0	0							
 Hills Garrison		0	0	0	0	0	0	0	0	0	0		1	0	0							
 Nottingham West		0	0	0	0	0	0	0	0	0	0		0	1	0							
 Hudson Memorial		3	0	0	0	2	0	0	0	1	0		1	1	0							
 Alvirne High School		1	2	2	4	2	0	0	1	0	0		0	0	7							

Hudson School District Personal Communication Device Violation Trend 25-26



FY2026 FINANCIAL STATEMENT

as of: 11/30/2025

<u>REVENUE</u>	REVENUE 2026	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
10 1121 CURRENT TAX APPROP	46,825,931	18,620,376	28,205,555	46,825,931	(0)
10 1320 TUITION FROM OTHER LEA'S	425,000	-	425,000	425,000	-
10 1340 PRE-SCHOOL TUITION	90,000	31,510	58,490	90,000	-
10 1510 INTEREST ON INVESTMENTS	180,000	76,102	103,898	180,000	-
10 1710 ATHLETIC FEES	9,000	-	9,000	9,000	-
10 1730 1:1 COMPUTER INSURANCE	25,000	24,830	170	25,000	-
10 1900 OTHER LOCAL REVENUE	20,000	17,509	2,491	20,000	-
10 1901 ERATE	2,000	-	2,000	2,000	-
10 1910 RENTALS	20,000	9,000	11,000	20,000	-
10 1920 CONTRIBUTIONS FROM PRIVATE SOURCE	-	-	-	-	-
10 1921 ROTC PROGRAM CONTRIBUTIONS	110,000	19,789	90,211	110,000	0
10 3110 STATEWIDE EDUCATION TAX (SWEPT)	6,167,164	2,558,445	3,608,719	6,167,164	-
10 3190 OTHER STATE AID	16,694	-	16,694	16,694	-
10 3241 SPECIAL EDUCATION AID	695,000	20,337	674,663	695,000	-
10 3242 VOCATIONAL TUITION AID	665,000	595,265	69,735	665,000	-
10 3800 EDUCATION GRANT	8,301,943	3,320,778	4,981,165	8,301,943	-
10 4580 MEDICAID	35,000	19,993	15,007	35,000	-
10 5220 INDIRECT COSTS	50,000	2,232	47,768	50,000	-
10 5231 TRANS FRM CAPITAL RESERVE	-	-	-	-	-
TOTAL GENERAL FUND REVENUE	63,637,732	25,316,165	38,321,567	63,637,732	(0)

<u>REVENUE</u>	REVENUE BUDGET	ACTUAL YTD REVENUE	ANTICIPATED REVENUE	TOTAL ANTICIPATED REVENUE	EXCESS/ (SHORTFALL)
TOTAL GENERAL FUND REVENUE (From Page 1)	63,637,732	25,316,165	38,321,567	63,637,732	(0)
<u>EXPENDITURES</u>	APPROPRIATION BUDGET	ACTUAL YTD EXPENDITURES	ANTICIPATED EXPENDITURES	TOTAL ANTICIPATED EXPENDITURES	(EXCESS)/ SHORTFALL
FY25 PRIOR YEAR ENCUMBRANCES					
Prior Year Encumbrances (FY25)	636,459				
Prior Year Encumbrances Paid to Date		297,539			
Anticipated Prior Year Encumbrance Payments			310,666		
EXCESS/SHORTFALL					28,253
FY26 GENERAL FUND APPROPRIATION BUDGET	67,043,930				
Expenditures		21,063,979			
Current Year Encumbrances			33,806,863		
Anticipated Expenditures			11,093,137		
TOTAL ANTICIPATED EXPENDITURES				65,963,979	
EXCESS/SHORTFALL					1,079,951
TOTAL UNSPENT EXPENDITURES					1,108,204
PRELIMINARY AVAILABLE FUNDS (EXCESS REVENUE & UNSPENT EXPENDITURES)					1,108,204
ANTICIPATED ACCESSIBLE FUND BALANCE					1,108,204
RESTRICTED FY25 FUND BALANCE RETAINED (RSA 198:4-B)					1,305,479
TOTAL FY26 FUND BALANCE					2,413,683



**DEPARTMENT OF THE AIR FORCE
AIR FORCE ACCESSIONS CENTER (AETC)**

December 2, 2025

Ms. Gina C. Humble
Region Supervisor, HQ Air Force Junior ROTC
60 West Maxwell Blvd
Maxwell AFB AL 36112

Mr. Steven Beals
Principal, Alvirne High School
200 Derry Rd
Hudson NH 03051

Dear Mr. Beals

Thank you for the opportunity to visit your school on December 1, 2025, to conduct a Unit Assessment (UA). The purpose of this visit was to provide feedback regarding the performance of your Air Force Junior ROTC (AFJROTC) unit, and to assess its compliance with the applicable laws, policies, and the Memorandum of Agreement between your school district and the United States Air Force.

Congratulations! Your AFJROTC unit scored an impressive **92.5** and earned an overall rating of **"Exceeds Standards"** for the UA, the highest rating attainable. This outstanding achievement reflects the dedication and leadership of Colonel (Ret) Thomas Cole and Chief Master Sergeant (Ret) Sarah Sipe, who deserve special recognition for mentoring and guiding your cadets. The instructors and cadets exceeded the standard on six assessment checklist items and had zero discrepancies—a noteworthy accomplishment.

Thank you for your continued support in developing citizens of character for America. If you have any questions or concerns regarding your visit results, please contact me at gina.humble.1@au.af.edu.

Sincerely

GINA C. HUMBLE, GS-13, DAF
Region Supervisor, HQ Air Force Junior ROTC

cc:

Dr. Daniel Moulis, Superintendent, Hudson School District
Dr. Eric Frauwirth, Director, Plamer CTE Center
Colonel (Ret) Thomas Cole, SASI, AFJROTC Unit NH-20031
Chief Master Sergeant (Ret) Sarah Sipe, ASI, AFJROTC Unit NH-20031

Below is a sample press release for your local newspaper to announce to the community your outstanding results on your Unit Assessment.

SAMPLE PRESS RELEASE

Alvirne High School Cadets Earn Top Marks in Air Force Junior ROTC Assessment

Hudson, NH – The Air Force Junior ROTC (AFJROTC) program at Alvirne High School has earned the highest possible rating of “**Exceeds Standards**” following its Unit Assessment conducted on December 1, 2025.

Alvirne and Area cadets have demonstrated exceptional performance and pride in achieving their unit’s goals reflecting the program’s commitment to excellence. Under the instructional guidance of Colonel (Ret) Thomas Cole and Chief Master Sergeant (Ret) Sarah Sipe, the program impressed evaluators with its strong cadet leadership, active cadet participation, and selfless community involvement.

The AFJROTC program at Alvirne continues to make a lasting impact on students and the surrounding community, fostering leadership, character, and a sense of purpose among its cadets.

AFJROTC Unit Assessment Report

Administrative

Unit Number:	School Name:	Unit Status:	Unit Address and Phone:
NH-20031	Alvirne High School	Good Standing	200 Derry Road Hudson, NH 03051 ph: 603/886-1260
Superintendent:		Supt. Address and Phone:	School District: Assessment Date:
Daniel Moulis		20 Library Street Hudson, NH 03051 ph: 603/883-7765	Hudson School District 01-Dec-2025
Prog Enrlmnt Day of Assessment:	PSR Prog Enrollment:	PSR School Enrollment:	Date of Last PSR: Schedule Type: Assessment Type:
79	83	948	11-Oct-2024 AB Unit Assessment
Principal:		Principal email:	Assessment Official: Accompanying Official:
Steven Beals		sbeals@sau81.org	Humble, Gina C. Col (Ret) Thomas Cole
System Generated Overall Unit Assessment Score (Sections 2 -5)			
92.5	A - Exceeds Standards	X	B - Meets Standards
			C - Meets Stds w/ Discrepancies
			F - Does Not Meet Standards
			Not Rated
Overall Unit Assessment Score (Sections 2 -5)			
0	A - Exceeds Standards		B - Meets Standards
			C - Meets Stds w/ Discrepancies
			F - Does Not Meet Standards
			Not Rated
			X
See AFJROTC Assessment Guide for instructions on providing Overall Assessment rating.			

Section I - Baseline

Assessment Items		Meets	Does Not Meet	Not Rated
I-1	<p>Instructors only teach AF/SF JROTC students an academic program of not less than three academic years. Instructors will not perform school security operations (such as metal detector/bag screening or armed security) or serve as a substitute teacher or monitor in any non-AF/SF JROTC class. Additionally, instructors will not participate in other instructional activities (advisory-like periods or study halls) without written approval (waiver) from HQ AFJROTC.</p> <p>Sources: Title 10, Sec 2031, para (b)(1)(C) / DoDI 1205.13, para 2.2.g, p.6 and para 3.2.e.(1), p.12 / AFJROTCI 36-2010, Ch2 and Ch14 / DD Form 3202, Sec III.13 / AF-Specific Addendum, paras 9 and 10, p.6 / 2025-2026 Curriculum Guide, p.1 and p.11.</p>	X		
I-2	<p>External Students:</p> <p>A. Satellite units are not established.</p> <p>B. Crosstown Agreements: Students from other schools are enrolled and participate in AF/SF JROTC curriculum and agreement is in writing.</p> <p>C. Home-schooled students will have the opportunity to attend AF/SF JROTC classes on campus and fully participate in the program.</p> <p>D. Participating 8th graders must be co-located and agreement is in writing.</p> <p>Sources: FY2025 NDAA, Sec 543(1) / Title 10, Sec 2031, paras (b)(1)(A) and (f)(1) / DoDI 1205.13, paras 3.2.a(1), p.10, 3.5.c, p.16, and 3.5.e, p.16 / AFJROTCI 36-2010, Ch2 / AF-Specific Addendum, paras 3, 8, and 9 a-f, p.10-11 and para 3, p.12 / 2025-2026 Curriculum Guide, p.6.</p>	X		
I-3	<p>AF/SF JROTC functions as a distinct academic and administrative department within the school. The SASI is the department head or equivalent as the AF/SF representative in managing the AF/SF JROTC program.</p> <p>Sources: AFJROTCI 36-2010, Ch2 / AF-Specific Addendum, paras A. 2, p.2 and 3b), p.3 / 2025-2026 Curriculum Guide, p.11.</p>	X		
I-4	<p>School district provides a minimum 10-month employment contract, and instructor pay is at least equal to Minimum Instructor Pay (MIP).</p> <p>Sources: DoDI 1205.13, paras 3.2.c(3), p.11 and 3.2.f(1), p.12 / AFJROTCI 36-2010, Ch2 and Ch21 / AF-Specific Addendum, para E. 1, p.1, and paras 5 and 6, p.5 / Director's Policy Letter: Minimum Instructor Pay Policies, 3 Sep 2024.</p>	X		
I-5	<p>School supports the AF/SF JROTC program with a minimum staff level of two instructors and complies with the instructor/cadet ratio.</p>	X		

	Sources: DoDI 1205.13, paras 3.3.b(1) and (2), p.14-15 / AFJROTCI 36-2010, Ch2 and Ch20 / AF-Specific Addendum, para C.1, p.4 and para 13, p.7.			
I-6	<p>Cadet enrollment in AF/SF JROTC classes must include:</p> <ul style="list-style-type: none"> A. Voluntary student enrollment. B. Approval from the SASI for all enrollment and disenrollment decisions. Cadets are disenrolled whenever necessary in the SY with proper cause and following a written and school approved disenrollment process. <p>Sources: Title 10, Sec 2031, paras (b)(1)(D) and (2)(E)(v) / DoDI 1205.13, paras 3.1(2), p.10 and 3.5.b(1), p.15 / AFJROTCI 36-2010, Ch2 and Ch14 / DD Form 3202, Sec III.8 / AF-Specific Addendum, paras 12-14, p.11-12 / DD Form 3203, Disclosure Section and Secs. 6.a., 8, and 9.a.</p>	X		
I-7	<p>School provides the following for the efficient and effective accomplishment of both academic and program activities:</p> <ul style="list-style-type: none"> A. Necessary classroom facilities. B. Office space. C. Technology. <p>Sources: Title 10, Sec 2031, para (b)(1)(B) / DoDI 1205.13, para 3.2.k (1)(2), p.14 / AFJROTCI 36-2010, Ch2 and Ch4 / DD Form 3202, Secs III.11-12 / AF-Specific Addendum, para-B, p.3.</p>	X		
I-8	<p>School provides and maintains adequate drill area(s) in the immediate or near vicinity of the AF/SF JROTC unit, comprising at least 2,500 square feet of level, unobstructed space free of vehicular and pedestrian traffic, to fulfill the objectives of the drill and ceremonies curriculum.</p> <p>Sources: Title 10, Sec 2031, para (b)(1)(B) / DoDI 1205.13, para 3.2.k (4), p.14 / AFJROTCI 36-2010, Ch2 / DD Form 3202, Sec III.12 / AF-Specific Addendum, para 2, p.4.</p>	X		
I-9	<p>School provides and maintains climatically controlled storage facilities with a minimum of 400 square feet for the protection and care of uniforms, supplies, and equipment used in the AF/SF JROTC program. The storage facilities must be used exclusively for this purpose and deny access to unauthorized personnel.</p> <p>(Note: 4 square feet per cadet of additional storage space is recommended as the unit grows).</p> <p>Sources: Title 10, Sec 2031, para (b)(1)(B) / DoDI 1205.13, paras 3.2.k(3), p.14 and 3.6.b, p.17 / AFJROTCI 36-2010, Ch2 / DD Form 3202, Secs III.12 and 14 / AF-Specific Addendum, para 3, p.4.</p>	X		
I-10	School meets the minimum statutory enrollment requirement.	X		

	Sources: 2025 NDAA, Title V, Subtitle E, Sec 543 / Title 10, Sec 2031, para (b)(1)(A)(i -- ii) / Director's Policy Letter "2025 AF/SF JROTC Minimum Enrollment Changes," 7 Feb 2025.			
I-11	<p>All drill rifles, air rifles/pellets, bows/arrows, replica/facsimile weapons, rifle stocks, ceremonial sabers/swords or other items that could be mistaken for weapons will be:</p> <p>A. Listed in WINGS. (does not include arrows/pellets) B. Stored securely. C. Marked appropriately (does not include arrows/pellets)</p> <p>Sources: Title 10, Sec 2031, para (b)(1)(B) / DoDI 1205.13, paras 3.2.i(3), p.13 and 3.6.b, p.17 / AFJROTCI 36-2010, Ch4 / DD Form 3202, Secs III.12 and 14 / AF-Specific Addendum, paras 4, p.4 and F.4, p. 13.</p>	X		
Comments:				

Section II – Safety & Welfare				
Assessment Items		Meets	Does Not Meet	Not Rated
II-1	Instructors complete DD Form 3200 between 1 Jul and the first 30 calendar days of each school year. Sources: DoDI 1205.13, paras 2.2.p.(1), p.8, 3.3 and 3.3.a(2), p.14 / AFJROTCI 36-2010, Ch14 / DD Form 3200, Purpose Section / Director's Policy Letter, DD Form 3200, para 3, 29 January 2024.	X		
II-2	Instructors and school leadership verify a review of the current MOA and AF Specific Addendum between 1 Jul and the first 30 calendar days of each school year. Sources: DoDI 1205.13, paras 2.2.p.(1), p.8 and 3.1.c, p.10 / AFJROTCI 36-2010, Ch2 / AF-Specific Addendum, para F.5, p.16.	X		
II-3	DD Form 3203 and Supplemental Participation Form completed, returned, and annotated in WINGS for each cadet within the first 30 calendar days of each school year/academic term or upon entering the program. Failure to meet this deadline will result in cadet's disenrollment from the AF/SF JROTC program. Sources: Title 10, Sec 2031, para (b)(1)(D) / DoDI 1205.13, para 2.1. d(3)(b), p.5 / DD Form 3202, para 9.a)(2) / DD Form 3203, Disclosure Statement.	X		
II-4	Title IX coordinator or school administration has reported to HQ AFJROTC within one business day of occurrence, and the instructor reported within 24 hours of occurrence: A. Any allegations of misconduct or complaints against an AF/SF JROTC instructor. B. Any administrative or disciplinary action (verbal or written) regarding instructor misconduct. C. Any investigations initiated, proposed, or completed by the school/district regarding allegations of acts of violence, including sexual abuse or harassment by an AF/SF JROTC instructor. Sources: DoDI 1205.13, para 2.2.h, p. 6 / DD Form 3202, Sec III, para 4.b.(5) / AF-Specific Addendum, para 15.a), p.7 / AFJROTCI 36-2010, Ch14.			X
II-5	Unit has proper security measures in place for changing areas, including checking for authorized/unauthorized audio and video recording devices. Source: Director's Policy Letter, Policy for Recurring Safety and Security Checks of AFJROTC Spaces, paras A, B, and C, 12 Apr			X

	2023.			
II-6	<p>Unit complies with prohibitions on physical discipline, hazing, and unofficial teams.</p> <p>Sources: DoDI 1205.13, para 3.2.m, p.14 / AFJROTCI 36-2010, Ch7 / Op Sup, Ch1.</p>	X		
II-7	<p>All instructors must have current, hands-on, and school-approved adult CPR certifications on file.</p> <p>Source: AFJROTCI 36-2010, Ch5 and Ch14.</p>	X		
II-8	<p>Non-instructor chaperones are approved by the school in writing, acknowledge the prohibited activities found in Section 7 of the DD 3200, and the school assumes full responsibility for the chaperone(s).</p> <p>Sources: AFJROTCI 36-2010, Ch7 / Op Sup Ch1 / Director's Policy Letter, Policy Changes to AFJROTC Operations, para c, 8 Apr 2024.</p>	X		
Comments:				

Section III - Cadets						
Assessment Items		Exc	Meet	W/ Disc	Not Meet	Not Rated
III-1	<p>All cadets comply with guidelines and procedures regarding uniform wear, personal appearance, and grooming standards.</p> <p>Sources: DAFI 36-2903, all sections / DD Form 3203, paras 9.a.1 and 2 / AFJROTCI 36-2010, Ch6 /AF-Specific Addendum, paras D.1, p.9, D.6, p.10, D.10, p.11, and D. 14, p.12 / Op Sups, Ch1 and Ch7 / Director's Policy Letter, Dress and Appearance Policy Beginning Academic Year 2025 (AY25), para 9, 7 May 2024.</p>	X				
III-2	<p>Cadets demonstrate discipline, teamwork, and unit cohesion by developing a cadet-prepared unit mission briefing that includes the following:</p> <p>A. Six SMART Goals.</p> <p>B. Status of PFT and unit's PT/ Wellness Program.</p> <p>C. Community service events(s) with hours and cadet participation rates (within current award year, 11 April 25 to 10 April 26) as loaded in WINGS.</p> <p>D. Curriculum in Action (CIA) trip(s) with cadet participation rates from previous academic year and current academic year as loaded into WINGS.</p> <p>E. LDR activity to include number and cadet participating rates from previous academic year and current academic year as loaded into WINGS.</p> <p>F. Other school activities in which cadets participate.</p> <p>Sources: AFJROTCI 36-2010, Ch6 / Op Sup, Ch1.</p>	X				
III-3	<p>30-Command Drill Sequence is led and performed by a minimum of 10 second-year cadets.</p> <p>Sources: AFJROTCI 36-2010, Ch6 / Op Sup, Ch1.</p>		X			
III-4	<p>Cadets demonstrate a basic Color Guard Sequence.</p> <p>Sources: AF & SF Junior ROTC The Color Guard Instruction Pamphlet, Supplement to DAFP 34-1203, 15 Feb 2023 / AFJROTCI 36-2010, Ch6 / Op Sup, Ch1 / Director's Policy Letter, Policy Changes to AFJROTC Operations, para 4.f, 8 Apr 2024.</p>		X			
III-5	<p>Cadets plan, organize, execute, and record in WINGS a unit-sponsored community service event each School Year (Note: For 4x4, Mod 4x4, and Trimester, one event per academic term is required).</p> <p>Sources: AFJROTCI 36-2010, Ch6 and Ch7 / Op Sup, Ch1 / Director's Policy Letter, Policy Changes to</p>	X				

	AFJROTC Operations, para 3b), 8 Apr 2024.					
Comments:						

Section IV – Instructor(s)						
Assessment Items		Exc	Meet	W/ Disc	Not Meet	Not Rated
IV-1	Instructors wear an approved uniform and present a professional military image. Sources: DAFI 36-2903, all sections / AFJROTCI 36-2010, Ch3 and Ch14 / AF-Specific Addendum, para 14, p.7.	X				
IV-2	Instructors use approved curriculum material, create a positive learning environment, demonstrate proper classroom management, and involve students in the learning process. Sources: AFJROTCI 36-2010, Ch3 / AFJROTC Curriculum Guide.		X			
IV-3	Unit conducts a minimum of one CIA trip per School Year (Note: For 4x4, Mod 4x4, and Trimester, one CIA trip per academic term is required). Sources: DAFI 36-2010, para 3.6.2. / AFJROTCI 36-2010, Ch7 / Op. Sup, Ch2.	X				
IV-4	Unit conducts a PFT and enters data into WINGS, then generates a Mass Assessment in WINGS at least once per School Year (Note: For 4x4, Mod 4x4, and Trimester, at least once per academic term is required). Source: AFJROTCI 36-2010, Ch5, para 5.8. / AFJROTC Curriculum Guide.		X			
IV-5	Appropriate professional relationships exist between instructors, cadets, faculty, school administration, and HQ AFJROTC personnel. Sources: AFJROTCI 36-2010, Ch3 and Ch14 / DD Form 3202, Secs III.3 and III.4 / AF-Specific Addendum, paras C.11 and C.15, p.7		X			
IV-6	Unit follows higher HQ and HQ AFJROTC regulatory guidance, uses WINGS and M365 accounts as directed, and meets suspenses. Source: AFJROTCI 36-2010, Ch7.		X			
IV-7	Workload is equally distributed between instructors. Source: AFJROTCI 36-2010, Ch3 and Ch14.		X			
Comments:						

Section V - Director's Special Interest Items

Assessment Items		Exc	Meet	W/ Disc	Not Meet	Not Rated
V-1	<p>Unit demonstrates effective stewardship and active integration of Air Force-funded specialty Leadership Development Requirement (LDR) equipment (e.g., marksmanship air rifles, archery gear, robotics kits, drones) in accordance with program expectations.</p> <p>a. Current LDR-specific Memorandum of Understanding (MOU), signed by the current school principal, must be submitted to HQ AFJROTC/LDRs. MOU must be properly filed in WINGS under: Published Files JRX LDRs Marksmanship, Archery, Drone MOU folder.</p> <p>b. Unit must actively incorporate specialty LDR equipment into the AFJROTC curriculum and/or operate a related LDR team (e.g., before/after school marksmanship, archery, robotics, or drone teams).</p>		X			
Comments:						

Explanation of Discrepancies			
Item #	Rating	Action Plan Req'd	Item
		No	
Discrepancy:			

Exceeding Standards/Best Practices			
Item #	Category	Distribute	Item
III-1		No	<p>All cadets comply with guidelines and procedures regarding uniform wear, personal appearance, and grooming standards.</p> <p>Sources: DAFI 36-2903, all sections / DD Form 3203, paras 9.a.1 and 2 / AFJROTCI 36-2010, Ch6 /AF-Specific Addendum, paras D.1, p.9, D.6, p.10, D.10, p.11, and D.14, p.12 / Op Sups, Ch1 and Ch7 / Director's Policy Letter, Dress and Appearance Policy Beginning Academic Year 2025 (AY25), para 9, 7 May 2024.</p>
<p>Best Practice:</p> <p><i>76/79 (96%) cadets were present and 74/76 cadets in uniform; less than a handful of minor grooming violations were observed in the formation; additionally, cadets looked outstanding in their uniforms all day.</i></p>			
III-2		No	<p>Cadets demonstrate discipline, teamwork, and unit cohesion by developing a cadet-prepared unit mission briefing that includes the following:</p> <ul style="list-style-type: none"> A. Six SMART Goals. B. Status of PFT and unit's PT/ Wellness Program. C. Community service events(s) with hours and cadet participation rates (within current award year, 11 April 25 to 10 April 26) as loaded in WINGS. D. Curriculum in Action (CIA) trip(s) with cadet participation rates from previous academic year and current academic year as loaded into WINGS. E. LDR activity to include number and cadet participating rates from previous academic year and current academic year as loaded into WINGS. F. Other school activities in which cadets participate. <p>Sources: AFJROTCI 36-2010, Ch6 / Op Sup, Ch1.</p>
<p>Best Practice:</p> <p><i>Cadet leaders planned, practiced, and delivered a strong unit mission briefing that contained required information, photos and video clips of cadets in action; briefers confidently answered any/all questions posed by the RD.</i></p>			
III-5		No	<p>Cadets plan, organize, execute, and record in WINGS a unit-sponsored community service event each School Year (Note: For 4x4, Mod 4x4, and Trimester, one event per academic term is required).</p> <p>Sources: AFJROTCI 36-2010, Ch6 and Ch7 / Op Sup, Ch1 / Director's Policy Letter, Policy Changes to AFJROTC Operations, para 3b), 8 Apr 2024.</p>
<p>Best Practice:</p> <p><i>NH-20031 continues to make a positive impact on their school and community; the senior leadership class planned, organized, and executed a cleanup of Sunnyside Cemetery in October with event coverage by Hudson Community Television; the unit also supported a number of Veteran's Day events at Hudson and Area elementary schools; AY25 cadet</i></p>			

participation rate was 100% with the AY26 participation rate already at 88%.			
IV-1		No	<p>Instructors wear an approved uniform and present a professional military image.</p> <p>Sources: DAFI 36-2903, all sections / AFJROTCI 36-2010, Ch3 and Ch14 / AF-Specific Addendum, para 14, p.7.</p>
<p>Best Practice:</p> <p><i>Both instructors looked outstanding in their uniforms throughout the day, setting a positive example for their cadets; discussions with administrators, counselors, and their cadets indicate they always wear an approved uniform IAW HQ guidance.</i></p>			
IV-3		No	<p>Unit conducts a minimum of one CIA trip per School Year (Note: For 4x4, Mod 4x4, and Trimester, one CIA trip per academic term is required).</p> <p>Sources: DAFI 36-2010, para 3.6.2. / AFJROTCI 36-2010, Ch7 / Op. Sup, Ch2.</p>
<p>Best Practice:</p> <p><i>Unit offers a variety of CIA trips from year to year including military installation visits, Blackhawk flights, CAP flights, and more; to date, unit has conducted one CIA trip with at least two more planned for spring 2026; cadet participation rates for AY25 and AY26 are 82% and 15% respectively.</i></p>			